



MAYFIELD SCHOOL

WHOLE SCHOOL BEHAVIOUR POLICY AND PROCEDURES


2024 / 2025

Including Touch Guidance and Anti-Bullying Information

APPROVED BY ¹: Full Governing Body

Name: Ged McGrath

Position: Chair of Governors

Signed: 

Date: 27.09.24

Date for Review: September 2026

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any). Schools should devise their own version history to reflect the Policy status in the school.

Version Number	Version Description	Date of Revision
1	Original	February 2012
2	Updated to include DfE revised guidance	September 2012
3	Updated to include DfE revised guidance	January 2013
4	Updated to include DfE revised guidance. Reformatted to match other KAHSC documents. Updated to reinforce inappropriate use of Social network sites by parents. Changes highlighted.	September 2013
5	Updated to include DfE revised guidance. Changes highlighted.	February 2014
6	Reformatted only	February 2014
7	Amended to take into account changes made by the Education Act 2011 regarding notice for out of school detentions	March 2014
8	Updated to include DfE advice on bullying that involves an 'imbalance of power' – DfE Advice March 2014 and clarification of wording relating to unauthorised absence	March 2014
9	Update to reference change from County Triage Service to Cumbria Safeguarding Hub effective 03 November 2014	Nov 2014
10	Minor amendments to include reference to the promotion of fundamental British values and general formatting.	July 2015
11	Changes to reflect the fact that from 1 st January 2016, schools no longer have a statutory obligation to have in place a Home School Agreement. If schools choose to do so, they can have a voluntary Home School Agreement. Also includes reference to Code of Conduct for staff and other adults.	January 2016
12	Re-formatted to create Policy and procedures document. Minor changes to wording – e-safety now referred to as Online Safety	June 2016
12	Safeguarding – Keeping Children Safe in Education. Changes to emphasis of 'all staff' being responsible for safeguarding.	January 2017
13	Minor change to the date of DfE revised Exclusion document.	September 2017
13	Minor update to reflect DfE Screening, Searching and Confiscation – Advice for Headteachers, School Staff and Governing Bodies	January 2018
14	Minor change to include the use of CPOMS in monitoring and recording challenging behaviour	January 2018
15	Updated to reflect changes made by 'Keeping Children Safe in Education' Sept 2018 and include reference to Peer on peer abuse Policy and procedures	September 2018

16	Updated in relation to the use of our “calming rooms” and operating procedures. Pages 10-11	September 2019
17	Updated to reflect changes made by ‘Keeping Children Safe in Education’ Sept 2021 abuse Policy and procedures	Sept 2021
18	Updated to reflect changes made by ‘Keeping Children Safe in Education’ Sept 2024	Sept 2024

1. Introduction

In their document 'Behaviour and Discipline in Schools – advice for head teachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a Behaviour Policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Education (Independent School Standards) (England) Regulations 2014 (Academies)

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE. (November 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE – Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and Other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

1.1 Definitions

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 19 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

2. Legislation, Statutory Requirements and Statutory Guidance

The procedures which support the Whole School Behaviour Policy must include measures to prevent all forms of bullying among pupils.

This Policy and procedures should be read in conjunction with the following school policies and procedures

- Overarching Safeguarding Statement
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures including Whistle blowing procedures

- Supporting Pupils with Medical Needs Policy and Procedures
- Special Educational Needs Information
- Admissions Arrangements
- Attendance procedures
- Complaints Procedure
- Positive Handling Support and Intervention Procedures
- Code of Conduct for Staff and other Adults
- Educational Visits Procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)

[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 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Section 175 of the [Education Act 2002](#), which 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 gives schools the authority to confiscate pupils' property

3. School Ethos and Behaviour Statement

Mayfield School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential in an environment where children feel valued and safe. In order to achieve this, teachers and classroom staff aim to deliver outstanding lessons and the school rightly has high expectations of its pupils. All children and young people should be supported to be fully included, engage with their learning and participate in their school community. Consideration should be given to promoting good mental health and wellbeing both in the short term and long term. Time should be invested in improving and developing positive working relationships in school which should lead to positive outcomes around engagement, attainment and achievement. This should include all members of the school community, all staff, pupil and parents working collaboratively to develop relationships aligning with current research and theory around attachment and trauma, behaviour management and personal development. The school places an emphasis on inclusion and belonging and aims to do this by promoting positive relationships and behaviour, effective teaching and preventative responses recognising the principle that behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs, which replaces the Behaviour and Social Difficulties with Social, Emotional and

Mental Health difficulties, helps to promote the recognition that behaviour is an emotional need and pupils respond accordingly. As a school, it is our belief that we should teach children to self-regulate, understand their emotions and feelings and begin to make choices about their actions. This means that the school aims to replace behaviourist principles with those of relational policies in the belief that relational, regulatory and restorative approaches are more effective and promote the development of internal control, decision making and regulation.

The relational model consists of three main components.

- Developing Relationships – this involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy
- Responding and Calming – Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crisis.
- Repairing and Restoring – using restorative communications as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm to support change.

These components are aimed to be delivered in a graduated way and should be used universally in a planned and timely fashion. The environment should be caring, non-judgemental and curious about behaviour. This approach is designed to create a positive whole school ethos that promotes positive relationships and behaviour. This includes staff feeling safe, valued and supported in their place of work.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based on sanctions. We are committed to a united approach to managing behaviour in and out of school.

Mayfield School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.

4. Roles and Responsibilities

The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos. Every member of the school community should be aware of their responsibilities towards supporting pupils to regulate their behaviour and ensure that all pupils are fully including in their learning and have every opportunity to thrive at school. The expectations of staff, pupils and parents are outlined below.

4.1. The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher

4.2. The Senior Leadership Team

The senior leadership team has ultimate responsibility for the policy and it's implementation.

- Policy development, approval and review involving pupils, staff, governors, parents/carers

and relevant local or specialist agencies.

- Ensure evaluation takes place and that this and pupil voice informs policy review.
- 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
- Manage bullying incidents and coordinate strategies for preventing bullying behaviour including managing the reporting and recording of bullying incidents.
- 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
- Assess and coordinate training and support for staff and parents/carers where appropriate.
- 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 logs on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

4.3. Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils with a focus on quality first teaching that is motivating and engaging.
- Maintain classrooms with clear routines and expectations.
- Maintain a safe environment which eliminates or controls hazards which may cause harm to staff or pupils.
- Establishing and maintaining clear expectations of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's high expectations, routines, values and standards through teaching behaviour, encouraging the development of self-regulation and in every interaction with pupils
- Modelling expected behaviour and building positive relationships. Be approachable to pupils and treat all with fairness and consistency.
- Promote and celebrate successes including with pupils and parents.
- Communicate concerns to parents.
- Providing a personalised approach to the specific behavioural and SEND needs of pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using the CPOMS system. Always taking seriously any complaints of bullying or inappropriate behaviour reported to them.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Staff can also expect the following from their colleagues and other adults in the school

- treat each other with respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff acceptable use agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network Sites;

- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community

4.4. Parents and Carers

The School encourages close and positive links and relationships with parents and the community. We endeavour to keep parent informed about developments in their child's behaviour and the school's policy, working in collaboration with them to tackle issues. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Advice on School Security: Access and barring of individuals from school premises' (December 2012).

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

4.4.1 Staff and other adults in the school may expect parents to:

- Treat all staff, other parents, pupils and other school visitors with respect and behave responsibly whilst on school premises.
- Ensure their child attends school regularly with all the equipment that they may need to thrive at school. Ensuring that their child arrives at school on time (this may also include ensuring they get onto transport).
- Encourage their child to have high standards of behaviour in and out of school;
- Comply with Campus Whitehaven site rules including refraining from smoking on school premises, refrain from bringing dogs onto school premises and appropriate use of the car parks and roads. Refrain from using foul language in earshot of any young person at any time in or around the school premises;
- Get to know the school's behaviour policy and support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances, concerns or problems that may affect their child's behaviour and/or actions.
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- Discuss any behavioural concerns with the class teacher, SLT or Head teacher promptly
- Take part in any pastoral work agreed to support behaviour

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute; consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole.

4.4.2 Parents may expect staff and other adults in the school to:

- treat all adults with respect;
- set high standards of behaviour for all children in their care;
- encourage your child to do their best at all times;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- provide a balanced curriculum in order to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;

4.4.3 Type of Behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g., standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g., slapping, punching, or kicking
- Spitting
- Racist, sexist, defamatory or other derogatory comments
- All types of sexual violence and sexual harassment as outlined above
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures
- Unacceptable behaviour may result in the Police being informed of the incident.

4.4.4 Procedures for dealing with unacceptable behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Leadership Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

The School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

4.4.5 Procedures for dealing with unacceptable use of technology

The School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the police.

Acceptable use agreements exist for pupils, staff and governors of the School and form part of our Online Safety Policy and procedures and Code of Conduct.

4.5 Pupils

Pupils will be taught to develop an understanding of the school's behaviour policy and wider school culture. Pupils will be included to give their feedback on their experiences of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Pupils will be made aware of the following at a level appropriate for their age and cognitive ability and will be supported to meet the behaviour standards.

- The expected standard of behaviour at school
- The school's key rules and routines
- The support that is available to them to help them meet the behaviour standards

4.5.1 What pupils can expect from staff

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

5 Teaching of Behaviour

Mayfield School has high expectations of all pupils in terms of behaviour and recognises that pupils need to be taught how to develop key habits and routines. The teaching of these expected habits should be adapted to the age, cognitive ability and SEND of individual pupils.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- 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 should be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

5.1 Developing Relationships

All children need to develop secure relationships in order for them to feel safe, secure and confident about who they are. Where children have insecure attachments they need the adults around them to provide a relationship in which they can feel trust, safety, belonging and a feeling of being heard. Within this type of relationship, a child will develop the ability to regulate their feelings, develop social understanding and develop positive feelings about themselves. This enables inclusion and establishes strong boundaries.

5.2 Protection

In order to develop relationships, children must feel safe and secure and they will look to the adults around them to gain this sense of safety.

Supporting adults should work to use “Safety Cues” to enable children to feel safe and protected. Safety cues may include –

- Friendly, warm and attuning facial expressions
- Modulation and frequency of the voice
- Unthreatening body movements
- Being predictable, reliable and trustworthy
- Providing structure and boundaries
- Contain their emotions
- A safe environment with well managed sensory input

5.3 Connection

We all need opportunities for connection at all levels in order to feel connected to others and to develop a sense of belonging. Children need to experience connection in order to develop their ability to interact and form relationships.

- Being physically and emotionally available. Give them your time and opportunities for them to experience undivided attention.
- Attuning to the child by mirroring their tone and mood. Seeing themselves reflected in you lets them know that you ‘get it’ and enables them to ‘see’ how they feel.
- Being responsive, expressive and interactive. Encourage expressive interaction using facial expressions, voice modulation and movement. Opportunities to do things in time and rhythm, to experience turn taking, activities with joint focus, enjoyment and anticipation will all be helpful.
- Being playful in your interactions. Have fun, stimulate shared joy and joint laughter. Play games and sing songs, especially games which encourage shared anticipation and response. Children enjoy the security of repetition and being able to anticipate events.
- Showing them you like them and are interested in them. Do things together. Explore, make things and learn about things together.
- Support wider connection. Provide opportunities for connection with peers and to develop connection with the school community and place. Doing and experiencing together, opportunities for contribution and responsibility will support connection. Support the development of skills needed for positive relationships such as valuing one another,

acknowledgement, encouragement, listening, sharing ideas, acceptance, tolerance and compassion.

5.4 Understanding

Children need to know that they are accepted and understood. Children will learn to understand themselves by being shown understanding. Understanding supports the development of the cortex and higher level thinking skills. It enables us to engage at a cognitive level with our emotions.

- Being curious about their feelings, thoughts and behaviour. It is important that we understand the thoughts and feelings that are driving the behaviour so that we address these unmet needs. Managing behaviour alone is unlikely to bring about sustainable change.
- Accepting their feelings and experience. Accept without action, judgement, contradiction or persuasion. Resist the urge to minimise their feelings, distract or cheer them up.
- Thinking for them - try to work it out. Big behaviours are caused by big feelings but children are not always aware of the feelings they are experiencing. Thinking from their perspective will help to raise their self-awareness and will also support the understanding and empathy of others working with the child.
- Expressing Empathy. Wonder aloud, validate, and show them you 'get it'. Respond empathically; imagine how it is for them, empathise and then express it "I can see that this situation is very hard..." "That sounds as though you were really worried..." "When that happens I wonder if it is very frightening for you..."
- Helping them to process their feelings. Help them to link their physical sensations to emotions. Children at an early stage of emotional development are not able to distinguish between basic physical sensations and emotions and will initially need your help to do this. Model and provide an emotional vocabulary for them to describe how they feel. Be creative in your approach. Allow them to make up their own words, use metaphors, stories, pictures, models, real life examples etc to enable the child to express, understand and process their feelings.

Make sure that all adults working with the child understand the child's needs and how to support them. Plan should be shared so that there is a consistent approach. Approaches such as 'circle of adults' or 'solution circles' can be helpful in supporting an understanding approach agreed by all

5.5 Care

Repeated experiences of being cared for, loved and soothed enables the child to feel good about who they are, effective, worthy of attention and able to calm themselves.

- Being loving and compassionate. Let them know that you like them and that they are special to you. Think about how your facial expression, body language and tone of voice reflects this. Regularly checking in with simple smiles, eye contact, thumbs up etc. can make the child feel they are cared for.
- Holding them in mind. Let them know that you think about them even when they are not with you. Finding regular opportunities to let them know they were in your thoughts is important in enabling the child to understand that relationships can be secure.
- Using transitional objects. This can help them know that you are thinking about them. This can be as simple as lending them a 'special' pen that they need to bring back to you at the end of the day, to creating something together that symbolises the relationship that you both keep part of (painted pebbles, friendship bracelets and key rings are all examples).
- Showing them that you care. Notice things about them (a new coat, haircut or pencil case) and remember details about them including birthdays, interests, favourite sporting teams or

bands. Do special things for them, support and nurture them. Let them know that you thinking about their basic needs. Keep them warm, sheltered and if appropriate provide them with food and drink. Small things that show you care can make a significant difference. Children need to know that their needs will be met and that they are effective in gaining what they need, including both their basic survival needs and social and emotional needs.

- Soothing and comforting them. Soothing enables the child to calm their physiological response to danger and fear. Children need to be repeatedly soothed in order to be able to self soothe.

5.6 Supporting Inclusion

It is vital to assess literacy, language, communication and interaction needs and any other learning needs, alongside a child's relational needs, as children with SEN are more likely to be excluded than those who do not have SEN.

Many vulnerable children need additional support to enable them to access the learning and social environment. Children with attachment difficulties can struggle with some cognitive (particularly executive functioning skills) and social skills and this can block their access to learning. • Children require practical support to ensure that their difficulties do not block access to the curriculum and opportunities to develop these skills.

Schools need to ensure equal opportunities for all children, this will mean providing additional support/ opportunities for groups of children who are vulnerable to exclusion.

Children benefit from opportunities to develop peer relationships and be socially included.

A strong advocate, who understands the needs of the child and who is able to represent their views, ask questions and provide challenge can significantly affect outcomes for the child.

5.7 Setting Boundaries

In order to be together we need to have a shared understanding of our rights, roles and responsibilities and how these manifest themselves as expectations around behaviour, agreements and rules.

A shared understanding, ownership and personal responsibility is best achieved through working with children through a process to develop a clear picture of what is needed in order to establish a calm and harmonious environment where there are positive relationships and children feel safe, included and able to learn.

Children benefit from a clarity around boundaries and expectations. Agreements about behaviour should be meaningful, clearly communicated and regularly discussed. Adults in school should provide clear modelling, guidance and instruction as to how to behave.

Children also need to be able to trust that when agreements are broken there are processes in place to repair harm, ensure that those harmed feel safe and able to learn and support those who have broken agreements to ensure that there are not ongoing difficulties.

- Agreements are best established through a collaborative process with adults and children.
- Seeing agreements as the protection of children's fundamental human rights supports children to develop a shared understanding of the roles and responsibilities.

- Agreements should be few in number, as simple as possible, phrased positively and clearly communicated and displayed.
- Agreements should be regularly referred to, revisited and amended accordingly.

5.8 Responding and Calming

Adults at Mayfield School should actively promote a calm, harmonious and supportive learning environment.

5.8.1 Keeping Things Calm

When a child experience a period of high emotion or stress and anxiety that affects their outward behaviour, their support adult should prioritise keeping the situation calm. This can be difficult if we ourselves are irritated or frustrated. If we approach the child with cold or cross tones we run the risk of pushing them into higher levels of stress which will trigger their defence response. It is helpful to think about how our faces, voices and body language continue to provide a sense of safety and warmth to the child. It is possible to be firm without being cross and such an approach is more likely to get the child back on track. Using a storytelling tone of voice, an attuning facial expression and coming alongside them, mirroring their body language will help to keep a sense of calm and safety.

- Use safety cues – face, tone of voice and body language
- Empathy – be curious and understanding and respond with empathy
- Agreements – remind or reset

5.8.2 De-escalation and calming through co-regulation

Atonement, validation, containment and soothing are the central skills needed when supporting children to regulate their feelings and behaviour. Margot Sunderland describes how together these skills enable the child to experience co-regulation. Repeated co-regulation with an adult supports the child's ability to self-regulate through an integration and understanding of physical sensations, emotions, and higher-level thinking.

- Atonement. Meeting the child's emotional intensity (positive / negative) on an energetic level, so as to connect with the child in their pain or their joy, reflecting the same emotional energy. The child will experience this as connection with the other. It will help them to understand how they feel and will show them that you 'get it'.
- Accepting and validating. Validating how the child is experiencing the event, even if it is very different to how you are experiencing it. Not trying to persuade the child out of having the feelings they are experiencing, rather affirming, understanding and recognising that the child is feeling what they are feeling. Not just empathy, but finding the right words/ language of feeling/tone of voice to convey that empathy. Accepting and validating can help to stop unhelpful behaviour as when the child understands that you understand their behaviour and that their feelings are accepted and valid so there is not a need to go on showing the feelings through behaviour.
- Containment of feelings. Being able to stay thinking and feeling about a child's intense feelings (e.g. rage, power plays, anxiety, distress) without deflecting into your emotional response or action. At times this will mean being able to bear their unbearable pain – being a container for it. Containment is also achieved through clear structures, boundaries and clear and understandable consequences, which are explained and understood.
- Soothing. Soothing and calming the child's emotionally dysregulated states. Soothing in conjunction with addressing the other relational needs above, can develop stress regulating

systems in the brain which control the body's defence pathways. Some children spend the majority of their time in a stressed state. We need to soothe them in order to calm their defence pathways. This will make it less likely that their defence pathway will trigger and also more likely that they will be able to self soothe when they are feeling stressed.

5.8.3 Taking a Restorative Approach

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Applying a restorative framework following conflict or when incidents have taken place can be far more successful in promoting understanding and learning, than a punitive approach. The approach supports children to develop greater understanding, empathy and responsibility.

- Framework. Using a restorative framework for maintaining boundaries and working with behaviours which are not acceptable involves working with the child to consider the following: What happened? What were you thinking? How were you feeling? Who else has been affected by this? What do you need, and what needs to happen now, so that the harm can be repaired?
- Resolving Conflict: Everyday restorative interactions. This framework needs to be embedded in everyday interactions and classroom practice, from making time to talk, PSHE curriculum and circle time.
- Repairing Harm: Restorative encounters. Following incidents where harm has been caused, time needs to be spent sharing understanding and coming to an outcome which helps to repair relationships. This involves an encounter between those involved where a restorative exploration is used. There are a variety of structures for this type of restorative work including; restorative mediation, problem solving circles and restorative conferencing.
- Supporting Change. Following the use of a restorative exploration it can be helpful for the adults to reflect on; what was the behaviour communicating? How are the unmet needs being addressed? What skills does the child need to develop? What additional learning opportunities are in place to enable this? What suggestions do the children have to support the repairing of the relationship?
- Targeted. When it is felt that an encounter between those harmed and those who have harmed is not deemed to be beneficial it can be helpful to use the restorative exploration with the child who has harmed individually. This needs careful support and judgement from the adult as they need to ensure the child feels safe and secure and does not experience shame. Children who have experienced trauma may find it hard to connect with their own feelings and think about the feelings of others. A helpful way forward will be to focus to supporting the child to repair the relationship, including restorative action.
- Support for adults. Restorative leads can support other members of staff as well as leading on complex restorative encounters and individual restorative explorations. These staff would benefit from ongoing supervision and training.

6 Standards of Behaviour Procedures

Some behaviour falls below what is acceptable and the following procedures outline how each incident may be dealt with.

6.1 Mobile Phones

Students personal mobile phones are handed into the main office on arrival at school and collected at the end of the day

6.2 Attendance and Punctuality

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life.

If pupils are late or do not attend:

- Parent should telephone the school in the morning on the first day of their child's absence.
- Any absence needs to be explained, by a letter or phone call from parent.
- Parents must inform home-school transport of an absence or lateness.
- Parent should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances this may also involve a home visit.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The Head teacher is no longer able to grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of the Head teacher will be recorded as 'unauthorised'

6.3 Drugs and Drug-Related Incidents

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident. Drugs Education forms part of the PSHCE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated. The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is seen as important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. Sophie McCabe is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team and dealt with in accordance with these procedures.

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

6.3.1 Medications

Our staff are trained and work closely with our School Nurse, please see our Supporting Pupils with Medical Conditions Policy.

6.3.2 Tobacco

In line with legislation, the school operates a 'No Smoking' policy in the building and on the school site. This also applies to the use of e-cigarettes.

6.3.3 Alcohol

No alcohol is consumed during the course of the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

6.3.4 Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

6.3.5 Other Illegal Substances

Illegal or illicit substances must not be brought to school or used on school premises.

6.3.6 What to do in the event of finding a drug or suspected illegal substance

- Take possession of the drug/substance and inform the Head teacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity.
- In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- The package should be signed by the person who discovered it and stored in a secure place.
- The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school

- In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order to protect all persons:
- Do **NOT** attempt to pick up the needle.
- If possible, cordon off the area to make it safe.
- Inform the Head teacher/Senior Leadership Team member.
- The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

6.3.7 What to do in the event of finding or suspecting a pupil is in possession of a drug/ drug paraphernalia

- (1) Request that the pupil hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
- Teachers can search a pupil's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used in order to complete the search.
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

- Where controlled drugs are found, these will be delivered to the police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

6.3.8 Procedures for dealing with a pupil suspected to be under the influence of a drug or substance.

- Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's nurse or first aider who will assess the situation and act appropriately, the Head teacher/Senior Leadership Team member must also be informed.
- Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and also taken with the pupil (for analysis).
- All drug related incidents will be recorded.

6.3.9 Procedure for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and in each case, the Head teacher will take into account the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt the contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils out of school premises, the Head teacher or other member of staff will consult with the police.

6.3.10 When to Contact the Police

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

- Where controlled drugs are found, these will be delivered to the police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.

- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

6.4 Off-Site Misbehaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school; or poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school.

Taking the above into account, we expect the following:

- good behaviour on the way to and from school.
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

6.5 Online Misbehaviour

This will be dealt with by colleagues and reported as appropriate, we will work to support out young people.

6.6 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 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.

6.7 Sexual Harassment and Sexual Violence (SVSH)

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stages. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. We have a zero-tolerance in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school.

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against, grabbing, massaging, or stroking an individual’s body;
- taking, displaying, or pressuring individuals into taking photos of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading, or uploading pornography
 - Sharing pornography via the internet, email, or mobile phones i.e., consensual and non-consensual sharing of nude and/or semi-nude images/videos
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Punishments for incidents of sexual violence or sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve the Police where it is determined that a crime has been committed.

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 - Punishments for incidents of sexual violence or sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve the Police where it is determined that a crime has been committed.

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
- 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

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 head teacher or DSL 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.

- 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
- 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.

Further advice on sexual violence and sexual harassment is outlined in Part five of the DfE statutory guidance [Keeping Children Safe in Education](#) and [Sexual Violence and sexual harassment between children in schools and colleges](#).

7 Responding to positive behaviour

When a pupil'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 school's culture and ethos.

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

8 Sanctions

8.1 Fixed Term Exclusion and Permanent Exclusion

Fixed Term Exclusion

Serious behaviour which the pupil is able to understand the implications of.

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Reference will be made to DfE guidance Exclusion from maintained schools, Academies and pupil referral units in England—(updated September 2017).

Permanent Exclusion

A decision to exclude a pupil **permanently** will be taken only:

- A) in response to serious breaches of the school's Whole School Behaviour Policy and procedures; and
- B) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

8.1.2 Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

9 Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard the safety and welfare of pupil as permitted by law. All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control to restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. In relation to our own training and in line with Team Teach guidelines we also deem that "reasonable force" should only be used when reasonable, proportionate and absolutely necessary. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. Force will **never** be used as a punishment.

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

9.1 Circumstance in which reasonable force might be used.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- Pupils found fighting will be physically separated.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety.

- Pupils at risk of harming themselves or others through physical outbursts.
- In order to prevent a pupil from attacking a member of staff or another pupil.
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.
- In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

9.2 Unacceptable uses of force

The following types of force will never be acceptable in our school and may be unlawful.

- Holding around the neck or any other holds that might restrict breathing
- Kicking, slapping or punching
- Forcing limbs against joints (e.g arm locks)
- Tripping
- Holding by the hair or ear
- Holding face down on the ground
- Force may never be used as a punishment

9.3 Withdrawal, Time Out and Seclusion

Mayfield School may use the strategy of withdrawal or timeout in line with a stress and anxiety reduction plan. That is defined by Team Teach using the following definition

- Withdrawal involves assisting a person to move away from a situation they are struggling to cope with to a safer more comfortable place where they have a better chance of regaining their composure.

At Mayfield School we have identified Withdrawal Room which is specially designed and specifically dedicated room to which a young person may be removed when their behaviour puts their Health & Safety, or that of others, at serious risk (and/or within an emergency situation). The 'quiet room' should be used as part of an overall strategy for dealing with such behaviour where it has been specified in a pupil's individual Stress and Anxiety reduction Plan. A 'time away' area may be included within the classroom to support behaviour plans and strategies for self-calming. The use of withdrawal or time out should be seen as part of a package of support mechanisms within the school. A young person should be fully supported and supervised when using a withdrawal space and stay in the space for the minimum amount of time as necessary. A member of SLT should be notified when withdrawal has been used as a strategy. Parents should always be kept fully informed of the use of withdrawal as a strategy for an individual child.

Seclusion is defined as forcing a person to spend time alone and is a deprivation of liberties which requires legal powers. Mayfield School does not engage in the use of seclusion. Seclusion is likely to be a breach of human rights and criminal law.

9.4 Staff Training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. Our chosen qualification is provided by Team Teach and we have a team of qualified intermediate instructors in school. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

9.5 Informing Parents When Reasonable Force Has Been Used

In all instances of the use of physical restraint, parents will be informed the same day, by phone and/or in writing, and invited into the school to discuss the incident if they wish.

9.6 Other Physical Contact With Pupils

This school does not operate a 'No touch Policy' but operates an "Appropriate Touch" policy. By 'Appropriate Touch' we mean touch that is not invasive, humiliating or could possibly be considered as eroticising / flirtatious. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary

- Holding the hand of the child when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves
- To adhere to personal care and physiotherapy guidelines including MOVE and hydrotherapy.

The staff at Mayfield School initiate and respond warmly to appropriate touch from all young people. Each morning the students are both greeted into the school and then again into their individual classrooms. Interactions in the corridor or at the above times may include a physical interaction.

Guidance

Mayfield School staff should always consider and abide by the following points when carrying out their duties:

- Touch should not be in response to or be intended to arouse sexual expectations or feelings (Department of Health Circular LAC (1993))
- Play-fighting is not a substitute for appropriate affection towards young people, it gives confusing messages to them about personal and professional boundaries
- Where a young person requires intimate personal care, staff should ensure that student is comfortable with the staff member attending to their needs. Other staff should always be around to monitor events and the young person's privacy and dignity should always be preserved.
- Privacy issues are always to be considered. A safe environment which respects privacy and shows regard for personal boundaries will be encouraged. Thought must be given to how

staff present themselves, (e.g. how they dress), and how they show professional respect when relating to each other and to young people.

- Where a member of staff feels that it would be inappropriate to respond to a young person seeking physical comfort, outward rejection should always be avoided in favour of diversion or some other such tactic and the reason, where appropriate, for avoiding physical contact should be given to the young person.
- Unwelcome touch, where a young person indicates that touch from an adult is not welcome, perhaps by moving away or flinching to avoid, the staff member should consider apologising to demonstrate a respect for personal boundaries.
- Where a child presents a danger to themselves or to others it will, at times, be necessary for staff to use means of physical intervention as described in the School Positive Handling, Support and Intervention Policy. At such times, staff should always take care to explain what they are doing and that the actions taken are for safety reasons. As the situation de-escalates, touch can be appropriately used to move from a situation of control to one of care, using the Team Teach methods such as the friendly hold.
- Clarity should always be our aim. A young person should never be left in any doubt about the member of staff's intention behind any physical contact, even if it is felt that the child may not have the cognitive understanding or reasoning. Clumsy or un-considered use of touch may be experienced by a child as being confusing, uncomfortable or distressing. A decisive, firm and planned form of open touch within an appropriate context and a safe relationship is less likely to lead to unease and confusion.

All staff have a responsibility to ensure that all practice at Mayfield School is safe and appropriate. We should all expect to be observed by others and be prepared to discuss any concerns we have in a professional manner. Any member of staff who is concerned about another member of staff's practice should discuss their concerns with the Head teacher or another senior member of staff as appropriate.

9.7 Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – January 2018 (A copy of this document is available from the school on request or to download from the Gov.uk Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - (b) to commit an offence,
 - (c) to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search (with the permission of the pupil) for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are banned by the school under the school rules:

Examples:

- Mobile phones used in class
- Digital media devices or similar used in class
- Lighters or matches

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, digital media devices etc. Pupils are allowed to bring these to school on the understanding that they remain switched off and handed to the school office.

Staff in this school have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm. Depending on the seriousness of the media, information may also be reported to the Police.

Pupils found with tobacco and/or cigarette papers will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing tobacco on to school premises. Pupils will also receive sanctions for smoking near the school and on their way to and from school.

Staff have the power to search pupils with their consent for any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited or banned items are being held within it and reasonable grounds for the search have been established.

Where items are ‘prohibited’ as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance ‘Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies’. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have ‘prohibited’ items in school. In certain circumstances this may lead to permanent exclusion.

10 Bullying

10.1 General

According to the DfE document [‘Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies’](#), bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Bullying is, therefore:

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

Mayfield School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of

pupils and in particular preventing all forms of bullying among pupils” Education and Inspections Act 2006 , section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty ‘The Equality Act 2010’. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Specific types of bullying (cyber-bullying, prejudice-based and discriminatory bullying) include those relating to:

- race, religion, culture, or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying and sexual harassment.

It can take place between pupils, between pupils and staff, parents, and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing, or ‘posting’ on social media sites;
- sending offensive or degrading images by phone or via the internet (consensual and non-consensual sharing of nude and/or semi-nude images/videos);
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

10.2 The Law

Mayfield School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils” Education and Inspections Act 2006 , section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty ‘The Equality Act 2010’. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

10.2.1 Cyberbullying

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyber-bullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images/videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Cyber-bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber-bullying that occurs while pupils are under the school’s direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyber-bullying occurs while pupils are outside our direct supervision (i.e., at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening, and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

10.3 Teaching about Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHCE programme that discusses issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils, including the school council.

- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Circle time
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in ICT lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour

10.4 Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher or Head of Department to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHCE and during class/circle time. The Whole School Behaviour Policy and procedures also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

10.5 Tackling Bullying

10.5.1 Strategies for Dealing with the Bully

- Disciplinary sanction imposed either exclusion or period of time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

10.5.2 Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Out of lesson support issued
- Short term modification of school timetable
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

11 Safeguarding and Support

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 misbehaviour may be linked to them suffering, or being 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.

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

11.1 Peer on Peer Abuse

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, abuse in intimate personal relationships between peers the consensual or non-consensual sharing of nude and/or semi-nude images/videos and initiating/hazing type violence and rituals. However, we recognise that abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We have a separate Child on child (also referred to as peer on peer) abuse Policy and procedures which will be followed in the event of an allegation being made against pupils in our school by other pupils. Guidance on dealing with cases of peer-on-peer abuse is included in our Child Protection Policy and procedures.

Consideration will also be given to the advice contained within the DfE statutory guidance [Keeping Children Safe in Education](#), and the UKCIS Education Group publication [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nudes and semi-nudes being shared.

Occasionally, allegations may be made against pupils by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Consideration will also be given to the advice contained within the DfE document 'Keeping Children Safe in Education' (September 2018) and 'Sexual Violence and sexual harassment between children in schools and colleges' (May 2018).

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report peer on peer abuse and the issue is discussed as part of PSHE curriculum.

11.2 Allegations of abuse against staff and other adults working in the school

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure which is part of the Child Protection Policy and procedures).

The Governors of the School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers and other children.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistle Blowing procedures.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE and the Cumbria SCB Core procedures.

11.2.1 Action in the event of a malicious allegation

If an allegation is determined to be false, unsubstantiated, unfounded or malicious, the LA appointed Designated Officer (DO) will be informed via Cumbria Safeguarding Hub and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

12 Raising Awareness of Policy

12.1 Monitoring this Policy

The School Governors are required to ensure that this Policy and procedures are published on the school website. A copy of this Policy and procedures is also available on request

12.2 Links with other Policies

This Policy and procedures should be read in conjunction with the following school policies and procedures

- Overarching Safeguarding Statement
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures including Whistle blowing procedures
- Supporting Pupils with Medical Needs Policy and Procedures
- Special Educational Needs Information
- Admissions Arrangements
- Attendance procedures
- Complaints Procedure
- Positive Handling Support and Intervention Procedures
- Code of Conduct for Staff and other Adults
- Educational Visits Procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- Home to School Agreement (voluntary)