



Mayfield
Primary School

BEHAVIOUR POLICY

Policy prepared by	Mark Couper Barton Headteacher
Policy approved by Local Committee	28.9.22
Next Review Date	Autumn 2024

MAYFIELD PRIMARY SCHOOL
MAYFIELD ROAD, OLDHAM, OL1 4LG

OVERVIEW:

Everyone at Mayfield has the right to a high-quality education, where they feel safe and happy, and able to learn to the best of their ability.

Children will learn and behave best when they know clearly what is expected of them. School will provide a positive environment where exemplary behaviour choices are promoted and celebrated.

Unacceptable behaviour will be addressed in a fair and consistent manner, using the language of 'choice' and 'consequence'.

Having high expectations will help us to successfully fulfil our school Mission Statement: **'Learn from yesterday. Live for today. Hope for tomorrow'**, which is underpinned by the following values.

LEARN from yesterday	LIVE for today	HOPE for tomorrow
Love of all	Lead by example	Health and happiness
Empathy	Inspire, imagine, improve	Opportunities and aspirations
Appreciation	Voice	Perseverance, progress and pride
Reflect, respect, remember	Everyone matters	Every day is a new day.
Never give up		

Our school aims to embed these values in all aspects of school life and promote these values with families and our community, by working in partnership between home, school and beyond.

This policy clearly sets out the expectations for children at Mayfield Primary School.

OBJECTIVES

Children:

All children at Mayfield are expected to develop self- discipline and demonstrate high standards of behaviour in their class, around school and out of school.

Teachers will be able to:

- Teach effectively in a calm environment.
- Meet the needs of all children.
- Make positive contact with all children.

Parents will:

- Feel confident that their children are growing personally, socially, emotionally and academically.
- Know that their children will receive support when they need it.
- Feel welcome in school to discuss their children's progress in a positive atmosphere.

School's Expectations:

Behaviour at Mayfield is underpinned by five clear expectations, that are on display in each classroom and around school. School's expectations are as follows:

- (1). We will all follow instructions.
- (2). We will all use safe hands and feet.
- (3). We will use kind words.
- (4). We will always tell the truth.
- (5). We will always try our best.

School's Behaviour system:

We have a consistent rewards and sanctions system that operates throughout school, underpinned by our 'House Team' behaviour system.

All children in school are in one of our four 'Houses'. Teams are named after the local streets in the heart of our community. This 'House' system is used throughout school, from Nursery to Year Six.

The House Teams are:

Kingston Reds
Waverley Blues
Granite Greens
Vulcan Yellows

Children earn House Points for exemplifying our Mission Statement values within school.

For example:

- a child who shows empathy and understanding towards another child, may receive House Points.
- a child perseveres at a task, despite finding it difficult.
- a child acts as a role model for others in a group and shows a 'leading by example' attitude.

House Points for each team are collected from each class and collated on a weekly and half-termly basis. House Teams attempt to win the Mayfield House Cup, awarded weekly.

A financial incentive is in place for the winning House Team each half-term (1st place: £100, 2nd place: £75, 3rd place: £50, 4th place: £25). Each House Team makes the decision throughout the year as to whether they spend or save the money they earn, in order to promote financial management skills.

Democracy is promoted throughout the process as children in the House Team vote on when and how the money is spent, how much is spent at once, etc.

Rewards:

Children who consistently demonstrate high-quality behaviour choices, by following the Mission Statement values and Mayfield Expectations, are recognised in various ways.

Some children in school may be chosen to wear a special badge. These children are known as “Mayfield Marvels”. Children are encouraged to wear these badges at all times in recognition of their excellent attitude and become a positive role model for others.

Additional individual or class rewards may include:

- Smile
- Praise
- Stickers
- Small Prize
- House Points
- Stamps
- Certificates
- Feedback to parents
- Working towards individual treats
- Working towards class treats
- Attendance certificates and badges
- Chosen for special responsibilities (e.g. Head Boy / Girl, House Team Ambassadors, Playground Buddies, School Council, etc).
- Recognition in a weekly Celebration Assembly.
- Recognition of achievements in the newsletter to families.

Consequences and Sanctions:

If children do not follow school expectations, then it may be necessary to remind children of the consequences of their behaviour choices and apply sanctions.

Consequence / sanctions may take a variety of forms and are used appropriately to reflect the situation and age / understanding of the child.

There is a clear escalation process of consequences / sanctions, which is determined by the severity of the poor behaviour choices.

Examples may include:

- A 'look' to show disapproval.
- The use of a child's name to show disapproval.
- The use of 'choice' and 'consequence' language, e.g. 'If you choose to do x, then y will happen'.
- The use of 'if' language / questions, e.g. 'What would happen if ...?'
- The use of 'now' and 'next' language, e.g. 'Now you need to do x. Next you need to...'
- A firm comment to show disapproval.
- A recap of expectations and Mission Statement values.
- A child may be asked to move seat in the classroom.
- A child may be asked to reflect in a quiet space within the classroom
- A child may be asked to reflect in a quiet space out of the classroom, supervised by an adult.
- A child may be asked to miss some of their play-time or lunch-time.
- A child may be asked to stay in at break or lunch for a few minutes to complete a task.
- A child may be asked to join another class for a few minutes to calm down or reflect on a choice.
- A child may be supported by a member of our Pastoral team in class to model expectations.
- A child may be supported by a member of our Pastoral team out of class, to unpick reasons for poor behaviour choices and to remind children of expectations.
- The child may be asked to speak to their Key Stage lead.
- The child may be asked to speak to the Deputy Headteacher.
- The child may be asked to speak to the Headteacher.
- A child may be asked to miss a club, e.g. before or after-school club.
- A child may be asked to miss part of a special activity in school.
- A child may be removed from the class if the child's behaviour is judged unsafe for them or others.
- A formal 'Improving Behaviour Plan' may be implemented, with targets for improvement set.
- In the most serious cases, exclusion may be considered.

We believe that a graduated response should always be considered, linked to the severity of behaviour choices. Staff must escalate consequences / sanctions appropriately and should always seek advice from school leaders or the Pastoral Team, if they are unsure.

School is aware that some children may need additional support to enable them to moderate their behaviour. School believes that there are reasons underpinning a child's poor behaviour choices and these should be unpicked and explored in detail. Positive relationships between the adult and child are key in ensuring this is done effectively and that relationships remain strong moving forward.

Non-retaliation:

The school has a non-retaliatory policy. If one child hurts another in anyway, the child who is hurt must tell a member of staff who will deal with the other person. Parents and carers are expected to support this policy.

Power struggles:

Staff must always remain as the adult professional in any situation of poor behaviour. They must maintain self-control and be conscious at all times in making sure that they do not engage with an argument or 'power struggle', where tempers are lost, and the situation escalates further unnecessarily.

Staff should realise that some incidents are best not addressed at that moment, as long as the child and others are safe. Sometimes, children need time to calm and reflect on their behaviour choices before it is addressed. Knowing the child's needs will help with this.

If a situation escalates, staff should seek the advice and support of a member of school's Senior Leadership Team.

Distractions:

Staff are aware that distraction is a useful strategy to use to de-escalate a situation. It may be distraction through changing the topic of conversation, sharing an object of interest (such as a sand timer), change of location or conversation with another adult walking past, for example.

This may provide valuable time for the child to calm down or reflect on a behaviour choice, before being ready to then go on to deal with the issue.

Escalating challenging behaviour ('Strikes' system):

Our Behaviour Policy is effective for the vast majority of our children. Children typically respond well to the range of sanctions in place and improvements are made where needed.

However, Mayfield has a clear process for addressing more challenging, escalating behaviour based on a 'Five Strikes' system.

The 'Strike' system is to ensure that children remain focussed on learning, poor behaviour choices are kept to a minimum and there is limited to disruption to the learning environment and education of other children. We recognise the importance of being graduated in our approach, with sanctions consistently applied and linked to our wider approach to positive behaviour management.

The five stages linked to 'Strikes' approach are 'Concern', 'Repeated', 'Escalating', 'Significant' and 'Extreme'. Behaviours and sanctions are clearly mapped out, ensuring clarity for children, families and staff.(See Appendix One)

School is clear that the 'Strikes' approach would only apply in a small number of exceptional cases and would not affect the vast majority of children in our school.

Restorative conversations:

Restorative conversations support the creation, maintenance, and repair of relationships in a way that creates an environment focused on support and skill building. This is particularly important where incidents have occurred between children, or when an adult is supporting a child when considering the impact of their behaviour choices.

Restorative conversations often play a crucial role in helping to address and move forward from specific incidents.

School recognises that different approaches may be required to best support our children, and we adjust our approach accordingly.

Positive handling:

There are occasions where it may be felt that a child is demonstrating unsafe behaviours and they and / or others are judged at risk, if appropriate measures to reduce or stop the behaviours are not put into place. All staff have a duty of care to ensure the safety of all children and staff at all times.

Positive handling may occasionally be required, in extreme circumstances, where a staff member or staff members may be required to physically guide or support a child, to ensure their safety and the safety of others.

All staff receive appropriate training and support in de-escalation techniques, which should always be employed first.

If positive handling is used, parents / carers will be informed, and details of the incident and positive handling will be recorded officially using school's recording system.

CPOMS recording system:

CPOMS is the school and Trust system used to record all types of behaviour incidents, used by all staff members in school. It is crucial that we build an accurate chronology of behaviour incidents for individuals, for groups or classes, and across school. Patterns and trends are evaluated by our Pastoral Team and school leaders in order to address behaviour issues.

Suspensions and Exclusions:

In a small number of cases, unacceptable behaviour may result in formal fixed-term suspension from school and in very extreme cases permanent exclusion. School follows the Trust 'Exclusions and Suspensions' policy. The school will notify the Local Authority where suspensions are issued.

Improving Behaviour Plans:

If a child has been issued with a fixed-term suspension, an 'Improving Behaviour Plan' will be put in place to support a child's effective reintegration. This plan will be a formal arrangement between the school, the child and parents. Targets will be set and monitored over an identified period of time, to ensure necessary improvements to behaviour are made. The child's behaviour is monitored by the class teacher and discussed daily with the Headteacher or Deputy Headteacher. A review of progress towards targets will be shared with parents at the end of each week.

NB: Where necessary, an 'Improving Behaviour Plan' may be implemented if a child is potentially 'at risk' of a fixed term suspension.

Off-site direction:

In a small number of cases, as a short-term measure, off-site direction may be deemed appropriate. Off-site direction is when a school requires a pupil to attend another education setting to improve their behaviour.

The new statutory guidance, **'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement'** (in force from 1 September 2022) makes clear that:

'Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct'. (para 32)

and should only be used where interventions in school have not worked.

Summary:

At Mayfield we have found that the academic achievement of all children is best nurtured in a calm atmosphere where expectations about behaviour are clear and fair. We know that the children enjoy the rewards they receive, and this has a very positive effect on their education. We reinforce our expectations and encourage children to make the right choices. We know how important it is that children make good decisions and learn to be independent. We also encourage children to help each other behave in a sensible and thoughtful manner. All staff and parents / carers are expected to support these principles, by encouraging your children to take appropriate responsibility and learn to become increasingly independent.

APPENDIX ONE: Mayfield's 'Strike' system

	The effects of poor behaviour – what we may see in school:	Escalating sanctions / next steps when 'strikes' are issued:
Strike 1. Concern	<p>Poor behaviour choices are of concern, and there is minimal sign of improvement. School staff have been utilising school's Behaviour Policy, although there is insufficient improvement.</p> <p>The child's own learning is a concern and is being affected by poor behaviour choices.</p> <p>Other children's learning is starting to become affected, which is equally a concern.</p> <p>The child is not responding well enough or quickly enough to strategies being used and staff are</p>	<p>Parent / carer notified of 'Strike 1' by class teacher (phone call or face to face conversation, and in writing).</p> <p>Specific number of break-times and lunch-times missed.</p> <p>'Individual Behaviour Targets' in place, monitored daily. (Class teacher and Pastoral Team). A copy is issued to parents / carers.</p> <p>Examples of sanctions:</p> <ul style="list-style-type: none"> • Reflection time spent in another class (e.g. a lesson) • Specific number of breaks / lunch-times missed. • Removal of responsibilities / clubs.

	<p>concerned about the nature of behaviour choices.</p>	<ul style="list-style-type: none"> • Formal discussion with Key Stage lead. • Increased updates to parent / carer • Escalation to 'Strike 2'.
<p>Strike 2 Repeated</p>	<p>Poor behaviour choices are being repeated with minimal sign of improvement. Staff are more and more concerned about the repeated nature of choices.</p> <p>The child's own learning is repeatedly being affected by poor behaviour choices.</p> <p>Other children's learning is repeatedly being affected as adults are spending time dealing with unacceptable behaviour.</p> <p>The child is not responding well enough or quickly enough to strategies being used and staff are concerned about the repeated nature of behaviour choices.</p>	<p>Parent / carer notified of 'Strike 2' in by the Key Stage Lead. (phone call and in writing)</p> <p>Formal 'Behaviour Report Card' in place, monitored daily. (Child reports to Key Stage Lead daily).</p> <p>Examples of sanctions:</p> <ul style="list-style-type: none"> • Child works in another class (e.g. half day). • Specific number of breaks / lunch-times missed. • Removal of responsibilities / clubs. • Discussion with Key Stage lead. • Daily update to parent / carer • Formal discussion with the Deputy Headteacher • Formal meeting with parent / carer at the end of the week. • Escalation to 'Strike 3'.
<p>Strike 3 Escalating</p>	<p>Behaviour is escalating, with escalating levels of defiance or unacceptable behaviour.</p> <p>The disruption to the child's own learning is escalating.</p> <p>The disruption to other children's learning is escalating and there is escalating disruption to the learning environment. The time adults are spending addressing specific behaviour is escalating.</p> <p>The child is not responding sufficiently to strategies being used or the escalating severity of the situation.</p>	<p>Parent / carer notified of 'Strike 3' by Deputy Headteacher (Formal meeting and in writing).</p> <p>Formal 'Improving Behaviour Plan' introduced (two-week period initially with targets set). Class teacher, pastoral, Key Stage lead, Deputy Headteacher and parent / carer. Parent / carer attends formal target-setting meeting and weekly reviews.</p> <p>Examples of sanctions:</p> <ul style="list-style-type: none"> • Child works in Key Stage Lead's class (e.g. a couple of days). • Specific number of breaks / lunch-times missed. • Removal of responsibilities / clubs. • Discussion with Key Stage lead. • Daily update to parent / carer

		<ul style="list-style-type: none"> • Formal discussion with the Deputy Headteacher • Escalation to 'Strike 4'.
<p>Strike 4 Significant</p>	<p>Behaviour is significant, with significant levels of defiance or unacceptable behaviour.</p> <p>The disruption to the child's own learning is significant. Significant adult intervention is required.</p> <p>The disruption to other children's learning is becoming significant and there is significant disruption to the learning environment.</p> <p>External agencies may be involved in discussing next steps for significant behaviours shown.</p> <p>There is significant risk of further escalation, which may include fixed-term suspension.</p> <p>The child is not responding sufficiently to strategies being used or the significant severity of the situation.</p>	<p>Parents / carer notified of 'Strike 4' by Headteacher (Formal meeting and in writing).</p> <p>Formal 'Improving Behaviour Plan' repeated (new targets and monitoring period agreed). Key Stage lead, Deputy Headteacher and Headteacher and parent / carer present. Parent / carer attends formal target-setting meeting and weekly reviews.</p> <p>Examples of sanctions:</p> <ul style="list-style-type: none"> • Child works 1:1 in the Deputy Headteacher or Headteacher's office for a period of time. • Specific number of breaks / lunch-times missed. • Daily update to parent / carer • Daily formal discussion with the Deputy Headteacher or Headteacher • Formal meeting with parent / carer regarding the risk of suspension if behaviours persist. • Escalation to 'Strike 5'.
<p>Strike 5 Extreme</p>	<p>Behaviour is extreme, with extreme levels of defiance or unacceptable behaviour.</p> <p>The disruption to the child's own learning is extreme. Significant adult intervention is required.</p> <p>The disruption to other children's learning is significant and there is extreme disruption to the learning environment.</p> <p>External agencies, including the Local Authority, may be involved in discussing next steps for extreme behaviours shown.</p>	<p>Parent / carer notified of 'Strike 5' by Headteacher (Formal meeting and in writing).</p> <p>Formal plan in place involving a wide range of external agencies, including the Local Authority. (Key Stage lead, Deputy Headteacher, Headteacher, parent / carer and external agencies present, as appropriate).</p> <p>Examples of sanctions:</p> <ul style="list-style-type: none"> • Child works 1:1 in the Deputy Headteacher or Headteacher's office for an increasing period of time.

	<p>The child is not responding sufficiently to strategies being used or the extreme severity of the situation.</p> <p>There is significant risk of further escalation, which may include fixed-term suspension.</p>	<ul style="list-style-type: none">• Specific number of breaks / lunch-times missed.• Daily update to parent / carer• Daily formal discussion with the Deputy Headteacher or Headteacher• Formal meeting with parent / carer regarding the risk of suspension if behaviours persist.• Fixed-term suspension issued.• Further fixed-term suspension issued.• Formal meeting re: discussions of permanent exclusion.
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