MAYFIELD SCHOOL
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Statement of Behaviour Principles Policy

PLAN ADMINISTRATION	
STATEMENT OF BEHAVIOR PRINCIPLES POLICY	
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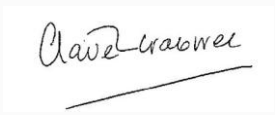
Electronic copies of this plan are available from	School 'A' drive
Hard copies of this plan are available from	School office
Person responsible for review	Headteacher

PLAN SIGN-OFF:		
ROLE	**SIGNATURE**	**DATE**
Headteacher		06.10.2026
Chair of Governors		06.10.2026
School Business Manager		06.10.2026

This statement is formulated by the Governing Board in accordance with Section 88 of the Education and Inspections Act 2006 and the Equality Act 2010. It provides guidance to the Headteacher in drawing up the school's practical Behaviour and Interaction Policy.

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1. Aims

This policy aims to:

- Explain and detail our behaviour principles

2. Statement of Behaviour Principles

- **Behaviour as Communication:** We recognise that all behaviour is a form of communication. Unresolved distress, sensory overload, or dysregulation are signals of unmet needs or overwhelming anxiety, not intentional malice or non-compliance.
- **Relational Safety and Trust:** The foundation of all learning is a felt sense of safety. Our primary tool for managing distress is the strength of the relationships between staff and pupils. Staff must remain calm, predictable, and supportive anchors during a crisis.
- **Equity and Reasonable Adjustments:** Equal treatment does not mean identical treatment. In line with the Equality Act 2010, the practical policy must ensure bespoke, highly individualised approaches that accommodate each pupil's neurodivergence, trauma history, sensory profile, and cognitive needs.
- **Co-Regulation Over Punishment:** Pupils in our setting frequently require adult support to regulate their nervous systems. The policy must eschew traditional punitive sanctions (which alienate and shame) in favour of proactive sensory strategies, de-escalation, and adult-led co-regulation.
- **Restorative Repair:** High expectations for mutual respect are maintained through restorative practices rather than retribution. When incidents occur, the focus must strictly be on repairing the relationship, restoring safety, and teaching alternative coping mechanisms once the pupil is calm.
- **Protecting Dignity in Crisis:** Physical interventions and restrictive practices must only ever be used as a last resort to maintain immediate physical safety, never as a sanction. Any intervention must preserve the pupil's physical and emotional dignity.
- **Staff Wellbeing and Trauma-Informed Practice:** Staff must be highly trained in trauma-informed and positive behavioural support approaches. The school

leadership must provide comprehensive emotional and reflective support for staff following challenging incidents.

- **Holistic and Shared Partnership:** We believe in working collaboratively with families, therapeutic teams, and speech and language therapists. Support and regulation plans must be co-produced with parents and, where possible, the pupils themselves, ensuring consistency between home and school.

3. Policy Review

This policy will be reviewed annually to ensure its continued effectiveness and relevance. Any necessary updates will be implemented promptly, particularly in response to changes in legislation, industry standards, or guidance.