



Safety ★ **Commitment** ★ **Aspirations**

Behaviour Policy and Statement of Behaviour Principles

Approved by: Dave Hobday
Chair of Governors

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At Mapledene, we are more than a school — we are a family. Rooted in our core values of

'Safety, Commitment, Aspirations'

We create a positive, inclusive, and ambitious learning environment where every child, staff member, and family feel safe, valued, and supported.

We believe children thrive when they feel secure, respected, and inspired. Through strong relationships and a nurturing culture, we build emotional security and mutual respect, enabling children to grow with confidence.

Our Behaviour Policy promotes a safe and respectful environment, underpinned by commitment and shared aspirations, where everyone feels valued, ready to learn, and empowered to succeed.

Working closely with parents, carers, and external partners, we ensure every child—regardless of background or need—has the right support to flourish. We celebrate diversity and promote kindness, teaching children to embrace differences and recognise their unique strengths. Every child is encouraged to contribute, helping us build a caring, inclusive community.

Our broad, creative curriculum is designed to spark curiosity, foster independence, and prepare children for life as responsible global citizens. With personalised support, enrichment opportunities, and access to the full National Curriculum, every child is empowered to achieve their academic, social, and emotional potential.

We promote a *Growth Mindset*, celebrating effort, resilience, and achievement, while encouraging children to take ownership of their learning journey. High expectations and aspiration give children the confidence, character, and skills they need to thrive—both now and in the future.

Our ethos is reflected in our motto:
BELONG, BELIEVE, BE YOU; ACHIEVE.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of Mapledene
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Encourage the development of positive, constructive relationships with parents/carers, which enables a shared approach in the implementation of this policy;
- Promote self-esteem, self-discipline and positive relationships based on mutual respect

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for Headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate children's behaviour and publish a Behaviour Policy and written statement of behaviour principles, and gives schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools must publish their Behaviour Policy online

3. Definitions

At Mapledene, behaviour management is underpinned by educational research, including the Education Endowment Foundation's *Improving Behaviour in Schools* guidance. We are committed to creating a safe, inclusive and respectful learning environment where every child can achieve their full potential. Our approach focuses on building positive relationships, high expectations, and a consistent, whole-school ethos.

We believe in knowing and understanding our children and the influences that shape their behaviour. Staff take time to build strong relationships with children, recognising their individual needs, backgrounds and experiences. We teach positive learning behaviours alongside managing misbehaviour, helping children to understand how their actions affect others and encouraging them to make positive choices.

Classroom management strategies are used consistently to establish clear routines, support positive behaviour, and maximise learning time. Simple, proactive approaches—such as clear expectations, consistent use of praise, and visual cues—are embedded into daily practice. Restorative conversations help children reflect on their actions and repair relationships, promoting emotional literacy and accountability.

We work in close partnership with parents and carers, valuing their input and fostering a shared approach to supporting behaviour and well-being. For children who need additional support, we use targeted interventions tailored to their individual needs. These might include mentoring, emotional regulation support, or behaviour plans.

Our Behaviour Policy promotes respect, responsibility and commitment. By combining evidence-informed strategies with a strong emphasis on relationships and inclusion, we ensure that all children feel valued, supported, and empowered to succeed—both academically and socially.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of Mapledene rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment and/or violence
- Possession of any prohibited/banned items. *

These include but are not limited to:

- Knives or weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco, E-cigarettes or vapes
- Fireworks

*Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be:

- Emotional
- Physical
- Prejudice-based and discriminatory, including:
 - Racial
 - Faith-based
 - Gendered (sexist)
 - Homophobic/biphobic/Transphobic
 - Disability-based
 - Sexual
 - Direct or indirect verbal
 - Cyber bullying

Bullying is not tolerated at Mapledene. We are committed to creating a safe, respectful, and inclusive environment where every child feels valued.

We prevent bullying through proactive, whole-school strategies such as our PSHE curriculum, celebrating differences, regular class and whole school assemblies, the awarding of House Points to reward good deeds, participation in both local and national events which include Anti-Bullying and Children's Mental Health. These opportunities help children to learn about respect, empathy, and positive relationships.

Children, parents/carers, and staff can report incidents of bullying in confidence to any member of staff, to the designated safeguarding lead, or through our reporting systems. All concerns are taken seriously. Every incident is investigated thoroughly, with reference to Mapledene's Behaviour Policy, and parents/carers are kept informed and involved where necessary.

We recognise that bullying can occur outside of school and online. In such cases, we will take appropriate action, working in partnership with families and, where needed, external agencies, to safeguard our children.

All reports of bullying are recorded, analysed, and monitored to identify patterns and inform future prevention strategies. Sanctions for bullying are applied consistently and proportionately in line with sections 7 and 8 of this policy, and always within the framework of the Behaviour Policy.

Children who have been bullied, or who may be vulnerable to bullying, are given tailored support to rebuild confidence, resilience, and a sense of safety. At the same time, we work with children who have displayed bullying behaviour to help them understand the impact of their actions and make positive changes.

Our staff have received training in recognising, preventing, and responding to different bullying scenarios, ensuring they are equipped to safeguard children effectively. Governors are also trained to oversee and challenge Mapledene's work in this area.

Through education, community celebration, clear procedures, and a culture of respect, we actively work to prevent bullying and ensure our school is a safe and welcoming place for all. For more information, please see our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of Behaviour Principles (appendix 1)
- Reviewing this Behaviour Policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy alongside the Governing Body.
- Giving due consideration to Mapledene's statement of Behaviour Principles (appendix 1)
- Approving this policy
- Ensuring that Mapledene's environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into Mapledene's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding and Child Protection Policy to offer children both support and sanctions when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing the Behaviour Policy consistently
- Communicating Mapledene's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering the impact of their own behaviour on Mapledene's culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging children to meet Mapledene's expectations

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know Mapledene's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to Mapledene's Behaviour Policy
- Inform Mapledene of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with Mapledene directly, while continuing to work in partnership with Mapledene
- Take part in the life of Mapledene and its culture

Mapledene will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and Mapledene's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Children

Children will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the Behaviour Policy
- Mapledene's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of Mapledene's Behaviour Policy and wider culture.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

Extra support and induction will be provided for children who are mid-phase arrivals.

6. School behaviour curriculum

At Mapledene, we are committed to creating a safe, inclusive and respectful learning environment where every child can achieve their full potential. Our approach focuses on building positive relationships, high expectations, and a consistent, whole-school ethos. Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Move quietly around Mapledene
- Treat Mapledene buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings Mapledene into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Children in Year 6 who walk to and from school are allowed to bring mobile phones to school. No other child is able to bring a phone to school, as it is unnecessary. Mobile phones must be switched off by children when they reach Mapledene gates. Mobile phones should be handed to their teacher at the beginning of Mapledene day. The teacher will store phones away safely and will return them back out at the end of Mapledene day. Children's phones are therefore not switched on at any point on the Mapledene site. Children are only allowed to turn mobile phones back on once they have left Mapledene site. If children do not follow these rules, staff will follow Mapledene Behaviour Policy (see appendix 3 - 'not following instructions').

Exceptions to the above rule can be made, for instance in the case of a medical issue. This must be agreed by a member of SENIOR LEADERSHIP TEAM.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within Mapledene.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Develop a positive relationship with children, which should include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
 - Practice positive redirection techniques (Appendix 4) to guide children
 - Applying the Behaviour Policy fairly and consistently

7.2 Safeguarding

Mapledene recognises that changes in behaviour may be an indicator that a child needs help or protection.

We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an Early Help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Child Protection Policy for more information.

7.3 Responding to good behaviour

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the Mapledene's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of Mapledene's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers directly, face-to-face, via a phone call or written correspondence
- Stars are awarded to children when they produce excellent pieces of work. House Points are awarded to children when they demonstrate excellent behaviours such as being helpful, displaying excellent manners, etc. Certificates are awarded during Celebration Assemblies.
- Positions of responsibility, such as House Captains, School Councillors, Librarians. These areas of responsibility can be removed from children who do not demonstrate our school values consistently.
- Half-termly 'Reward Time'.

7.4 Responding to misbehaviour

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to ensure a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

At Mapledene, we believe that the most effective form of behaviour management is one which notices where good behaviour is occurring and promotes it. However, where there is unacceptable behaviour, all staff will follow the flow chart in Appendix 2.

Personal circumstances of the child will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Please refer to the referred to guidance for further information.

7.7 Off-site misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing Mapledene. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Sanctions may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of Mapledene
- Poses a threat to another child
- Could adversely affect the reputation of Mapledene

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

Mapledene can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of Mapledene
- It adversely affects the reputation of Mapledene
- The child is identifiable as a member of Mapledene

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a child is suspected of criminal behaviour, Mapledene will make an initial assessment of whether to report the incident to the police.

When establishing the facts, Mapledene will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher / member of the Senior Leadership Team / Pastoral Lead will make the report.

Mapledene will not interfere with any police action taken. However, Mapledene may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

Mapledene will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Mapledene's response will be:

- Proportionate
- Considered

- Supportive
- Decided on a case-by-case basis

Mapledene has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, Mapledene will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, Mapledene will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, Mapledene (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the child who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Mapledene will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other children.

8. Sanctions

Sanctions are intended to empower staff, maintain authority, and guide children towards positive behaviour. They follow a clear, consistent sequence. Initially, staff use non-verbal communication such as a serious look or moving closer, followed by redirection or a gentle reprimand.

If needed, a first verbal warning is given with a simple explanation. A second warning requires the child to change seat. Continued misbehaviour leads to loss of five minutes' break. Repeated disruption results in a behaviour point logged on SIMs, a full missed break with a reflection sheet, and parents/carers are informed. Serious behaviours may lead to immediate behaviour points or direct referral to a member of SENIOR LEADERSHIP TEAM, who may consider exclusion (internal or external) where necessary.

Safety is always paramount. Violent behaviour or actions that endanger others lead to removal from class. Racist, sexist, or transphobic abuse is logged on CPOMs, monitored, and reported to the Local Authority.

Behaviour points reset each half-term, with 'Reward Time' for children who receive two or fewer. Children who accumulate more than 4 behaviour points in one half-term will eat their lunch in either the Headteacher's or Assistant Headteachers' office and miss going out on to the playground for one lunchtime session.

Persistent poor behaviour or six or more points may result in a Behaviour Chart, a Pastoral Support Plan, or external agency involvement, depending on the pattern of the child's behaviour. In extreme cases, fixed-term or permanent exclusion may be applied, with governors informed.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, Mapledene may remove the child from the classroom for a limited time.

Children who have been removed will continue to receive education under the supervision of a member of staff.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom are supervised by a member of the Senior Leadership Team.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Children should be reintegrated into the classroom as soon as it is appropriate and safe to do so. Mapledene will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the child.

8.3 Suspension and permanent exclusion

Mapledene can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

9. Responding to misbehaviour from children with SEND

9.1 Recognising the impact of SEND on behaviour

Mapledene recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, Mapledene will take its legal duties into account when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled child being caused by Mapledene's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and Mapledene must co-operate with the local authority and other bodies

As part of meeting these duties, Mapledene will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the child concerned.

Adaptive approaches may be used by staff to remove triggers of misbehaviour for SEND children. This may include:

- Providing short, planned movement breaks for children who find it difficult to sit still for extended periods, supporting focus and self-regulation.
- Adapting seating plans so children with visual or hearing impairments can sit where they can clearly see and hear the teacher.
- Making reasonable adjustments to uniform requirements for children with sensory sensitivities or medical conditions such as severe eczema.
- Ensuring all staff receive training in understanding SEND conditions, including autism, ADHD, and sensory processing difficulties.
- Offering access to separation spaces, such as sensory zones or Nurture Room, where children can regulate emotions and recover from sensory overload.
- Differentiating classroom instructions and resources (e.g. visual timetables, simplified instructions, assistive technology) to reduce frustration and barriers to learning.
- Building consistent routines and using clear, predictable transitions to minimise anxiety and prevent potential triggers of misbehaviour.

9.2 Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, Mapledene will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for Mapledene to sanction the child for the behaviour.

Mapledene will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a child displaying challenging behaviour may have unidentified SEND

Mapledene's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Children with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and Mapledene will co-operate with the local authority and other bodies.

If Mapledene has a concern about the behaviour of a child with an EHCP, it will contact the local authority to discuss the matter. If appropriate, Mapledene may request an emergency review of the EHCP.

More information about the EHCP process can be found on the Birmingham City Council website:

<https://www.localofferbirmingham.co.uk/education-health-and-care-plan/>

10. Supporting children following a sanction

Following a sanction, Mapledene will apply strategies to help the child to understand how to improve their behaviour and meet the expectations of Mapledene.

In the case of behaviour points, the child will have a reflective, restorative conversation with the member of staff who imposed the sanction. This aims to reduce the chance of the child repeating the same behaviour.

In the case of more serious sanctions, such as removal from the classroom or a fixed-term exclusion, a meeting will take place with the parent(s)/carer(s) of the child. If appropriate for their age, the child will also be part of this meeting. The meeting will make expectations clear for how the child should behave, and share updated targets for their Pastoral Support Plan. The child will be supported by a member of Senior Leadership Team to reintegrate with their class.

11. Child transition

11.1 Inducting incoming children

Mapledene will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture.

11.2 Preparing outgoing children for transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to child behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

At Mapledene, continued professional development in managing behaviour successfully is regarded with the upmost importance. Staff receive regular training on how to promote positive behaviour and wellbeing in children during staff meetings and during INSET days. This policy is shared with staff and is the foundation on which staff training is built upon.

Staff are also provided with regular training on managing challenging behaviour, including training on:

- Managing difficult conversations and scenarios
- The needs of the children at Mapledene
- How SEND and mental health needs can impact behaviour
- The proper use of restraint

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

Mapledene will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of child support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed by the Behaviour Lead and members of the Senior Leadership Team, including the Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristics

Mapledene will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, Mapledene will review its policies to tackle them.

13.2 Monitoring this policy

This Behaviour Policy will be reviewed by the Headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by Mr David Hobday (Chair of Governors).

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Governing Body annually.

14. Links with other policies

This Behaviour Policy is linked to the following policies:

- Safeguarding and Child Protection Policy.
- SEND Policy.
- Anti-Bullying Policy
- Uniform Policy

Appendix 1:

Written Statement of Behaviour Principles

Safe, Inclusive and Respectful Learning

At Mapledene, every child has the right to feel safe, respected and valued. All children should be able to learn in a calm, inclusive environment, free from unnecessary disruption.

Equality and Belonging

Our community welcomes everyone. Children, staff and visitors will be treated fairly and with dignity. Discrimination of any kind has no place at Mapledene.

Positive Role Models

Staff and volunteers model kindness, respect and high expectations at all times, showing children how to build positive relationships and contribute to a supportive school culture.

Consistent and Fair Approaches

Rewards and sanctions are applied fairly and consistently in line with the Behaviour Policy. Classroom management strategies, routines and expectations are clear and understood by all. Reasonable force is used only when absolutely necessary to ensure safety.

Evidence-Informed Practice

Our behaviour approach is underpinned by research, including the EEF's *Improving Behaviour in Schools* guidance. Staff use proactive strategies—such as clear routines, consistent praise, visual cues and restorative conversations—to support positive behaviour and maximise learning time.

Responsibility and Reflection

Children are supported to understand how their actions affect others. They are encouraged to make positive choices, reflect on their behaviour, and take responsibility through restorative approaches that promote accountability and emotional literacy.

Strong Partnerships with Families

We value the role of parents and carers. By working in close partnership, we foster a shared approach to behaviour and well-being. For children needing additional support, targeted interventions—such as mentoring, behaviour plans or emotional regulation strategies—are provided.

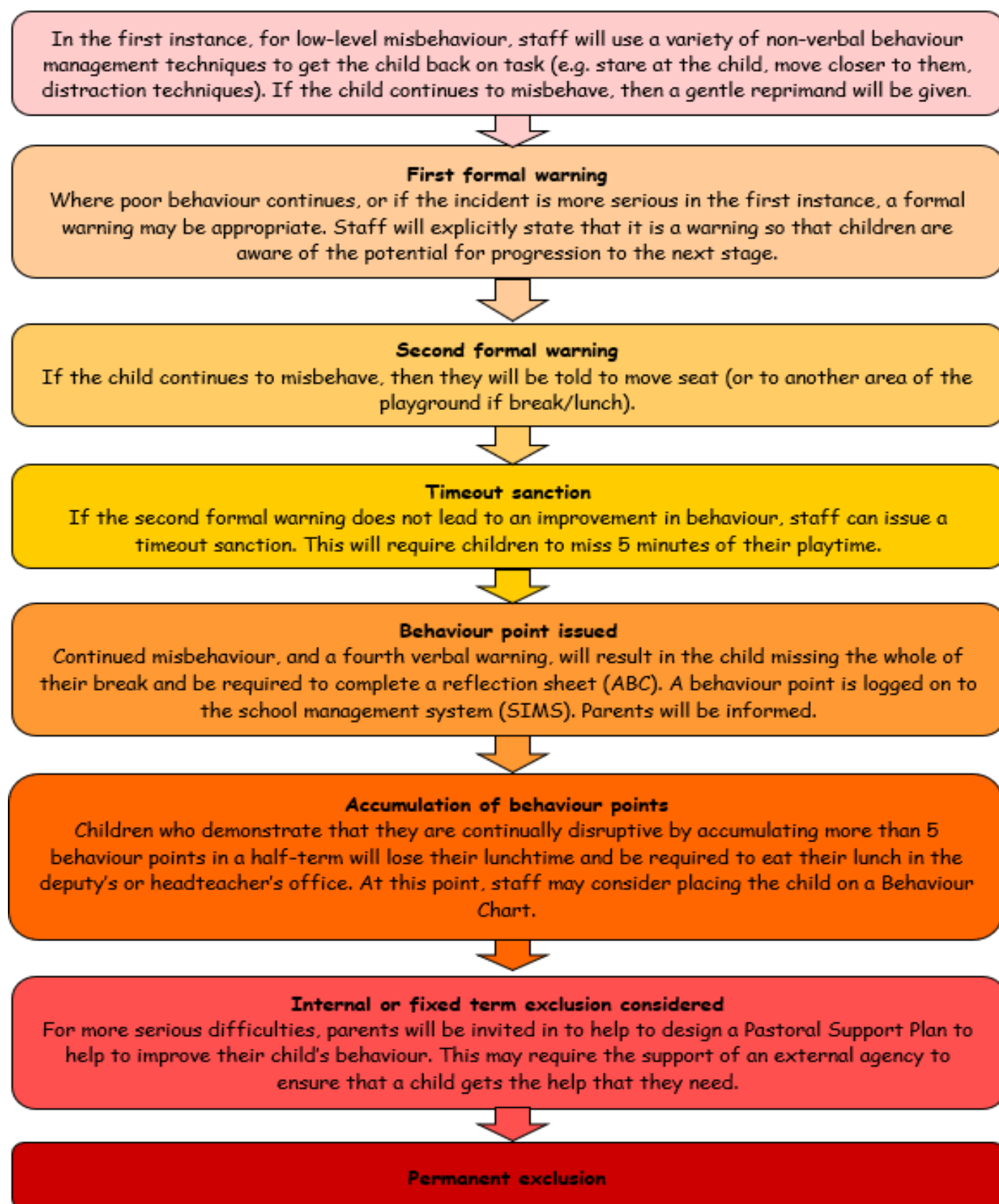
Exclusion as a Last Resort

The exclusions policy makes clear that exclusion will only ever be used when absolutely necessary. The processes for suspensions and exclusions are followed carefully and explained clearly to children and families.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of Behaviour Principles is reviewed and approved by the Governing Body annually.

Appendix 2: Flow chart of behaviour sanctions



Appendix 3: Guidance for staff on immediate behaviour points

Behaviour Category:	Behaviour points issued	Behaviour Category:	Behaviour points issued
Physical:		Discrimination:	
Deliberately using someone else's equipment without authorisation from a teacher/adult	1	Racism Reception/KS1	2
Spitting	3	Racism KS2	3
Biting Reception/KS1	2	Homophobia Reception/KS1	2
Biting KS2	3	Homophobia KS2	3
Physically hurting with intent (punching/hitting/kicking/hair pulling/pushing/shoving)	3	Sexism Reception/KS1	2
Throwing something with intent to hurt someone	3	Sexism KS2	3
Fighting	3	Any other form of discriminatory incident Reception/KS1	2
Low Level Physical Aggression	1	Any other form of discriminatory incident KS2	3
Theft & Vandalism:		Refusal:	
Climbing walls/doors	1	Disrespect to staff	1
Stealing	2	Not following expectations for arriving and leaving school	1
Damaging property that does not belong to them/graffiti-minor	1	Not following instructions for moving in and around school	1
Damaging property that does not belong to them/graffiti-moderate	2	Not following instructions	1
Damaging property that does not belong to them/graffiti-severe	3	Not following expectations for uniform/appearance	1
		Deliberately Causing Hurt or Distress	3
Emotional:			
Swearing at somebody	1		
Teasing (Repeated)	2		
Threatening behaviour/intimidation	3		
Bullying (repeated teasing)	3		

Appendix 4: Positive redirection techniques

Positive Redirection Techniques

Use fewer words and less emotion:

Do not allow the child to know that they have upset/angered you as this can make the problem escalate and draw attention to the undesirable behaviour. Keep your own voice neutral but show quiet disappointment or disapproval in your facial expression and tone. This will communicate a strong message without distracting the students who are on task.

Teach key specific non-verbal directives:

Teaching students signs e.g. listen (hand cupped to ear) to give reminders and directives without having to stop the lesson.

Stand near the off-task child whilst maintaining eye contact with the on-task children:

As you are teaching, walk closer to the children who are off task but do not acknowledge them as this will draw the attention of the other children. Continue looking and talking to the children who are on task.

Practise a teacher stare:

Stop dramatically mid-sentence and stare at the offender and then continue on with the lesson as normal.

Create a natural break in the lesson to talk privately with students who are being disruptive:

Ask the class to do a quick partner talk or to solve a problem independently etc. This will give you an opportunity to speak to the children who are misbehaving without disturbing the others or drawing attention to them.

Ask simple questions to encourage children to correct their own behaviour:

Questions such as 'What should you be doing right now?' and 'Where should you be?' encourage children to re-think their actions and enable children to determine the solution and choose a more appropriate behaviour.

Involve the child in the lesson:

Give the child a specific question/task to feedback to the rest of the class with- one that they will be able to succeed at e.g. 'I'm going to come to you in a minute to find out the answer to . . .' This gives the child a chance to get back on task and work out what they need to do before being put on the spot.