1. At Maplewell we **Keep Ourselves Safe**

We do this by:

* Signing in and out at reception;
* Following fire evacuation procedures when required;
* Using adult toilets;
* Remaining in reception when not accompanied by staff.
1. At Maplewell we **Keep Others Safe**

We do this by:

* Driving and parking safely on the school site;
* Not smoking, drinking alcohol or using illegal drugs on school premises;
* Sharing pastoral information;
* Not shouting at, threatening, or otherwise abusing school staff, visitors, parents/carers, or pupils;
* Keeping our hands to ourselves (unless we are using them to help);
* Not bullying others with our words and actions.
1. At Maplewell we **Keep the School Safe**

We do this by:

* Following safety instructions;
* Not posting defamatory comments about the school or its staff online;
* Following the school’s complaints policy where appropriate;
* Reporting hazards.
1. At Maplewell we **Keep Learning Safe**

We do this by:

* Making an appointment to see staff;
* Supporting the school ethos, policies and rules;
* Supporting the decisions of teachers and Senior Leaders;
* Supporting homework.



**A message to parents and carers visiting Maplewell Hall School**

The continued success of our school community is based on a commitment to ensuring the best possible outcomes for all our children. We recognise the importance of working in partnership with parents and carers in order to achieve this, and endeavour to foster positive relationships which are based on trust and mutual respect.

The vast majority of the parents and carers are keen to work with us and are supportive of the school's work. If a parent or carer has concerns we will always listen and seek to address them.

At Maplewell Hall School we are committed to:

* Listening to parents carefully and respectfully, including allocating an appropriate length of time for pre-arranged meetings;
* Responding appropriately to concerns raised;
* Outlining any actions that may be required;
* Updating parents and carers on progress and outcomes of the concern;
* Listening and responding to updates from parents and carers.

At Maplewell we expect parents and carers to:

* Communicate their concern respectfully and accurately;
* Listen to and consider the responses from the school;
* Work in partnership with the school in order to reach a resolution, including supporting the school’s Positive Behaviour for Learning Policy;
* Allow time for the school to respond to concerns (3 – 5 working days);
* Acknowledge past support given by the school.

Parents and carers should not make allegations against school staff or the school or bring the school into disrepute on social media sites. All allegations should be made in accordance with the school’s complaints policy.

When visiting the school, parents and carers are not permitted to discipline a child who is not their own. They must seek support from a member of staff. Parents or carers who take matters into their own hands may be subject to safeguarding action being taken against them by the school or by the parent(s) of the child involved.

Parents should not come in to school with the intention of making a complaint or raising a concern without an appointment. Teaching staff, including members of SLT, are timetabled to teach and have a duty of care over the children at these times. It is unreasonable to arrive at school expecting to meet with a member of staff without an appointment. Parents and Carers should contact the school and ask for an appointment. They should give some basic details about the nature of the meeting to allow staff to be properly prepared.

Day to day access to a school is within the control of the Head Teacher. Parents, carers and visitors are granted ‘limited licence’ to visit the grounds and buildings of the school. Parents or carers who are unable to adhere to the expectations above will be subject to the following:

**Step 1: Verbal warning**

The headteacher (or member of SLT) will speak to the person or persons perpetrating such an incident, privately. It will be put to them that such behaviour is unacceptable and an assurance will be sought that such an incident will not be repeated. It will be stressed on this occasion that repetition of such an incident will result in further more serious action being taken. If the headteacher has been subject to abuse this will be done by the Chair of Governors (or another appointed governor). If any such incident occurs near to or within school holidays, weekends or out of reasonable hours, the Chair of Governors (or another appointed governor) will write to the person or persons highlighting the incident and any relevant particulars.

**Step 2: Written warning**

If a second incident occurs involving the same person or persons, the headteacher will write to the adult(s) informing them once again that this conduct is unacceptable. As with Step 1, if the headteacher has been subject to abuse this will be done by the Chair or Governors or other appointed governor. NB: Any incidents of violent conduct would immediately proceed to step 5. At any stage, the school may report serious incidents of abusive and threatening behaviour to the Local Authority. The school has a statutory responsibility to report any racist or discriminatory incidents to the Local Authority (See Equality Policy). Any act of actual or threatened violence will be referred to the police immediately.

**Step 3: Exclusion from school premises**

If such an incident recurs or if an initial incident is considered serious enough, the Chair of Governors (or other appointed governor) will enforce an exclusion from school premises.

**Step 4: Removal by Police**

If, following a decision to exclude a person from the school premises, that person persists in entering school premises, they may be removed by the police as a trespasser under Section 547 of the Education Act 1996 and charged with an offence under the Public Order Act 1986.