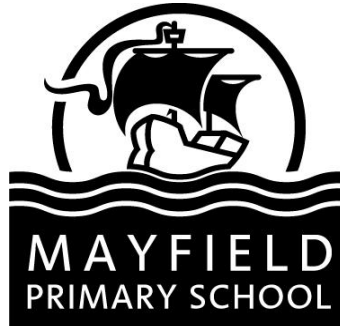


Mayfield Primary School



Policy

Positive Behaviour

Governor committee to review policy:	Pupil Wellbeing and Learning
Staff member with responsibility for review:	Ciara Murray and Stephen Atkinson
Date of last review:	March 2025
Date of next review:	March 2027

The purpose of this policy

The purpose of this policy is to ensure a school-wide approach to high expectations for a positive, therapeutic, restorative and effective attitude to behaviour management that reflects the values and foundation that we consider important at Mayfield Primary School.

Mayfield's therapeutic approach to behaviour management is based on the 'Therapeutic Thinking' training we received from the Cambridgeshire SEND Services. This recognises that part of the role of our school is to teach behaviour to our children to develop their internal discipline. Please refer to our 'Positive handling and touch policy' for further guidance and information.

At Mayfield we believe that children learn their behaviours and therefore make more positive behaviour choices through (but not limited to):

Honest, trusting and positive relationships with adults and peers – Through adults modelling positive relationships with children and therefore demonstrating in a fair, consistent and predictable manner is the most effective way of ensuring a positive and engaging learning environment;

Positive role models – What does this look like at Mayfield?

All members of our school community will use words and actions that mirror the responses we are trying to encourage in our children;

Positive phrasing and repetition of expectations – What does this look like at Mayfield?

All members of our school community will use agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.

Consistency – What does this look like at Mayfield?

Working out the best way to support each individual child and ensuring approaches to that child are consistent and therefore easily understood by everyone;

Praise and positive reinforcement – What does this look like at Mayfield?

Noticing when children are demonstrating socially acceptable behaviours and ensuring this is praised so that they can feel proud and want to repeat this behaviour;

Comfort, calmness and forgiveness – What does this look like at Mayfield?

Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

Aims and Objectives

At Mayfield Primary School we believe that –

Everyone is welcome · Our diversity enriches us all · We all do our best for ourselves and for each other

Mayfield's Core Values are:

Respect

Resilience

Empathy & Kindness

Creativity

Aspiration

Independence

Roles and responsibilities

Every member of staff actively 'teaches' appropriate and expected behaviour. This is modelled to the children at all times by the ways adults interact with children and with each other.

We aim to be calm and consistent at all times in our dealing with children, this fits with the calm, purposeful and productive working environment we aim to foster. When disagreements emerge, we take the time to listen and discuss the issues with everyone involved, we follow a restorative justice approach. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the disagreement.

Attitudes for Learning

At Mayfield all children are encouraged to take personal responsibility for their own behaviour. Children will be supported to understand their own behaviours and the behaviours of others through an agreed behaviour curriculum.

Being ready to learn means:

- Arriving on time;
- Having a positive attitude towards all aspects of school life;
- Being properly equipped for learning or asking for support if this is not possible;
- Always trying our very best at all times;
- Being calm and proactive in our learning

Staff Responsibilities

The whole staff team at Mayfield Primary School, both teaching and support, are responsible for ensuring that the Behaviour Policy and the procedures contained within it, are applied consistently and fairly. It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using the school's restorative approach to behaviour management.

Restorative Approaches include:

- Teaching children how we treat people in school, as well as the wider community
- Ensuring children feel they are treated fairly
- Modelling behaviours consistently
- Teaching sensitiveness, understanding and ways of behaving
- Development of social skills
- Development of positive relationships in school – the heart of all learning
- Talking through what could be done differently
- Changing the way a child thinks and responds through reasoned explanation and modelling
- Helping children to understand how behaviour affects others

Staff, governors and volunteers have responsibilities:

All children, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles including;

- Speak and treat all children with respect;
- Help and encourage all children to achieve high standards including promoting a growth mind-set;
- Provide a challenging, interesting and worthwhile curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use positive and reflective consequences clearly and consistently;
- Be a good role model and model the behaviour you would expect to experience yourself;
- Form positive relationships with children and parents/carers;
- Recognise and value the strengths of all children;
- Communicate with all in a manner where tone of voice is carefully considered and respectful.
- Teaching right from wrong, honesty and respect for others, encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour;
- Praising positive behaviour using positive phrasing and reminding;
- Providing children with positive experiences that will create positive feelings and therefore positive behaviour;
- Being consistent role models through patterning and copying;
- Using consistent, clear and agreed boundaries, that follow our therapeutic approach;
- Providing comfort and forgiveness.

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of inappropriate behaviour. Tracking of behaviour requiring parental contact is kept electronically. Behaviours are grouped and tracked through the electronic system.

The Head Teacher has the responsibility for giving suspensions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Exclusions are only taken after the school governors have been notified.

Parent/Carer Responsibilities

The behaviour of children both inside and out of school remains the responsibility of the parents/carers of the individual.

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable educational or protective consequences for a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If parents/carers are still concerned about the way their child has been treated they should contact the Deputy Head or Head Teacher. If these discussions cannot resolve the problem, a formal complaint to the Chair of Governors (Mrs Laura Hampshire) can be implemented.

Behaviour on school trips

The school's normal disciplinary procedures apply to school trips. Incidents of inappropriate behaviour may result in a pupil not taking part in activities during the visit or if residential could lead to parents/carers having to collect the child from the trip.

Behaviour, experience and feelings

All staff should investigate and acknowledge how behaviour, experiences and feelings are inseparably linked. Positive experiences create positive feelings. Positive feelings create positive behaviour.

We know that behaviour is essentially a form of communication - We work hard to understand that a child's behaviour is telling us something - We endeavour to provide the support and strategies necessary to enable children to learn self-control and develop pro-social responses.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect them. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

The Cambridgeshire Therapeutic Thinking 'Roots and Fruits' exercise helps staff to identify the underlying influences on behaviour. Undesirable behaviours (anti-social behaviours) are limited by disempowering the behaviour that is to be discouraged. Using positive phrasing, limited choice, disempowering the behaviour and applying educational/reflective consequences will help a child to learn the more appropriate pro-social behaviours over time.

Staff Responsibilities

Class teachers have day-to-day responsibility for the discipline of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the children in their classes. Teaching staff share the responsibility for the sensible behaviour of the children in and around the school.

At lunchtimes behaviour is managed by the lunchtime supervisors, who communicate directly to the teachers and model the same therapeutic behaviours.

Parents' Responsibilities

A Home-School Agreement will be provided for all incoming children on their arrival at the school and both parents/carers are asked to read it and sign a declaration that they agree to it. We encourage parent/carers to be aware of the school's expectations and to support the implementation of this behaviour policy.

We look to our parents to ensure that their children are aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard it as the responsibility of the parent/carers to foster good relations with the school and to show an interest in what their child does there.

Children's Responsibilities

Children are expected to follow the codes of conduct in the school and classroom and show respect for the rights and needs of everybody in the school community both child and adult.

Cambridgeshire Therapeutic Thinking

In 2023, all school staff were trained in the Cambridgeshire Therapeutic Thinking approach to behaviour management. It is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covered a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques.

In line with the approach, the school follows a number of principles:

- All staff should always speak to children respectfully and calmly – reducing conflict and leading by example;
- The teachers' and teaching assistants' role is to help children and always try to reduce conflict and not do anything that may escalate it;
- Use a calm stance and de-escalation script (see below) in a conflict situation;
- Provide children with 'Recovery time' to calm down after an incident, after which there should be a de-brief (when the child is calm enough); this may be carried out by another member of staff;
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property;
- Positive handling of children in a safe way;
- Being proactive in managing children's behaviour e.g. trying to avoid situations which may cause conflict;

De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict.

The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation.