



MAYFIELD PRIMARY SCHOOL

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# BEHAVIOUR POLICY

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Policy approved by Headteacher

Date - 14.2.20

Name – Mark Couper-Barton

Next review date: Summer 2021

DATE – 14.2.20

MAYFIELD PRIMARY SCHOOL  
MAYFIELD ROAD, OLDHAM, OL1 4LG

## Mayfield Primary School Behaviour Policy

### 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.

<b>LEARN from yesterday</b>	<b>LIVE for today</b>	<b>HOPE for tomorrow</b>
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 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 (1<sup>st</sup> place: £100, 2<sup>nd</sup> place: £75, 3<sup>rd</sup> place: £50, 4<sup>th</sup> place: £25). Each House Team makes the decision each half-term about 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 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 (eg: 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, eg: 'If you choose to do x, then y will happen'.
- The use of 'if' language / questions, eg: 'What would happen if ...?'
- The use of 'now' and 'next' language, eg: 'Now you need to do x, then 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, eg 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 implemented, with targets for improvement set.
- In the most serious cases, exclusion may be considered.

It is crucial that children are always made aware that it is their choice if they decide to ignore the school expectations and that sanctions are used as a consequence of their actions. 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.

### **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 offender.

Parents 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 are not dragged into 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 SLT.

### **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 to 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.

### **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.

### **Exclusion:**

In a small number of cases, unacceptable behaviour may result in formal exclusion from school and in very extreme cases permanent exclusion. School follows Trust guidelines related to exclusions.

### **Improving Behaviour Plan:**

If a child has been issued with a fixed-term exclusion, 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 exclusion.

### **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.