



Behaviour Policy

PLAN ADMINISTRATION

BEHAVIOUR POLICY

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PLAN SIGN-OFF:

ROLE	SIGNATURE	DATE
Headteacher	<i>J. Dickson</i>	4 th July 2023



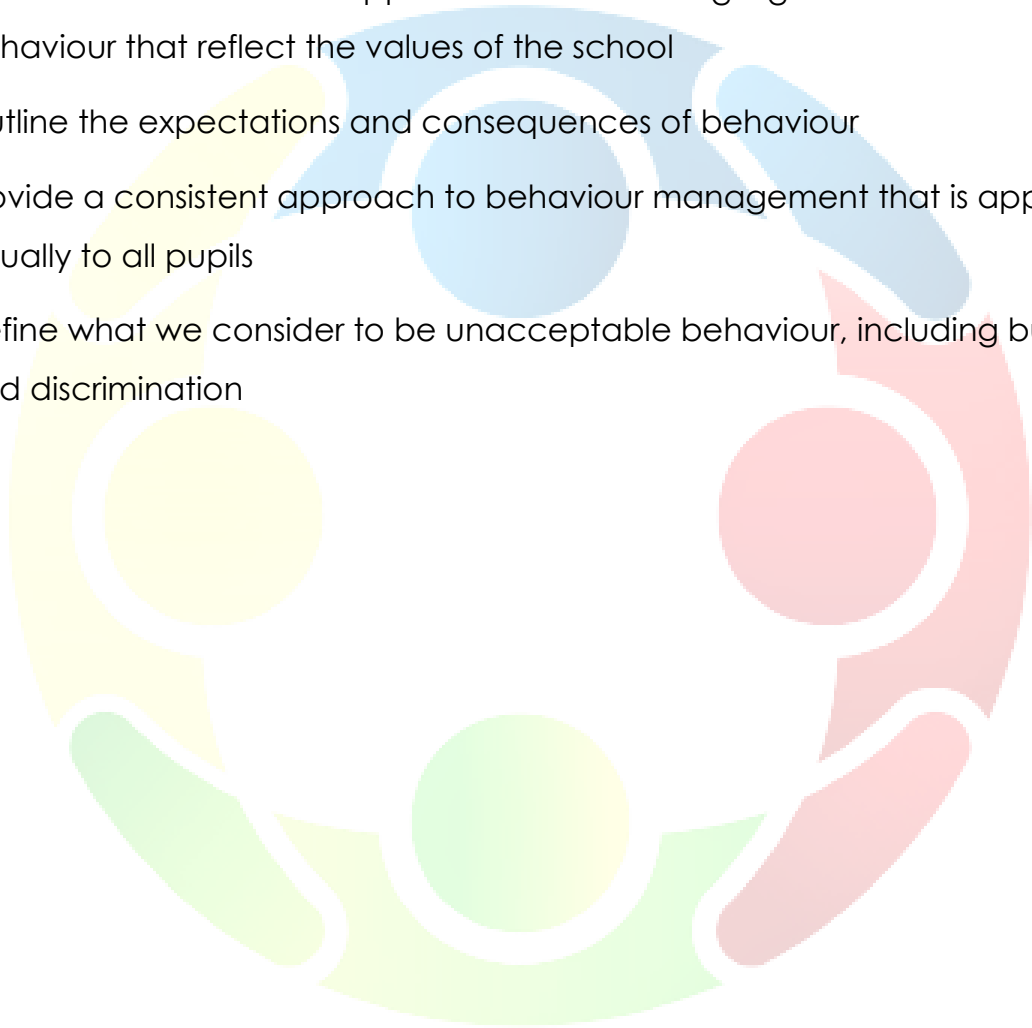
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination



2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online



3. Our responsibilities

At Mayfield, we have a responsibility to provide our pupils with an environment fit for learning and that is supportive of their emotional health and wellbeing, thus equipping them with the skills to:

- Be effective and successful learners and remove barriers to learning
- To be part of the wider community and make a valid contribution
- To develop appropriate social, emotional and behavioural skills.
- To develop self-esteem
- To manage their behaviour and emotions
- Be attentive and ready to learn and allow others to do so
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Recover from setbacks and persist in the face of difficulties
- Work and play cooperatively
- Compete fairly and accept that winning is not always an option

By implementing this Behaviour policy, we must be clear that each child is valued and that it is the inappropriate behaviour that is not wanted, not the child.

At Mayfield school, we work together to meet the values and ethos of our school:

- To create a calm and safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibility
- To embody a community of mutual respect and consistency
- To provide an explicit, structured whole-curriculum framework for developing pupils' personal, social and emotional learning, thus promoting the progress and achievement of all learners.

- To create a positive ethos where we celebrate achievement and personal development and support our pupils to manage their own learning and behaviour in acceptable ways
- To develop a proactive, not reactive, approach when challenges arise
- To support parents in developing a consistent approach to coping with their child's behavioural difficulties



4. Definitions

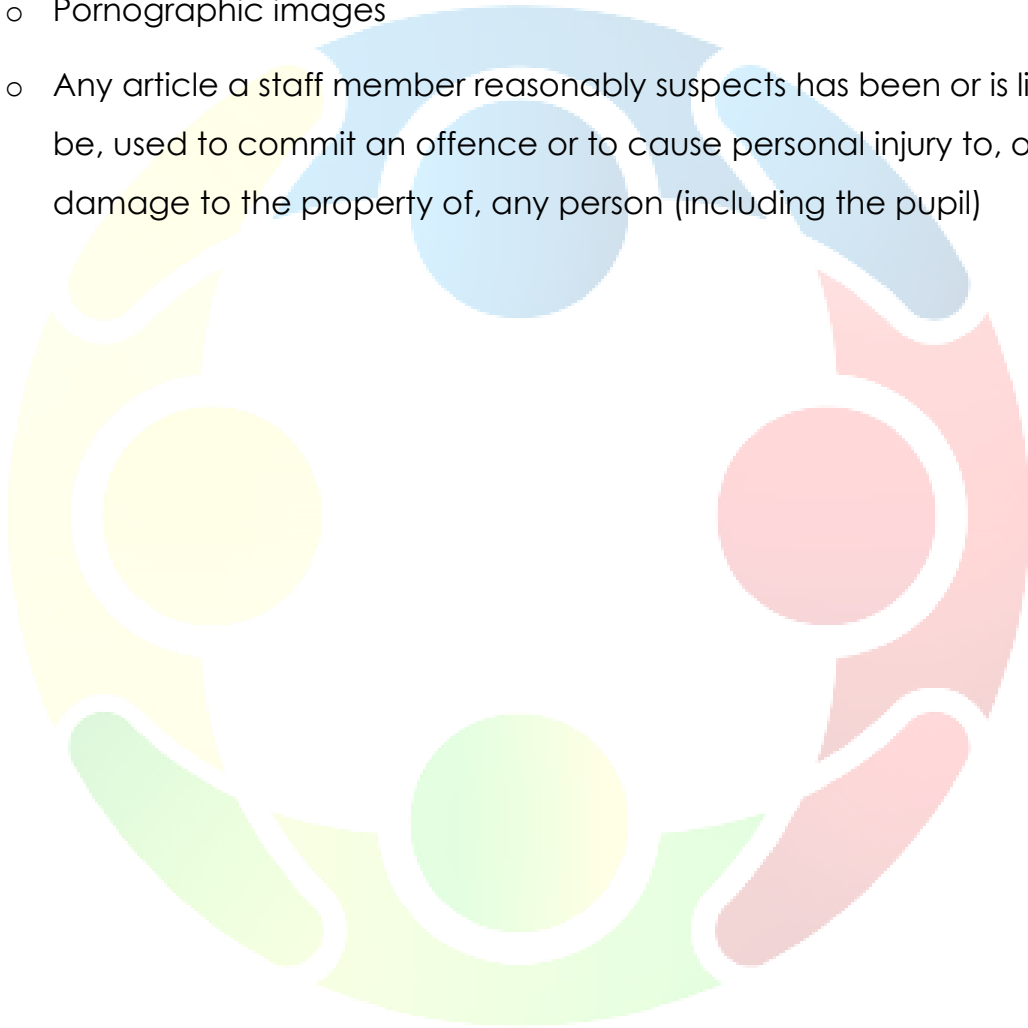
Discharged behaviours are defined as:

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

Serious discharged behaviours are defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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 pupil)



5. 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 include:

Type of Bullying	Examples
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">➤ Racial➤ Faith-based➤ Gendered (sexist)➤ Homophobic/biphobic➤ Transphobic➤ Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Type of Bullying	Examples
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5.1 Our stance on bullying

No one deserves to be a victim of bullying and everybody has the right to be treated with respect. We seek to educate any pupil who commits an act of bullying as we believe they need to learn different ways of behaving. It is recognised that given the pupils' learning difficulties and challenging behaviours, there may be occasions when they hurt or upset other pupils, but this will be unintentional, and so will not constitute bullying. However, it is vital that the young person who is hurt and their family feel that their issues have been taken seriously and resolved.

At Mayfield, we aim to:

- Prevent bullying by delivering an anti-bullying message through the curriculum and assemblies and focused events where suitable, e.g. friendship week.
- Ensure that the organisation, administration, policies and practices within the school reflect our commitment to the prevention of bullying

- Make sure that all governors, teaching, non-teaching staff, pupils and parents should have an understanding of what bullying is, how to recognise and how to respond to it following the school policy

At Mayfield, we stress that bullying will not be tolerated

5.2 How the school will prevent bullying

School use a variety of methods to help children to prevent bullying. As and when appropriate, these may include:

- Writing and following a set of school rules
- Codes of conducts
- Classroom rules
- Playground rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- The creation of role-play
- Having discussions about bullying and why it matters

5.3 Signs and symptoms

Every pupil at Mayfield is different, but there may be indications, either by signs or behaviour, that they are being bullied. Adults should be aware of possible signs of bullying and should investigate if a pupil:

- Is unwilling to come to school
- Feels ill in the morning
- Has anxiety and/or becoming withdrawn
- Has possessions that are damaged or go missing
- Becomes aggressive and/or disruptive

- Stops eating
- Appears quieter than usual in class
- Is frightened to say what's wrong
- Is bullying other pupils or siblings
- Changes their usual routine
- No longer focusses on their schoolwork

5.4 Procedures

Any instance of bullying should be immediately reported to a member of staff and the following will apply:

- In cases of serious bullying, the incidents will be recorded by staff on CPOMS.
- In serious cases, parents will be informed and asked to come in for a meeting to discuss the problem.
- If necessary and appropriate, the police will be consulted
- The bullying behaviour, or threats of bullying, must be investigated, and the bullying should stop quickly.
- There will be attempts made to help and educate the student performing the act of bullying to change their behaviour.
- A support and regulation plan may be created to support the 'bully' to address their behaviour.
- Students and parents will be given reassurance the issue is being dealt with.
- The bully may be asked to apologise as part of a structured restorative session.
- Work will be done with all parties involved to build self-esteem and confidence.
- Each case will be monitored to ensure repeated bullying does not take place.

- Pupils may have discreet PSHE sessions to help them learn about feelings and the consequences of their actions.

5.5 Outcomes

Outcomes may include the following:

- Warnings
- 1:1 supervision during leisure
- Fixed term exclusion
- Permanent exclusion

5.6 Multi-Disciplinary panel

Where it is deemed that a pupil is still struggling to make expected progress despite interventions from the class team along with the behaviour specialists in school, the case will be escalated to our Multi-Disciplinary Panel (MDP), which allows a team of professionals to discuss interventions and work holistically to support the pupil to make progress.

6. Roles and responsibilities

6.1 The governing board

The governing body is responsible for the following:

- 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

6.2 The Headteacher & Behaviour and Attitudes Lead

The Headteacher is responsible for the following:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school 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 pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines and how best to support all pupils 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 policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy

6.3 Teachers and staff

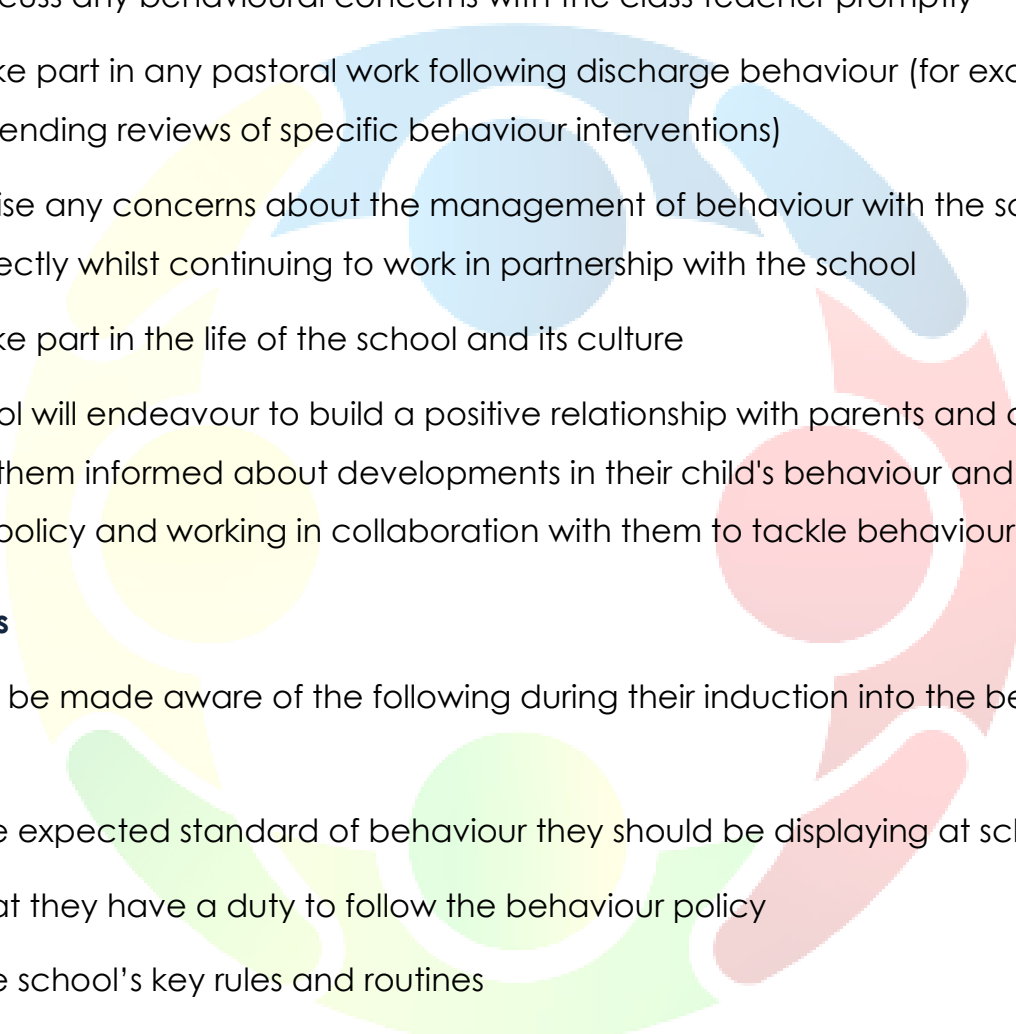
Staff are responsible for the following:

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

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and Carers

Parents and carers, where possible, should:

- 
- Get to know the school's behaviour policy and reinforce it at home where appropriate
 - Support their child in adhering to the school's behaviour policy
 - Inform the school 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 discharge behaviour (for example: attending reviews of specific behaviour interventions)
 - Raise any concerns about the management of behaviour with the school directly whilst continuing to work in partnership with the school
 - Take part in the life of the school and its culture

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

6.5 Pupils

Pupils 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
- The school's key rules and routines
- The pastoral support that is available to them to help them meet the behavioural standards

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

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



7. School behaviour curriculum

Pupils 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 pupils to learn
- Treat the school buildings and school property with respect
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

7.1 Mobile phones

- Pupils are allowed to have mobile phones with them on-site

8. Responding to behaviour

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils 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
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's discharge behaviour may be linked to suffering or is likely to suffer significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.3 Reasonable force

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

- Hurting themselves or others
- 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
- Be recorded and reported to parents

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

8.4 Suspected criminal behaviour

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

When establishing the facts, the school 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, a member of the Senior Leadership Team or Pastoral Lead will make the report.

The school will not interfere with any police action taken. However, the school 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.

8.5 Zero-tolerance Approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

The school 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
- Undertaking 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

9. Serious sanctions

9.1 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent discharge behaviour. In **serious circumstances**, it may be deemed necessary to carry out a fixed-term exclusion, and an initial period will be set pending the outcome of an investigation. The Headteacher may exclude a pupil for up to 45 days in an academic year. Where exclusions exceed five days, work will be sent home for the pupil to complete.

In **exceptional circumstances** and as a final resort following school exhausting all other options, or in rare cases following a single incident, it may be deemed that the pupil remaining on role at Mayfield school would cause serious harm or impair the education of other pupils and in this case, the Headteacher may recommend permanent exclusion to the Governing body.

In most cases, if a student has been excluded, the parents/ carers and, where appropriate, the pupil will be invited in for a reintegration meeting before returning to school.

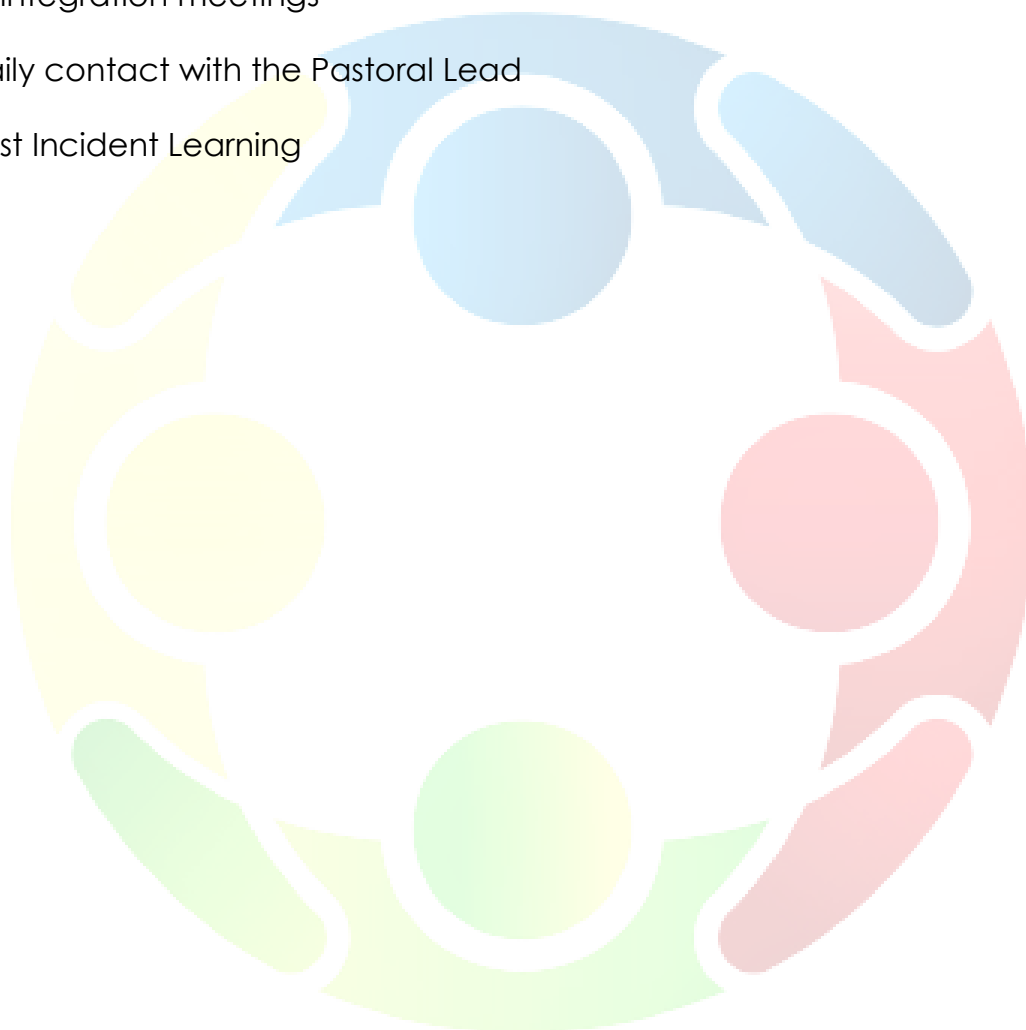
The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

10. Supporting pupils following discharge behaviour

Following discharge behaviour, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the Pastoral Lead
- Post Incident Learning



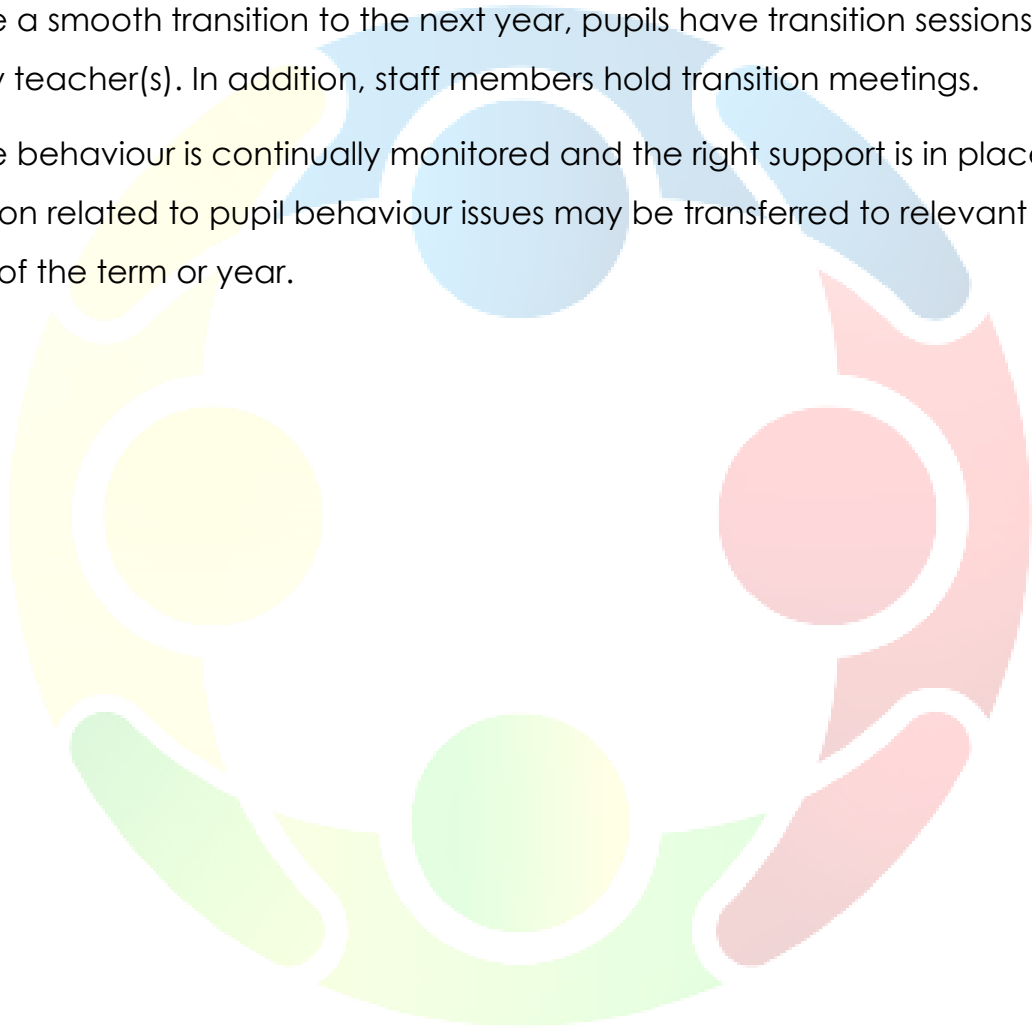
11. Pupil transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.1 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.



12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.



13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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 the time of day/week/term
- By protected characteristic

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing body at least annually or more frequently if needed.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Appendix 2 Support and Regulation Plan

SR Plan Administration		
Pupil Name		
(Insert picture here)		
Date of Birth		
Date of First Issue		
Date of Review		
Date of Next Review		
Number of Pages		
SR Plan Authorisation		
<p>I give my consent to the below plan being implemented with my child and to this behaviour change plan being shared with other staff/agencies supporting them.</p>		
Signed:	Print:	Parent / Carer

Staff Agreement		
Signed:	Print:	Head Teacher
Signed:	Print:	Class Teacher
Signed:	Print:	Teaching Assistant Level 3
Strengths and Positive Reputation		

Communication Strategies

Function Analysis

Social Attention, Gaining Tangibles, Physical/ Sensory, Escape Avoidance

Pro- Activities Strategies to be used

Observed behaviour and appropriate response	
<p>Stage One Low Anxiety:</p>	
<p>Stage Two Medium Anxiety:</p>	
<p>Stage Three Crisis:</p>	

Post Incident Support

