

The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools



**With God's love we grow and learn
together**

With God's love we grow and learn together to inspire every child and adult to flourish within our community. Through our Christian ethos, excellent teaching and shared learning, we aim to encourage everyone to discover who they are in relation to God, the world and others. This is in order to prepare for, and positively contribute to, our ever changing and diverse world.

Behaviour policy – Mayfield School

Led by:	Jo Warren (EHT)
Date implemented:	October 2025
Date for next review:	October 2026
Approved by:	FGB 16.10.25
ESCC policy / School	School

Mayfield CE Primary School – Behaviour Policy

Our Federation Vision and Christian Values inspire our behaviour Policy

We are all made in the image of God and therefore everyone has value. This applies to the way in which we care for and relate to one another. Our Christian Values positively affirm our commitment to encouraging every member of our school community to make pro-social choices and flourish.

At Mayfield CE Primary School, we are guided by our Christian values of respect, responsibility, compassion and perseverance. Children are at the centre of everything we do. Working closely in partnership with parents, carers and the wider community, we ensure that children respect themselves, others and the world in which they live.

Our school provides an inspiring, creative and nurturing environment where everybody matters. Through excellent teaching and care, we enable our children to flourish, preparing them for their future lives. Guided by our Christian ethos, we give our children wings to soar.



At Mayfield CE Primary we adopt therapeutic approaches to support pupils' behaviour, engagement, motivation and wellbeing.

Aims of This Policy

To ensure clear guidance for staff and parents about our culture and ethos regarding behaviour and our approach to supporting pupils in our school with demonstrating pro-social behaviours. Definitions of different types of behaviour – pro-social, unsocial, anti-social and dangerous anti-social – are explained along with examples of potential consequences for behaviour that does not meet the school's expectations.

Our Approach to Behaviour

- To foster a calm, supportive and enjoyable environment for children and adults alike where progress in all areas of learning, including behaviour, is recognised and celebrated.

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- To support all children in fully meeting their physical, emotional and learning needs so that they feel safe and develop positive play and learning behaviours.
- To develop positive relationships which promote self-esteem, independence and self-discipline.
- To have a consistent approach to behaviour throughout the school community, supporting pupils to meet the school's expectations.
- To listen to children and provide the opportunity to explain an incident or situation from their perspective.
- To ensure all members of the school community work together to model and promote pro-social behaviour.
- To establish an inclusive environment where children are supported to become confident, pro-social members of our school community with the skills and intrinsic motivation to do the right thing, whether or not someone is watching.

We take an inclusive approach to behaviour that prioritises pupils' emotional well-being and positive mental health. This policy outlines how we support all pupils. On occasions, individual behaviour plans, that therapeutically help pupils to manage their behaviour through the school day, may be required, which include strategies to build their independence. These plans are developed collaboratively with relevant members of staff involving the inclusion team and senior leadership. Where needed, we will seek external advice from the East Sussex Inclusion Team.

At the same time, we will make sure things are in place to ensure all children are safe, content and able to learn. Routines, processes and systems are in place to ensure a calm, orderly learning environment both inside and outside of the classroom.

We actively teach and promote emotional literacy (having the appropriate vocabulary to express feelings and emotions accurately) through PSHE lessons and staff modelling. When speaking with children, staff will use positive phrasing, limited choice and scripted language. Positive phrasing promotes the expected behaviour; limited choice and scripted language to de-escalate a difficult or potentially dangerous situation.

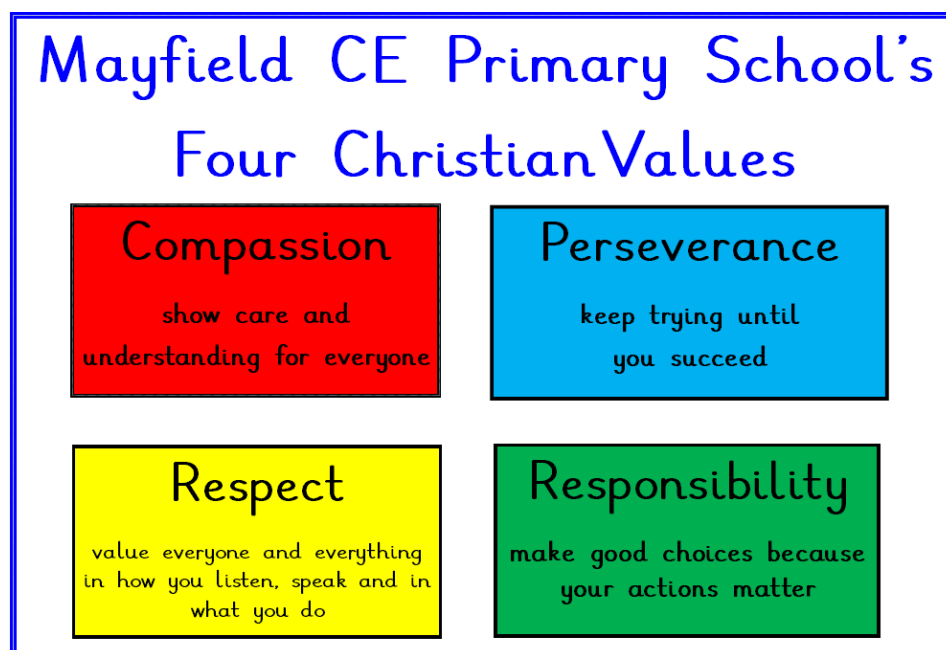
Staff recognise that positive encouragement and rewards promote pro-social behaviour in pupils and help to raise self-esteem. Wherever possible, it is our intention to promote these through recognition of effort and achievement, linking to our Christian values. Along with in-the-moment verbal praise and feedback, the school uses dojo points as a way of acknowledging, recognising and encouraging positive effort in learning and behaviour.

Behaviour at Mayfield CE Primary School



Mayfield CE Primary School's
Behaviour Expectations

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In most cases, being clear and consistent about the school's expectations for behaviour and consequences will be effective in managing behaviour. However, there may be occasions where a pupil finds it difficult to demonstrate pro-social behaviours. As a school, we try our best to understand what a child's behaviour is communicating to us and apply strategies to meet their needs.

Pro-social behaviours

Behaviour that is positive, helpful and intended to promote social cohesion which benefits all pupils and staff within the school.

Unsocial behaviours

Generally, this is quiet non-compliance that does not negatively impact on other pupils' learning. Staff should consider if unsocial behaviour is a communication of negative feelings and offer appropriate support.

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Examples of unsocial behaviours may include:	Possible procedures and consequences may include:
- Leaving the desk /carpet area without permission - Refusing to complete the work /task set - Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc) - Not listening to instructions - Playing/fiddling with equipment - Staring into space / unfocused - Not wanting to join in	1. Reminder of expectations 2. Warning – child will be informed 3. Exploratory / restorative conversation 4. Consequence (if applicable) 5. Unsocial behaviour continues, parents to be informed by the class teacher <i>Consequences may include;</i> - <i>Conversations with the child may take place during break or lunchtime</i> - <i>Catch up on work missed – may take place during break or lunchtime, in another class or work sent home</i> - <i>Further conversations / coaching to explore solutions going forward.</i> - <i>Restorative actions linked to the specific behaviour e.g. verbal apology</i>

Anti-social behaviour

This is behaviour that is disruptive and impactful to others without being dangerous. Anti-social behaviour will be dealt with by the class teacher unless it is persistent and disruptive when it may require the support of the Senior Leadership Team (SLT).

Examples of anti-social behaviours may include:	Possible procedures and consequences may include:
- Shouting/calling out disruptively - Continued interruptions / persistent disruptions - Swearing - Spitting - Answering back, mimicking, name calling - Verbal abuse towards staff or other pupils - Discriminatory language towards staff or pupil - Lying - Refusal to carry out an adult's request - Distracting and/or disrupting others' learning by shouting, banging, making noises etc. - Throwing small equipment (not at others) - Leaving the classroom without permission - Damage to property/pushing over furniture - Stealing - Rough play causing minor injury	1. Reminder of expectations 2. Warning – child will be informed 3. Exploratory / restorative conversation 4. Consequence (if applicable) 5. Parents to be informed by class teacher 6. Recorded on CPOMs (by staff member who dealt with the incident within 24 hours) 7. SLT to be informed (via CPOMs) <i>Consequences may include;</i> • <i>Conversations with the child may take place during break or lunchtime</i> • <i>Catch up on work missed – may take place during break or lunchtime, in another class or work sent home</i> • <i>May be removed from classroom to another class, office or supervised space within the school</i> • <i>Further conversations / coaching to explore solutions going forward.</i>

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	• <i>Restorative actions linked to specific behaviour such as tidying an area, written apology</i> • <i>For ongoing or serious incidents:</i> ○ <i>Internal or external suspension</i> ○ <i>Seek advice/support from appropriate external agency – e.g., TASS</i>
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Dangerous anti-social behaviour

This is behaviour that causes harm to an individual, a community or the environment; behaviour that is likely to cause injury, harassment, alarm or distress and behaviour that violates the rights of others.

Dangerous anti-social behaviour will likely involve SLT support/intervention.

In situations where a pupil refuses to admit to not following our expectations, an investigation will take place to ascertain witnesses' accounts. The decision to apply a consequence will be made on the 'balance of probabilities' standard of truth; i.e. whether it is more likely than not that the pupil did what s/he is accused of doing.

Examples of dangerous anti-social behaviours may include:	Possible procedures and consequences may include:
- Leaving the premises - Pushing aggressively - Scratching - Pinching - Hair pulling - Hitting - Kicking - Fighting - Biting - Punching - Throwing furniture - Throwing objects at another child or adult Bullying is considered to be child on child abuse which can include: - Physical bullying - Emotional bullying - Verbal bullying - Sexual bullying - Cyber bullying Refer to the Federation's Anti-bullying Policy and KCSiE for further information.	1. Reminder of expectations 2. Warning – child will be informed 3. Immediate response from supervising adult 4. Exploratory / restorative conversation 5. Consequence 6. Parents to be informed by class teacher or SLT 7. Recorded on CPOMs (by staff member who dealt with the incident by the end of the school day) 8. SLT to be informed (via CPOMS) or face-to-face if immediate SLT involvement required <i>Consequences may include;</i> • <i>Conversations with the child may take place during break or lunch time</i> • <i>Appropriate educational consequence – may take place during break or lunch time, in another class or work sent home</i> • <i>May be removed from classroom to another class, office or supervised space within the school</i> <i>If required, evacuate children from the room/area</i> • <i>Further conversations / coaching to explore solutions going forward.</i> • <i>Restorative actions linked to behaviour e.g., tidying an area, written apology</i> • <i>For ongoing or serious incidents</i> ○ <i>Suspension (internal or external)</i> ○ <i>Use of a part-time timetable</i>

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	○ <i>Referral to appropriate external body – e.g. TASS</i> ○ <i>Permanent exclusion</i>
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NB: The above procedures and consequences above are guiding principles. Senior Leaders within the school retain the right to determine the process and consequence for any individual pupil or pupils based on all available evidence and individual circumstances. Decisions will be fair, reasonable and proportionate.

Individual Behaviour Plans

Behaviour plans are developed collaboratively with relevant members of staff including the Inclusion Team to outline a series of reasonable adjustments that support individuals to meet the school's expected standard of behaviour. If required, behaviour plans may include a risk assessment and adaptation to the school day and/or routines. They are reviewed periodically and shared with parents.

Restrictive Physical Intervention

Restrictive physical intervention should only be used when there is risk of serious harm including injury to a child, other children, staff or members of the public. This may form part of a pupil's individual behaviour plan or be used in a situation, by any member of staff, to prevent risk of serious harm.

Pupil Conduct Outside the School Gates

There may be occasions where a consequence may be given to a pupil in response to an incident which has occurred outside of school hours. This would be a proportionate and fair response to the incident. Some examples may include anti-social behaviour when a pupil is:

- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil who attends Mayfield CE Primary School

and the anti-social behaviour could:

- Have repercussions for the orderly running of the school
- Pose a threat to another pupil (e.g. cyber bullying or member) or member of the public
- Adversely affect the reputation of the school

Suspensions & Exclusion

Internal Suspension

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For serious, dangerous or persistent anti-social behaviour, the senior leadership team may choose to impose an internal suspension. This would be an agreed period of time away from their class and/or playground in a supervised area of the school. Pupils will be provided with work they can independently complete. Parents/carers would be invited for a meeting to discuss the reasons behind the suspension and next steps. Details of the suspension would be logged on CPOMs.

Suspension

A suspension will be issued by the school if the headteacher feels it is a necessary and proportional consequence. During a period of suspension, a child should be supervised at home and not be out in the community. All requirements for the parent/carer's responsibilities will be detailed in a letter issued by the school at the time of the suspension. The time periods involved are at the discretion of the senior leadership team following guidance issued by the Department for Education. The school will follow legislative procedures and inform children services within 24 hours of issuing the notice of exclusion to parents.

Permanent Exclusion.

As a last resort, and when all other supportive measures have been ineffective, the headteacher may issue a permanent exclusion (following guidance issued by the Department for Education). Only the headteacher can make the final decision to exclude a pupil. If parents / carers do not agree with the school's decision to exclude their child, they have a right to appeal. The letter informing parents / carers of the exclusion outlines how they can appeal against the decision. The school will follow legislative procedures and inform children services within 24 hours of issuing the notice of exclusion to parents.

The Department's for Education;s guidance for parents and carers on behaviour, suspension and permanent exclusion (May 2023) can be found here <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

Appendix 1

Behaviour Expectations and Routines

Our overriding vision is for each child to have access to and participate in a broad, interesting and engaging curriculum. We want our school to be a fun, engaging and safe environment where all children can flourish as individuals. Through our teaching and pastoral care, we ensure that all

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children are treated equally, with respect and kindness to prepare them to make a positive contribution in the school and the wider community. We nurture children's moral and spiritual development, promote the development of positive relationships and foster respect and co-operation. Our Core Behaviours and Christian Values underpin our behaviour expectations which support and promote pro-social behaviour for all pupils and adults within the school. The school will teach these core behaviours through collective worship, PSHE, circle time etc.

Routines form the foundation of pro-social behaviours in our school - a sequence of behaviour to use frequently to achieve a goal. Routines form an important part of our school culture and therefore must be taught by modelling, practising and re-establishing as required. Where behaviour needs to be improved, routines are used to form good habits and norms. By providing our children with clear sequences of modelled behaviour, either by ourselves or by watching others, it becomes easier for them to apply these learnt skills.

Movement Around the School

- Children should walk calmly and quietly in an orderly manner in the corridor – single file on the left-hand side.
- Adults responsible for group/class supervision should lead pupils to the classroom/playground/hall.

It is important that all adults recognise that they play a key role in teaching and reinforcing appropriate social and learning behaviours which support children to meet the behaviour expectations in school. Children need to feel that the adult has dealt with them fairly and given appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection (delivered factually not emotionally) will help to ensure that children are encouraged to meet the behaviour expectations.

The following strategies should be evident and embedded in everyday practice around school:

- Teach/use clear classroom routines: seating plans, lining up, coming into class. These need to be regularly practised and rehearsed so that they become the everyday norm.
- Build positive relationships: listen without giving advice/opinions, show you understand how a child feels “I’ve noticed that ... I wonder if you’re feeling ...?”.
- Build children’s self-confidence: find out what they are good at, give them responsibilities, have them keep records of new things they learn and can do, photocopy good pieces of work for them to take home.
- Remind pupils of behaviour expectations: Remember, we use kind words in our school, ‘What is our expectation for.....?’ Always model expectations.
- Use specific praise: “I like the way you put your hand up to answer the question”.
- Use specific proximity praise: Praise a pupil for following expectations to direct another pupil, without drawing attention to negative behaviour.
- Reduce cognitive overload by using precise, appropriate language and speak slowly and calmly: consider tone/pitch/pace of voice.
- Chunk tasks (verbally and visually): “Write the date and the first sentence - I’ll come back to check in with you in 5 minutes”.
- Build in regular brain/learning/movement breaks.

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- Identify agreed calm-down areas/safe space: if a child becomes anxious/dysregulated, encourage and allow the child to move to an agreed place

Pupils are involved in reviewing and agreeing our school expectations. These expectations are shared with all pupils, are displayed in classrooms/around the school and are regularly referred to as part of good teaching practice.

Please refer to the Supervision of Children at Mayfield CE Primary School Policy for further guidance.

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Appendix 2

Rewards

The purpose of rewards is to grow a child's internal discipline rather than as a tool to persuade them to achieve a desired outcome. Staff recognise that positive encouragement and rewards promote pro-social behaviour in pupils and help to raise self-esteem. Wherever possible, it is our intention to promote these through recognition of effort and achievement. There are times when children show remarkable effort, and this is reflected in the work that they produce or positive behaviour.

Celebration Assembly Awards

Once a week, certificates will be given to children during our Celebration Assembly. This could be for:

- Engagement and focus in a lesson
- Outstanding effort within a piece of work
- Going above and beyond in their behaviour or progress towards positive change
- Demonstrating the school's values

Individual Rewards

Our Core Values are prominently displayed around school and are referred to when giving praise/rewards so that children understand how they have demonstrated them. e.g. "I'm really proud of the way in which you are showing perseverance by practising your times tables every day."

Specific verbal praise to parents about their child e.g. "He/She has been really responsible in his/her role as a playleader." or "He/she showed respect and compassion when our class discussed anti-bullying."

Exceptional work for an individual may be sent to other staff members, the Head of School or the Executive Headteacher for reward or praise.

Children are given Dojo Points for pro-social behaviours demonstrated around the school e.g. dining hall, playground or church for recognition of them demonstrating our core values. These can be awarded by any member of staff or suggested by visitors. Dojo points should not be taken away once earned.

Whole Class Rewards:

- There may be occasional whole class or class-based reward systems, decided by the class teacher alongside the children, when they have reached a goal, worked well collaboratively or taken collective responsibility for something.
- Group/class consequences should be avoided, unless the supervising adult can be sure that all members of the group/class have not met the behaviour expectations.

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Appendix 3

Our Core Values

Our Core Behaviours are intrinsically linked to the school's core Christian Values. They will be explored through our Collective Worship and other in class teaching on a rolling basis as below:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Roots and Fruits Cycle A 2026-2027 2028-2029	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Roots and Fruits Cycle B 2025-2026 2027-2028	Thankfulness	Trust	Perseverance	Justice	Service	Responsibility

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Appendix 4

Therapeutic Language to Support a Restorative Conversation

Age/stage appropriate language to be used.

What happened? / how? / repair/ enabling change?

What happened?

"I can see something has happened..."

"I am here to help"

"I am here to listen when you are ready to talk"

"Come with me and..."

"I am wondering..."

"I've noticed it is really hard for you to ..."

When the child has regulated

"What could help you manage it better?"

"What will help you?"

"What support do you need?"

"What were you feeling at the time?"

"How are you feeling now?"

"What has happened as a result of your choices?"

Explain why actions/choices were inappropriate

'Child's name, I can see ... We use kind hands at Mayfield.'

"How might be feeling?"

"What would you like to happen next?"

"How can we make things better?"

"How can you help put this right?"

Repair - Suggest how we can make things better – praise positive suggestions

e.g. hurt child - say sorry, throwing resources – tidying the classroom, graffiti – cleaning the table

Enabling Change

"How can I/ we help you? (manage these feelings?)

"Is there anything you need to help you manage these feelings?"

"Is there anything that would help you to manage a similar situation in the future?"

Reflection

"Do you find it easier now?"

"This is going to help you achieve ..."

"You must feel really proud of"

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Appendix 5

Restrictive Physical Intervention/Use of Reasonable Force:

Mayfield CE Primary School follows the guidance set out in the following documents regarding Restrictive Physical Intervention/Use of Reasonable Force:

- East Sussex Restrictive Physical Intervention/Use of Reasonable Force Guidance (November 2023)
- DfE Use of Reasonable Force Guidance (July 2013 with January 2025 updates)
- Keeping Children Safe in Education (September 2025)

Restrictive Physical Intervention covers a broad range of actions that involve a degree of physical contact with a pupil. This may be for purposes of control or restraint. (see p5 of the East Sussex Restrictive Physical Intervention/Use of Reasonable Force Guidance - November 2023)

Restrictive Physical Intervention should:

- Wherever possible be avoided through re-direction, diffusion or prevention.
- Be a rare occurrence and a last resort
- Be reasonable, proportionate and use the minimum force necessary to prevent injury and maintain the safety and dignity of all concerned.

Restrictive Physical Intervention should never be used as a punishment as this is unlawful.

All members of school staff have a duty of care to prevent serious harm. As set out in the DfE guidance, reasonable force can be used 'to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.' This can apply to learning both on and off site such as during a school visit.

Examples of occasions where reasonable force might be used might include:

- Restraining a pupil at risk of harming themselves.
- Preventing a pupil from physically harming another pupil or member of staff.
- Separating pupils who are seriously fighting and have not responded to verbal instruction to stop.
- Removing a disruptive child from the classroom where they have refused to follow an instruction to do so

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For pupils who present challenging behaviour, there should be a risk assessment in place, drawn up by the school in consultation with the Local Authority Inclusion Advisor and other outside agencies. This includes the consideration of reasonable adjustments for children with special educational needs and disabilities (SEND). Where this is required, relevant staff will be trained by approved providers. (see p12 of the East Sussex Restrictive Physical Intervention/Use of Reasonable Force Guidance - November 2023)

Where the use of RPI has been used, it should be reported to the Head of School as quickly as possible (within 24 hours), recorded and the child's parents informed. (See Appendix 6)

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Appendix 6

Record of an incident involving restrictive physical intervention

Date:	
Time:	
Pupil(s) involved:	
Staff Involved:	
Duration of Physical Intervention:	
Reason for Physical Intervention:	
The nature of any de-escalation techniques applied:	
Type of Physical Intervention Used:	
Was anyone hurt? If so, what injuries were sustained and what action was taken?	
Note of any emotional distress and action taken:	
Pupil Voice:	
Details of how and when the incident was reported to parents:	
Parent Voice:	
Next Steps:	