



Behaviour Policy and Statement of Behaviour Principles

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1. Aims

At Mayfield, the 6Rs, or Learning Superpowers, are fundamental to our school ethos. We believe that these are the essential threads that run through the school and our rewards and consequences are based on these. We believe that all pupils and staff must be able to model behaviour that supports learning and promotes good relationships across the whole of the school community.

Our vision is of an inclusive school where the community can thrive because they feel valued and nurtured. We believe in the power of positive relationships and teach this through being:

- Ready
- Reflective
- Responsible
- Resilient
- Resourceful
- Respectful

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of consequences that lead to rewards and sanctions

- Consider what extra support can be offered to groups of pupils who are at a higher risk of suspension and exclusion, or pupils who are particularly vulnerable to the impacts of suspension and exclusion

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

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

3. Definitions

Everything that we do as a school is based around building and maintaining excellent relationships within our community. We will always seek to use relational practice to ensure that pupils are supported with their behaviour and have a range of interventions that are used to do this.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at breaktimes, lunchtimes and during extra-curricular clubs
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Use of mobile devices

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Bringing the school into disrepute
- Truancy
- Wilfully setting off the fire alarm
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vaporisers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence or deliberate act to hurt someone

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found here: <https://mayfield.portsmouth.sch.uk/about-us/our-school>

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure consequences including rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both high challenge and high and support when necessary.

The headteacher will work with leaders to ensure that the data from ClassCharts is reviewed on a fortnightly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Building good relationships with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Using relational and restorative practice when dealing with incidents of misbehaviour
- Recording behaviour incidents using ClassCharts and/or CPOMS

The pupil support team and senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or tutor promptly
- Use ClassCharts to monitor the behaviour of their child and discuss incidents of misbehaviour with them
- Support any sanctions that may be put in place by the school e.g., detentions
- Attend meetings organised by the school to discuss their child's behaviour

6. Pupil code of conduct

Pupils are expected to:

- Be punctual to school and to lessons
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other and the wider school community
- In class, make it possible for all pupils to learn
- Move quietly around the school ensuring that they are walking on the left
- Treat the school buildings and school property with respect
- Be smart and wear the correct uniform at all times
- "Bee Kind" to each other <https://mayfield.portsmouth.sch.uk/about-us/our-school>
- Apply good manners in all situations e.g. holding the door open for others
- Refrain from using foul and abusive language
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school e.g. travelling to and from school, on trips or when travelling to and from off-site activities such as PE.

7. Rewards and sanctions

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- 6R/Learning Superpower achievements via ClassCharts
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Certificates
- Badges
- Blue slips
- Reward events throughout the year
- Trips and visits
- Prom
- Representing the school at sports events
- Representing the school in performing arts events

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A non-verbal and/or verbal reminder of expectations
- Allowing the pupil to have a “time out” in the corridor for an agreed amount of time
- Moving the pupil to a different seat
- Sending the pupil out of the class to work with another adult in the Reflection Room
- Expecting work to be completed at home, or at break or lunchtime
- Setting an after school catch up session
- Withdrawal from representing the school in fixtures or extra-curricular activities such as productions
- 20-minute detention at breaktime, lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour plan
- Putting a pupil ‘on report’
- Alternative timetable
- Alternative provision either in Refocus (between the hours of 12pm-5pm or off-site)
- Suspension
- Managed move to another school
- Permanent exclusion

See appendix 3 for sample letters to parents about their child’s behaviour.

We may use a Reflection or Nurture Room in response to serious or persistent breaches of this policy. Pupils may be sent to a Reflection or Nurture Room during lessons if they have had the opportunity to correct their behaviour by

working with another adult but continue to be disruptive. They will be expected to complete the same work as they would in class.

Parents of pupils who do not attend a given detention will be contacted to request that the pupil return to school to complete their sanction. If the pupil fails to return, they will be required to miss break or lunch time the following day or, if regularly repeated, may have their sanction escalated to a period of time in Reflection or Refocus.

The Reflection Room is managed by Mrs Fiona Rogers – Deputy Head of Seniors

7.2 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school’s response will be:

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

Sanctions for sexual harassment and violence may include:

- Suspension
- Reporting to the Police
- Alternative timetable until parents can meet with Designated Safeguarding Lead

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. All staff have an obligation to report concerns on CPOMS (School Safeguarding System). 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

<https://mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

7.3 Off-site behaviour

Sanctions may be applied where a pupil has not behaved appropriately off-site when representing the school. This means misbehaviour when the pupil is:

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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

7.4 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to section 7.7, 7.8 and appendix 3 in our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the 6Rs/Learning Superpowers in teaching rooms and class/tutor charters in primary classrooms and senior tutor bases
- Regularly remind pupils of expectations within classrooms, corridors and social spaces
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils at the door in the morning/at the start of lessons
 - Establishing clear routines
 - Creating an environment where pupils know how to behave
 - Modelling desired behaviours
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the lesson positively and starting the next one afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Giving a clear verbal warning to prevent behaviours escalating

- Using ClassCharts to reward positive behaviours
- Using ClassCharts to record negative behaviours
- Liaising with parents/carers regarding negative behaviours

8.2 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Staff must give non-verbal and verbal warnings and try to resolve the issue by allowing the pupil to have a time-out and moving the pupil to a different seat within the classroom.

Time outside the classroom can be used to:

- Allow the pupil to calm down before returning to the learning environment
- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for a maximum of 5 minutes.

Staff may use ClassCharts to log an incident alert which means that the pupil will be removed to the Reflection Room and will not be able to return for the rest of the lesson.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with the Head of House to look at timetable adaptations
- Use of teaching assistants
- Use of behaviour plans
- Use of alternative provision

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS
- Be reported to parents by the member of staff or their line manager
- Be reported to the Headteacher

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's 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.

9. Pupil transition

We are very fortunate to have an all-through environment where key information is able to be shared easily at various transition points. Transition points also include moving from one class/subject to another. To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

Once all school strategies have been used it may be that some children may need additional support for their behaviour from external services. The school will complete referrals in cooperation with parents/carers. The school currently uses the following external agencies

- Educational Psychology (EP)
- Mental Health Support Teams (MHST)
- Child and Adolescent Mental Health Service (CAMHS)
- The Harbour School
- Short Stay School

10. Training

The deputy headteacher of seniors has attended the relational approach training and has disseminated practice across the school. This has included the organisation of a behaviour and culture working group across all school phases. The group have been advocates for improving behaviour and contributed to the content of this policy.

Staff can access support to improve their practice by making use of the school's CPD library, talking to inclusion specialists in the school such as our SEND team and working with the school's teaching and learning team who will be able to direct them to the most up to date research and techniques.

Further training and development in relational approaches have been planned in during the academic year 2022-2023 for all staff.

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development. In addition to this, identified staff will receive emotional Literacy Support Assistant training (ELSA) which will be delivered by the school's educational psychologist and key staff have been trained in the use of restraint.

All staff training is logged on the CPOMS Staff Safe system.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Curriculum Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Curriculum Governors annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying policy
- CCTV policy
- Attendance policy
- Managing allegations against pupils policy

Appendix 1: written statement of behaviour principles

- All pupils, staff, visitors, and other members of the school community have the right to always feel safe at Mayfield
- We expect all members of the school community to behave responsibly and to treat each other with respect
- Mayfield is an inclusive school, and we believe in equality and valuing the individual – all members of the school community should be free from discrimination
- Our community believe that ambitious standards and expectations of behaviour lie at the heart of a successful school
- Our community believe in “Beeing Kind” and as such, we expect all pupils, parents, staff, visitors and the wider community to communicate with each other respectfully
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. Measures to counteract bullying and discrimination will be consistently applied and we will always endeavour to manage this in a restorative way that ensures relationships can be repaired
- Staff are trained in relational PACE and restorative approaches, with a key focus on maintaining good relationships between pupils, as well as between staff and pupils
- Children have the right to learn and achieve their full potential
- We believe that a positive relationship and a positive culture should be acknowledged to encourage good behaviour in the classroom and elsewhere in school and on the way to and from school
- The school’s legal duties to comply with the Equality Act 2010 are reinforced through the Behaviour and Anti-Bullying Policies.
- Racism is not tolerated at Mayfield and will be addressed through education and/or punitive sanctions where appropriate in order that relationships will be repaired in the future
- The Governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive
- The Governors believe that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to use their discretion in their use
- Sanctions should be applied fairly, consistently, proportionally, and reasonably. They should teach positive behaviour, taking into account SEN, disability and the needs of vulnerable children, and offering support as necessary
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards school staff, will not be tolerated
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- The Governors strongly feel that suspensions and exclusions should only be used as the very last resort

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the curriculum Governors annually.

Appendix 2: staff training log

All staff training will be recorded on the CPOMS Staff Safe system in school.

Appendix 3: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our school expectations, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting].

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting].

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____