



Mayfield School

Behaviour Policy

Believe. Achieve. Succeed.

Respectful, Resourceful, Responsible, Reflective, Resilient, Ready

Our School Vision

Our vision is to create a family ethos that raises aspirations and makes a real difference to the life chances of our young people.

Our mission

All stakeholders, together, will create an environment of respect and inclusion where all young people are valued, supported, inspired and future ready.

Author: M Cathie

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Aims

The aim of this policy is to ensure that pupils, parents and staff are aware of their responsibilities at Mayfield School with regards to behaviour and conduct. The school rules, understood by all, are: **be ready, be respectful and be safe.**

Legislation and statutory requirements

Mayfield School acknowledges its legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs. This policy is based on advice from the Department for Education (DfE) on:

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

Purpose

The purpose of the Behaviour Policy is to ensure every child and adult at Mayfield School is familiar with the high expectations for the behaviour of all. This policy will give clear direction to staff, volunteers, visitors and parent/carers about the expectations and the likely consequences for those who fail to meet them. The principles upon which this Policy is based are:

- All staff and pupils have the right to achieve their best in an environment of mutual respect and where all people recognise their responsibilities for the welfare of others
- Everyone in our school has a responsibility to build good relationships
- Every adult in our school will work in accordance with the interests of children and young people and follow the policy.

Ethos

At Mayfield School we believe that good behaviour is an essential feature of an effective learning environment and is built through high challenge and high support. Every member of the school community has a role to play in the promotion of good behaviour and the school's core values:

respectful, resourceful, responsible, reflective, resilient and ready

Mayfield School is committed to establishing and maintaining an ethos where all pupils are able to thrive and learn as individuals. We will develop skills which support 'behaviour for learning' and all members of our community are challenged to model and contribute to this ethos. Good behaviour will be recognised and celebrated publicly to reinforce the important part this plays in our school ethos.

Relational Practice

At Mayfield School we believe passionately that good relationships between pupils, as well as staff and pupils is fundamental to our positive learning community. To this end, building, maintaining and repairing these good relationships is vital to the whole community working and thriving together.

All staff and pupils are trained to understand the benefits of relational practice, as well as how to employ strategies promoting this in a variety of situations; whether teaching in the classroom, on duty during unstructured times or as a Form Tutor.

Our House System and Vertical Tutoring structure provide the opportunity to foster strong relationships between all members of the school, particularly through our Community Circles. Relational practice promotes pupils understanding of the fact there are consequences to our actions, encourages us all to take responsibility for our actions and provides the opportunity to learn from our actions.

Procedures

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. When staff join Mayfield School they will be given a copy of our school's Behaviour Policy. The induction programme will include information relating to managing incidents of unacceptable behaviour, issuing rewards, how to record this information and the importance of contacting parents. Staff are expected to regularly review standards of behaviour in their classroom and discuss this within their department (seniors) or year group (primary), with the Subject Leader and Form Tutors (seniors) and the Year Leaders (Primary). In the case of more serious incidents of unacceptable behaviour in seniors the House Team should be contacted for advice. In the case of more serious incidents of unacceptable behaviour in primary, the Primary Senior Leadership Team should be contacted for advice.

Whole School Expectations

It is our expectation that every pupil:

1. Respects the rights of teachers to teach and pupils to learn, not disrupting the learning of other pupils in any way
2. Shows a positive attitude towards learning by completing work on time and to a high standard
3. Is respectful to all the members of our school community
4. Follows the instructions of staff without argument
5. Is punctual to lessons, has the correct equipment and wears the correct uniform at all times
6. Supports others by refusing to engage in any form of Child on Child abuse or intimidation and always reports this type of behaviour to staff (including online abuse)
7. Leaves lessons only with the permission of a member of staff
8. Behaves safely and sensibly when moving around the school site
9. Treats all school visitors and members of the local community with respect and courtesy
10. Cooperates fully with members of staff by telling the truth
11. Accepts school sanctions imposed as a result of failing to meet school expectations.
12. Work restoratively when harm is done.

Confiscation

In order to keep themselves and others safe, pupils must not bring into school any of the following items: mobile phones, knives and weapons (including replicas or any other item that can be deemed dangerous); alcohol; illegal drugs and legal highs; aerosols; stolen items; tobacco, cigarette papers, filters, lighters, e- cigarettes and other smoking related items; fireworks; pornographic or other offensive images. Prohibited items 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](#).

Searching a pupil

Where possible, searches will be carried out by at least 2 members of staff. These staff will have been authorised to do so by the headteacher, or carried out by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Senior Deputy Head Teacher (Seniors) or a member of the Senior Leadership Team (Primary) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Rewards and sanctions

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.

Positive behaviour will be rewarded with examples of, but not limited to:

- Verbal praise
- Telephone call to parent
- Letter to parent
- Praise points
- Interview with House Leader/Headteacher
- Values badges/certificates issued in celebration assemblies
- Hot chocolate with the Headteacher
- Public display of work
- Photograph displayed in reception area.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- A verbal reprimand
- A restorative conversation
- Sending the pupil out of the class or to work with another member of staff
- Expecting work to be completed at home, during break or lunchtime
- Detention during break or lunchtime, or out of school hours (including INSET days)
- Referring the pupil to a member of the Pastoral Team or senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Monitoring card
- School based community service such as tidying a classroom
- Working with a member of the House Team (senior) or Year Team Leader (Primary)

- Loss of privileges – for instance, the loss of a prized responsibility
- Suspension
- Permanent exclusion from school, in the most serious cases.

Other Strategies

The school has at its disposal various other strategies designed to provide for the wide range of emotional and behavioural needs displayed by pupils from time to time. These include:

- Restorative meetings
- Assistance in lessons
- Peer mentoring
- ELSA and nurture support
- Guidance and support from external agencies
- Personalised curriculum

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
- Committing an offence

Incidents of physical restraint

will:

- 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 and reported to parents.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved 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
- 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
- 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 a staff member (e.g. on a school-organised trip).

Training

Staff and pupils will receive regular training to remind and refresh their understanding of what constitutes good behaviour (including acceptable behaviour online). Pupils are taught to have a clear understanding of the expectations of the school, the rewards available and the consequences of unacceptable behaviour.

All staff joining the school are provided with training on relational practice and behaviour management as part of their induction process. Both also form part of a programme of continuing professional development for all staff.

Monitoring arrangements

The Senior Deputy Head Teacher of seniors and the Head of Primary will review this behaviour policy annually. At each review, the policy will be approved by the Headteacher and Governing Body.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy.