MAYFIELD BEHAVIOUR POLICY 2024

Policy Author: Caroline Mace

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Contents

1.   Aims

This policy aims to:

- Create a culture that promotes positive behaviours, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and the consequences of behaviour
- Recognise that children and young people with special educational needs and disabilities can present with behaviours linked to their SEND and ensure that a developed understanding of this is reflected in Mayfield's approach to promoting positive behaviours.

2.   Introduction

Mayfield School is an all-age provision split across two sites: Heathfield Road and Wheeler Street. The school educates children with autism, and other severe and moderate to complex physical learning difficulties. Heathfield Road is primarily for children with a diagnosis of Autism and has an EYFS (Early Years Foundation Stage) provision and Wheeler Street is primarily for children with a diagnosis of Severe Learning Difficulties (SLD) and has a PMLD (Profound Multiple Physical Learning Difficulty) provision.

All children have an Education Health Care Plan (EHCP) and are provided with a personalised communication profile. Pupils have a range of communication needs; non-verbal to verbal, furthermore for over 70% of our families English is an additional language. All pupils, and particularly those with autism require a sensory profile and self-regulation interventions. We combine contextual safeguarding and individual behaviour support plans to provide an in-depth knowledge and understanding of a pupil's behaviours.

Rights Respecting School – Convention on the Rights of the Child

Mayfield School is a UNICEF Silver Award Rights Respecting School (RRSA) and strives to be a safe and inspiring place to learn, where children are respected, their talents are nurtured, and they can thrive. The Rights Respecting School Award puts children's rights at the heart of schools in the UK and is based on the principles of equality, dignity, respect, non-discrimination, and participation.

At Mayfield School, the United Nations Convention on the Rights of the Child (UNCRC) are embedded in daily school life to improve wellbeing and help all children and young people realise their potential so that they are given the best chance to lead happy, healthy, independent lives and be responsible, active citizens.

The following articles from CRC are especially relevant to this policy:

- Article 3 - The best interests of the child must be a top priority in all things that affect children
- Article 28 – Discipline in schools must respect children's dignity

At Mayfield school we instil the core values all pupils need to prepare them for adulthood. This includes independence, resilience, positive co-operation, problem solving and respect; embedded within the curriculum.

Mayfield School Behaviour Values

- We try our best and work hard
- We keep ourselves and each other safe
- We are friendly, kind and helpful
- We respect people and property
- We listen to each other

Key principles that underpin our approach to promoting positive behaviour at Mayfield school are:

- Provide training and development opportunities for all adults in school to help them understand behaviours linked to SEND and how to consistently implement personalised strategies and interventions to help pupils to succeed
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the behaviour values of the school
- We work with pride as a committed team to create a happy, safe and child-centred community, which promotes respect, honesty and dignity and demonstrates the academy values: engage, include, apply and work together
- We want all pupils to keep themselves safe and healthy both physically and mentally and to support their long-term well-being
- We work with parents and external professionals to develop a consistent approach tailored to individuals across our setting
- We enable all pupils to develop their knowledge and skills, values and experiences with links to the local and wider community ~~and~~

We strive to work closely with families to create a culture where everyone is supported and challenged and treated with dignity and respect

3.   Legislation, statutory requirements and statutory guidance

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

- DfE 'Behaviour in schools' (2024)

- DfE 'Searching, screening and confiscation: advice for schools' (2022)
- The Equality Act (2010)
- DfE 'Keeping Children Safe in Education' (2024)
- DfE 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2024)
- DfE 'Use of reasonable force in schools' (2013)
- DfE 'Supporting pupils with medical conditions at school' (2015)
- DfE 'Special Educational Needs and Disability (SEND) Code of Practice' (2015)

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

This policy complies with our funding agreement and articles of association.

This policy should also be read in conjunction with:

- Mayfield school child protection and safeguarding policy 2024
- Mayfield school teaching, learning and assessment policy
- Mayfield school RSHE policy
- EIAT educational visits policy
- EIAT child protection and safeguarding policy
- EIAT low level concern policy

This policy applies to behaviours in school and off-site such as educational visits.

4. **Anti- Bullying Strategy**

At Mayfield school we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are taken seriously and any behaviour that adversely affects the wellbeing of another will not be tolerated.

Some pupils experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils are less likely to intentionally 'bully' others, although behaviour that could be perceived as bullying does occur on occasions. While these actions may not have the same degree of intention when typically describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed.

The way staff members deal with such incidents of behaviour, should consider the individual needs of all pupils. Every member of staff has a responsibility to work towards eradicating any incidents of bullying.

4.1 Definitions

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours
- This includes the same unacceptable behaviours expressed online, sometimes referred to as online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos
- Bullying is recognised by Mayfield school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's and young people's emotional development

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying.
- Prejudicial bullying (against people/pupils/learners with protected characteristics
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

- A clear account of the incident will be recorded on CPOMS and arbor and shared with the appropriate member of the leadership team with delegated responsibilities for behaviour and safeguarding
- The leadership team member will interview all concerned and keep a record of their findings and information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the pupil suspected of 'bullying' and the 'victim' will be listened to carefully. Where pupils are non-verbal wishes and feelings will be completed and the pupil's preferred mode of communication to establish key facts. In some cases, a keyworker for the child may act as an advocate
- Relevant staff and parents/carers (other professionals if applicable) will be kept informed
- If the issue persists, then further support meetings (with parents and staff) will be held
- In cases where a crime has been committed or a learner is believed to be in imminent danger or risk, the appropriate authorities (police, local authority) will be informed immediately prior to any internal investigation. At this point our safeguarding procedures will be followed
- If it is suspected that the bullying is in the form of staff on pupil, then the low-level concerns and allegations against members of staff procedures will be acted upon and a safeguarding concern raised. The school will take account of the EIAT child protection and safeguarding policy
- If internet/social media-based bullying is suspected school will report incidents to the police, local authority as required and inform parents

Pupils who have been bullied will be supported by:

- Immediate support and reassurance using the communication methods appropriate to their needs
- Restoring self-esteem and confidence
- Participating in a restorative justice conversation, where appropriate

Pupils who have bullied will be helped by:

- The 'bully' to be informed in a suitable way that their behaviour is inappropriate and must stop
- Discovering more about the situation to help restore positive behaviours
- Informing parents/carers to help change the behaviour of the pupil
- Participating in a restorative justice conversation, where appropriate

We aim to use positive methods to create and re-establish appropriate behaviours. Action that is solely disciplinary is not considered the right choice within our environment and Positive Behaviour Support ethos. Positive behaviours, social skills and emotional well-being are promoted within the curriculum (e.g. PSHE, assemblies, social inclusion, RRS and subjects as appropriate).

5. Roles and responsibilities

5.1 The local governing body

The local governing body is responsible for monitoring this behaviour policy's effectiveness and holding the executive headteacher to account for its implementation.

5.2 The executive headteacher

The executive headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviours that challenge
- Monitoring how staff implement this policy to ensure rewards and processes for managing behaviour are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- 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
- 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 consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Associate Head of School

The associate head of school is responsible for:

- Supporting the roles and responsibilities aligned of the executive head teacher, leadership team and staff as set out in section 5.2 and 5.4 of this policy
- Ensuring that the school staff are trained to deal effectively with behaviours which reflect the needs of the pupils
- Monitor, review and feedback on the content and quality of behaviour support plans working with class staff and leadership team
- Collaborate with leaders responsible for the quality of education and inclusion to ensure triangulation of support and expectations
- Whole school monitoring and data analysis as set out in section 13 of this policy

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy and values consistently
- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour in every interaction
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Writing, reviewing and updating and following behaviour support plans for their allocated pupils and consulting with parents and other adults where necessary
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The leadership team will support staff in responding to behaviour incidents

5.5 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and values; reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.6 Pupils

Pupils will be expected to:

- Follow the behaviour values in school to the best of their ability
- Engage with interventions, strategies and support offered including their parents
- Provide feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy

6. School behaviour, welfare, attitudes and culture

As staff, we recognise that there is an underlying reason for all behaviour and that behaviour is a method of communication. We will make our expectations clear through explicit written and visual rules, role modelling the behaviours we expect from others, teaching good behaviour through the curriculum and through structured and unstructured social activities. We recognise that the quality of teaching and inclusion support has an impact on the behaviour of our pupils and will ensure that lessons are well planned, engaging, differentiated and meet the

needs of individual pupils. We will make decisions in line with this policy with the best interests of all our pupils as our priority. For individuals or groups with particular needs we will strive for improvement in pupils' behaviour over time and will tailor inclusion support to prevent dysregulation. Behaviour support plans (BSP) consider the individual needs of the pupils and reflect communication and sensory needs. BSP's allow for pupil advocacy and personal interest.

6.1 Mobile phones

Use of mobile phones by pupils

Pupils are permitted to bring a mobile phone into school. During registration time it should be switched off and handed in to the class teacher where it will be securely locked away. If a pupil is found to have a mobile phone on their person during the school day, they will be asked to hand it in, and parents will be informed.

Under the direction of the executive headteacher a DSL can search a pupil's phone if they have reason to believe it is/has been used to commit an offence or cause personal injury. All searches must be authorised by the executive headteacher we will seek and act on the advice of the police.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. Mayfield school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes but is not limited to:

- Consensual and non-consensual sharing of nude or semi-nude images or videos
- Upskirting
- Threats of violence abusive calls, emails, social media posts or texts directed at someone based on ethnicity, religious beliefs, sexual orientation etc.

If during an investigation, staff believe that an indecent image of children or adults is on the phone or device, they should not view the image. The Designated Safeguarding Lead and the executive headteacher should be informed and the phone or device will be confiscated and secured by the Designated Safeguarding Lead, the police will then be contacted to continue the investigation.

The return of the phone or device will only be sanctioned on the conclusion of the police investigation.

Exceptions to the rules are permitted, e.g. for medical or personal reasons such as apps to monitor diabetes.

7. Responding to behaviours

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school and applying the behaviour values

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour values
- Ensure Behaviour Support Plans (refer to appendix 1) are kept up to date and detail a range of de-escalation strategies

Pupils involved in the rights respecting school steering group will lead on the conflict resolution model and support and take ownership on the implementation across the school. They will peer mentor and be transparent, fair and effective in their delivery fully supported by staff.

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing and following clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting, promoting and role modelling positive behaviour
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement

When a pupil's behaviour falls below the standard that can reasonably be expected of them, taking into account their SEND, staff will respond promptly to restore a calm and safe learning environment, and to prevent recurrence of behaviours that challenge.

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When implementing consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour values in the future.

All classroom-based staff will use a range of de-escalation techniques to manage pupil behaviour positively and prevent behaviour escalations through use of personalised and consistent strategies.

We use a range of proactive strategies in school in line with good practise. This includes the use of visual support and adapted pedagogies:

- Verbal advice and support
- Reassurance
- Reduce the audience
- Firm, clear directions
- Reduce use of language
- Planned ignoring
- Change of face
- Negotiation
- Calm talking
- Limited choices
- Positive body language and proximity
- Positive reinforcement or reminders about consequences
- Distraction
- Humour

Our BSP's focus on what may be seen at each stage and identify consistent strategies which help the individual pupil to be 'just right' to prevent dysregulation. We plan proactively for each individual pupil at each stage to respond in the most effective manner. We look for behaviour triggers and analyse patterns to improve behaviour.

Over alert	Non-negotiables: Strategies to help pupils throughout their day.
Becoming over alert	• What you may notice ... Behaviours and sensory needs in their different stages.
Just right – best place for me	
Becoming under alert	• Strategies to help: Things to put in place to get the pupils back to just right.
Under alert	

7.1   Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Being a danger to themselves or others
- Risk of serious damage to the environment
- Committing an offence

Incidents of reasonable force 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, respect and dignity of all concerned

- Never be used as a form of punishment
- Be recorded accurately and reported to parents/carers
- Be reasonable, proportionate, and necessary.

This provision applies when a member of staff is on the school premises and when he/she has lawful control eg, an educational visit.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

As a school we use the Team Teach approach to enhance behaviour management. We have staff across the trust trained as Team Teach Trainers. All class-based staff receive initial training and regular refreshers in Team Teach strategies.

This supports the philosophy that approximately 95% of all so-called behaviours that challenge can be addressed using positive non-physical intervention and the use of a whole school proactive approach.

As a school we will always aim to act in the best interest of the child. This means in principle any decisions that are made by staff must take into paramount consideration the child's welfare and this should take precedence over all other possible actions.

The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible such as self-injurious behaviours, causing injury to other children, staff, parents and visitors and causing significant damage to property.

It is not always possible to predict all risks relating to a specific behaviour of a pupil. When an unforeseeable risk presents itself a dynamic risk assessment can be undertaken. This means that staff make decisions that are reasonable and proportionate and then act in the best interests of the child. When this occurs a debrief will occur as soon as possible afterwards and all supporting BSPs and risk assessments are updated accordingly.

Team Teach techniques seek to avoid injury to our children and young people, but it is possible that bruising and scratching may occur accidentally. These are not necessarily a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that our children and young people remain safe.

Interventions are recorded on Behaviour Support Plans and shared with all adults supporting the child/young person.

Care and Control

Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing harm.

At Mayfield school, on any occasion when reasonable force is needed, a Team Teach trained member of staff, if present, will respond first. All members of staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing significant harm. A list is maintained of those staff who have been trained in Team Teach. The leadership team are responsible for making sure that appropriate numbers of staff are trained, and training is refreshed according to Team Teach guidelines.

Circumstances under which restraint can be used:

Before restraint is used every effort should be made to de-escalate the situation. There should be a distinction between emergency intervention and anticipated intervention. This should be identified in the BSP and linked to the EHCPs.

Weekly analysis of behaviour types on arbor will identify escalations in behaviours; BSP's will be updated in collaboration with class staff, parents and other professionals. If a pupil presents as a danger to themselves or others, is at risk of serious damage to the environment or committing an offence staff will intervene as per the pupil's BSP (refer to page 2 appendix 1). A debrief will follow on the same day (or within 24 hours) and discussed with class staff, parents and other professionals as required. When an escalation is spontaneous; team teach trained staff will intervene and a member of the leadership team will be called. A debrief and review of the BSP will take place and discussed with class team, parents and other professionals as required.

7.2 Searching, screening and confiscation

If a pupil at Mayfield school is found in possession of a prohibited item as outlined in the DfE 'Searching, screening and confiscation: advice for schools' (2022) the police will be contacted. Mayfield school considers prohibited items as those listed as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in regulations:
- tobacco and cigarette papers including vapes and e cigarettes
- fireworks; and
- pornographic images

Confiscation

Any prohibited items found in a pupil's possession because of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the executive headteacher, or by the executive headteacher themselves. At Mayfield School, searches can only be carried out by a DSL.

At Mayfield, searches will only be carried out by a DSL with prior approval from the executive headteacher or lead DSL. Searches must be carried out in a private place such as an office or empty classroom to ensure the pupil's dignity is maintained. Searches will be witnessed by another DSL or staff member and, if the DSL conducting the search is not the same sex as the pupil concerned, the witness will be. When searching a pupil, the pupil will be asked to empty their bag/pockets into a plastic tray or box and the staff member will avoid touching the pupil's belongings where possible. This is to ensure a fair and dignified process takes place.

An authorised member of staff (DSL) 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 make sure a written record of the search is kept on CPOMS.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the executive 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.

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 will contact the executive headteacher or a designated safeguarding lead, to try to 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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items.

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, desk or locker.

'Outer clothing' includes:

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

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.

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 on CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A DSL will tell the parents/carers 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 consequences 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.3   Online behaviour

The school can issue consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

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 consider whether to 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 consider whether to 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 (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to CASS may be appropriate.

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

Please refer to our EIAT child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7.5 Use of timeout, withdrawal and seclusion

Definitions

Seclusion: Forcing a child or young person to spend time alone against their will. This requires statutory powers other than in an emergency when it is the most reasonable, proportion and last resort and is used for the shortest period possible.

Withdrawal: Removing a child from a situation but actively monitoring and supporting them to regulate ad re-engage as successfully and as reasonably as possible

Timeout: Used as a planned approach with written agreement to manage behaviours that challenge and to allow us to regulate and re-engage as successfully and as reasonably possible

As a school, we work with children and young people to ensure their timetable and daily structure suits and supports their regulation, sensory diet and learning. This may mean pupils use areas of the school as other learning spaces or as planned time out or withdrawal areas to help them calm or to provide sensory regulation strategies. We use this proactively and in a planned manner. As a school, we aim not to use seclusion but acknowledge that this may have to be employed in an absolute emergency for the shortest time possible. If this is every used it will be reviewed by the leadership team and strategies put into place immediately and accordingly.

7.6 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent extreme behaviours that challenge which has not improved following in-school interventions and consequences.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Refer to the DfE 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2024)

8. Rewards

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:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence via Class Dojo
- Certificates or special assemblies
- Positions of responsibility, such as being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Staff will apply rewards fairly and consistently and not favour individual pupils, groups, classes with personalised gifts and rewards - refer to the EIAT low level concerns policy for further information.

9. Support for pupils

Following behaviours that challenge, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Restorative work
- Personalised intervention groups
- Regular contact with a member of the pastoral team

10. Pupil transition

- As part of the transition process for new pupils, the prospective pupil has a school visit, a home visit and the pupil and their families are invited in to tour the school prior to their start date

- Relevant information is gathered e.g. known behaviours, positive de-escalation strategies, medical details and sensory diet information and shared with staff prior to the pupils starting at Mayfield

10.1. Inducting incoming pupils

- The school will support incoming pupils to meet behaviour standards by offering a personalised induction process to familiarise them with the behaviour policy and the wider school culture.

10.2. Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold internal transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour will be transferred to relevant staff at the start of the term or year through Arbor records and individual behaviour support plans. The pastoral team will maintain contact with the families of vulnerable pupils over the summer holiday period and ensure any changes or updates are communicated with the wider team to support successful transition.

11.   Sexual harassment and sexual violence

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

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching)

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as texting.

The school will ensure that all incidents of sexual harassment and/or violence are met with an appropriate response, and never ignored. A culture of 'it could happen here' remains embedded within our safeguarding ethos.

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

The SEND needs of the pupils at Mayfield school can lead to sensory seeking behaviours that are unacceptable this is recorded on CPOMS, reported to the DSL safeguarding and behaviour team and managed individually.

Sexually inappropriate behaviour in school will not be tolerated however we will support and listen to all pupils involved; including support for the alleged perpetrator so they can change their behaviour.

Pupils are encouraged and informed of how to keep themselves others safe through the curriculum and the daily activities within the class timetables. Pupils know they will be listened to, taken seriously and their concerns acted on. This forms part of the communication and extra-curricular provision aside from that covered in PHSE lessons.

Mayfield school helps pupils to understand what good and healthy sexual behaviours mean and the RSE/PHSE curriculum covers a range of topics from consent to respectful behaviours to a range of different ages and abilities.

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:

- Reporting to a DSL and recording on CPOMS
- Responding to the report, who will support and how this is monitored

Risk assessments, where appropriate will be completed to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's advice and support service (CASS)
- Report to the police

Responses to sexual violence and sexual harassment will vary and be proportionate to each incident for example:

- Focussed lessons through the curriculum
- Interventions with the HLTA (Higher Level Teaching Assistant)
- External referrals, support and outreach organisations
- SEND Interventions and strategies
- Serious incidents will involve agencies such as the police
- Suspension or exclusion

All reports of sexual violence and sexual harassment will be reported, effectively managed and reviewed as appropriate with all stakeholders as required informed.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Positive behaviour management and de-escalation strategies
- The appropriate use of restraint
- A staff training log can be found in appendix

13. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents including type, antecedents and time of day using Arbor

- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed weekly by Bianca Jackson and Christa Haddleton (Associate Heads of School with responsibility for behaviour at Wheeler Street and Heathfield Road respectively) and monitored by Caroline Mace (Head of School – Wheeler Street - responsible for behaviour and safeguarding).

The data recorded on Arbor will be analysed from a variety of perspectives including:

- By type/category
- By year/class group
- By time of day/week/term
- By location

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

14. Policy review

The policy will be reviewed annually by the executive headteacher and local governing body.

Appendix 1

Behaviour Support Plan page 1

Name:	Year group:	Class:

Non-negotiables. Strategies to help me throughout my day.		What you may notice ... Behaviours and sensory needs		Strategies to help me Things to put in place to get me back to 3
	Over alert		5	
	Becoming over alert		4	
	Just right Best place for me		3	
	Becoming under alert		2	
Created on: By: Reviewed: Any Changes: Y / N	Under alert		1	

Behaviour Support Plan page 2

Non-Restrictive Physical Intervention

Does the plan require non-restrictive physical intervention?　　Yes ☐　　No ☐

If yes, please select the agreed non-restrictive physical intervention strategies which will be used to support the student:

	Deep Pressure		Hair Responses
	Caring 'C' friendly escort		Clothing Responses
	Help Hug		Bite Responses
	Turn Gather Guide		

Restrictive Physical Intervention Plan

Does the plan require restrictive physical intervention?　　Yes ☐　　No ☐

If yes, please select the agreed positive handling strategies, which will be used to support the student if absolutely necessary. All positive handling will follow the principles outlined in the behaviour policy and staff will have up to date, appropriate training.

These techniques should only be used if it is absolutely necessary, if it is proportionate and if it is in the best interest of the child. All de-escalation techniques should be applied before restrictive physical intervention.

	Single elbow (2 person hold)		Double elbow (1 person hold)		Figure of Four (2 person hold)		Double elbow (2 person hold)

Medical Needs

Are there any medical needs/conditions that staff need to be aware of before an RPI is used?　　Yes ☐　　No ☐

If yes, please explain _____

Parents signature : _____　　　　SLT signature: _____

Date: _____　　　　Date: _____