

Behaviour Policy

This policy applies to all pupils at Mayfield Preparatory School, including all pupils in the Early Years Foundation Stage.

Mayfield has a clear policy on the standards of behaviour that are expected of pupils, how these standards are to be provided and how unacceptable behaviour is tackled. Without a strong commitment to good discipline effective learning cannot take place.

In developing this policy, reference has been made to the DfE non-statutory advice 'Behaviour and Discipline in Schools (2016)' Reference has also been made to the Equality Act 2010, including issues related to pupils with special educational needs/disabilities. Individual cases are carefully considered and reasonable adjustments are made for these pupils.

The policy should provide a consistency of approach appropriate to the age of the pupil in order to encourage a positive attitude.

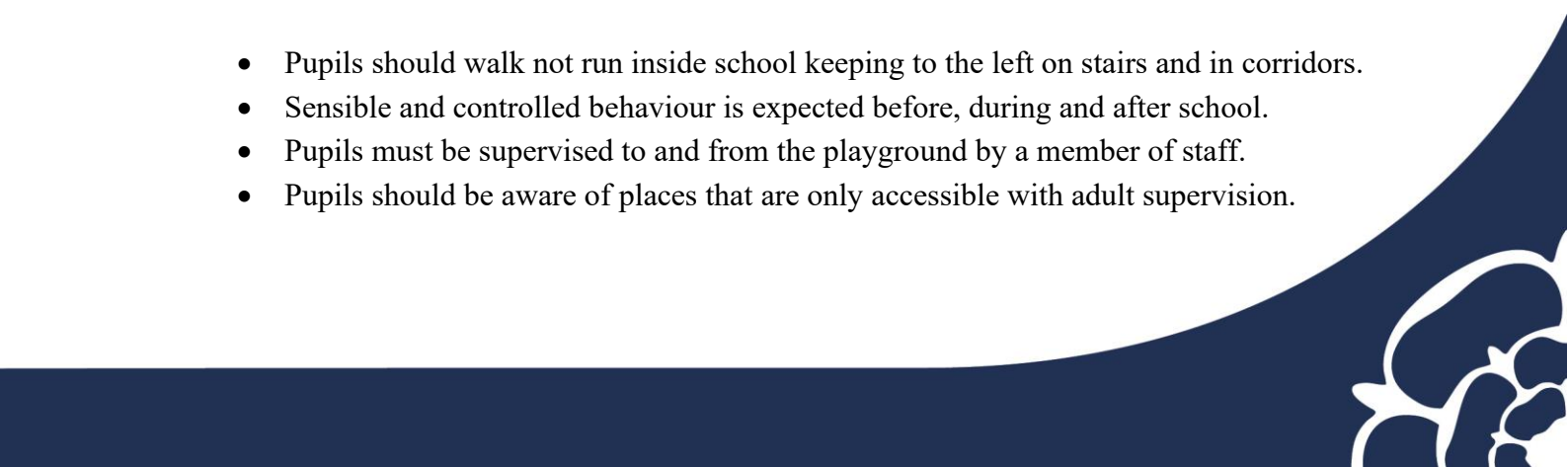
Mayfield should be a respectful, happy and safe place for pupils to play and learn.

Aims

- To promote self-esteem and concentrate on the positive aspects of behaviour.
- To promote the traditional morals of British Values that we expect at Mayfield
- To provide an environment for pupils, which is always safe and secure.
- To encourage each pupil to be responsible for his/her own behaviour.
- To encourage respect and consideration.
- To make parents aware of the school policy regarding behaviour management and to promote equal expectations for home and school.
- To work in partnership with parents to maintain good standards of behaviour.
- To incorporate the Mayfield Golden Rules
- To modify pupils' unacceptable behaviour.

Objectives

To provide a safe environment

- Pupils should walk not run inside school keeping to the left on stairs and in corridors.
 - Sensible and controlled behaviour is expected before, during and after school.
 - Pupils must be supervised to and from the playground by a member of staff.
 - Pupils should be aware of places that are only accessible with adult supervision.
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- Staff should emphasise the correct use of all school equipment and the importance of tidiness and organisation of self.
- Pupils should be familiar with the Golden Rules at Mayfield to safeguard themselves and other children.

To work in partnership with parents to maintain good standards of behaviour

- Staff will meet with parents by appointment to agree action plans in cases where behaviour is unacceptable

To modify unacceptable behaviour

- Each Form will establish a clear code for acceptable behaviour, bearing in mind Mayfield's Golden Rules and the classroom rules.
- Identify and praise positive behaviour. Courtesy, helpfulness, consideration for others, support for staff/younger pupils, effort and commitment.
- Avoid confrontation but never ignore bad behaviour.
- Make the pupils aware of the sanctions that may result as a consequence of unacceptable behaviour.

To promote self esteem

- Value every pupil's contribution
- Be sensitive to the needs of individual pupils.
- Praise a pupil's positive efforts and reward where appropriate.
- Communicate the pupil's efforts to others eg. Parents, pupils, staff.
- Encourage and develop co-operation, independence and responsibility for their own learning.

To encourage a positive approach

- Regular staff discussion with Head and other staff on individual pupils to establish a joint and consistent approach.
- Endeavour to praise a pupil rather than to punish.
- Pupils and staff will cooperate to establish a Whole School Code of Conduct, which pupils need to adhere to and which will help to foster a positive environment of good behaviour within the school.

Strategies to achieve the objectives

Staff should:



- Discuss School Rules, morals and Class Rules in Assemblies, PSD/RE or Form Time
- Provide good role models and dress appropriately, so that they set a good example for the children to follow.
- Adopt a consistent approach to manage inappropriate behaviour
- Share appropriate expectations of pupils' behaviour
- Liaise with parents/carers when necessary
- Seek advice from other agencies should the need arise
- Raise awareness of the effects our behaviour has upon others
- Encourage self-respect in addition to respect for others
- In Lower School, 'Good to be green' behaviour scheme provides a framework for good behaviour with rewards and sanctions.

Rewards

Rewards, both verbal and written, should be given where appropriate for positive behaviour.

Rewards Available

- Verbal/written praise for good work/behaviour.
- A smile or positive action.
- Tangible rewards: commendation stamps, stickers, house merits, badges, Star of the Day certificates, Stars of the Week awards in assemblies, having special responsibility within class or school, work displayed.
- Personal reporting of positive behaviour to Head of Pastoral Care /Deputy Head/Head for praise/encouragement.
- Helping a member of staff with activity outside the classroom – eg computers, P.E./games, library, music etc.
- Public recognition of positive behaviour/achievement, house merits, praise in front of peers/whole school, certificates and termly House Cup.
- Academic merits for both effort and achievement, which are celebrated in the classroom, assemblies and House Assemblies. Merit marks contribute to the final totals in the competition for the House Cup. Merit marks are recorded by teachers on the school's MIS.
- Removal of a sanction when acceptable behaviour has been established.
- 'Reward Rocket' in Lower School, pupils at the top at the end of the day receive a merit
- Posting examples of excellent work in art/design, sports, and drama and concert achievements, both inside and outside of school, on the school's website, so that the community can celebrate success.
- Annual subject and year group prizes, including bronze, silver and gold certificates when a pupil reaches 50, 100 and 150 merits during each academic year.
- Reports to parents, which are always worded to be as constructive as possible.

Support for Positive Behaviour

- Each form to discuss and set 3 or 4 rules for their form which address their particular concerns. These to be displayed in form room to encourage corporate responsibility and co-operation.
- Suggestions made at School Council meetings which encourage good behaviour.
- House meetings (1/2 termly), led by LIII (Year 6) House Captains, under guidance of Staff Heads of House and other members of staff.
- Praise and reprimands reinforced at meetings to encourage house loyalty and support.
- House competitions/festivals in music, sport, speech etc.
- Monitors in LIII to look out for good behaviour from their allocated classes.

Managing Pupils' Transition


When new pupils join the school, the Head of Pastoral Care will ensure that the pupil and parents are aware of the school rules and expectations of behaviour for pupils at Mayfield Preparatory School. It will usually be delegated to the Form Teacher to manage the successful induction of new pupils into the school.

Sanctions

A pupil's teacher or supervising member of staff is responsible in the first instance for dealing with misbehaviour. Unacceptable behaviour may include: being disruptive, rude, disobedient, dangerous or showing disregard for others and their property. Before a sanction is given, the pupil should, in most cases, be told that such behaviour is unacceptable and told not to do it again. The pupil should be given a final warning. If the pupil persists, a sanction should be given. In extreme cases, a sanction may be given outright. When considering sanctions, it is essential that the member of staff exercises professional judgement, listens carefully to the pupil's account, and other pupils' accounts, of an incident and seeks advice, if necessary, before applying a sanction. It is important that the pupil understands fully that it is the behaviour that is not acceptable, and not the pupil as a person.

Sanctions Available

Although it is hoped that pupil discipline will not require formal sanctions to be invoked, the school does have a policy of sanctions, which are set out below:

- Warning by member of staff and a reminder of school rules.
 - Time out (time out of a play session, time away from peers etc.)
 - Verbal apology
 - Letter of apology
 - Restorative justice (cleaning a desk if it has been graffitied etc.)
 - Structured sessions/nurture group to boost self-esteem/ confidence etc.
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- A member of staff will discuss a pupil's behaviour with parents/carers.
- 'Reward Rocket' in Lower School, where pupils can move up or down depending on good or bad behaviour. A pupil at the bottom at the end of the day receives a de-merit which is discussed with the pupils' parent/guardian. All pupils are moved to the middle of the rocket at the start of each new day.
- Refer to Head of Pastoral Care, who will discuss inappropriate behaviour with the pupil and may discuss it with parents/carers
- The pupil's Form Teacher will always be informed of any sanctions applied to a pupil in their form.
- Sanction by Head of Pastoral Care /Deputy Head/Head and removal of privileges or break-times for a period agreed with Head.
- Weekly report informing parent of behaviour and attitude over a specified period.
- Withdrawal from situation for stated period if above sanctions are not effective.
- Detention
- Fixed term exclusion
- Permanent exclusion (see Discipline, Sanctions and Exclusions Policy for further details)

Unacceptable strategies:

- Lines
- Sent out of room
- Left to stand in a corridor
- Corporal punishment (see below)

Corporal Punishment

No corporal punishment of any sort will be administered or threatened to a pupil during any activity, whether or not within the school premises. This prohibition applies to all members of staff, including those who are acting *in loco parentis*, such as unpaid, volunteer supervisors.

Staff Use of Reasonable Force

The Education and Inspections Act 2006 introduced a statutory right for school staff to use "such force as is reasonable in the circumstances" to prevent a pupil from:

- Committing an offence or engaging in conduct that could be an offence;
- Causing injury to themselves or others;
- Damaging property;
- Prejudicing good order and discipline at the school.



This power applies where the pupil is on school premises or any other place where the pupil is in the lawful control or charge of the school staff member. This would include school trips.

All incidents involving the use of physical intervention should be recorded in writing and reported immediately to the Designated Senior Person for Child Protection/Headmaster who will decide what action to take and inform the parents of the child on the same day or as soon as reasonably practicable.

Record of sanctions

De-merits are a record of misbehaviour and a sanction applied. A de-merit must be recorded in the MIS as soon as it is given by a member of staff.

Disciplinary action against pupils who are found to have made malicious accusations against staff

Pupils that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or referral to the police.

Behaviour Policy For Before and After-School Clubs

The Aims, Objectives, Rewards and Sanctions outlined above also apply to After School Clubs.

Furthermore, the After-School Club rules will be negotiated with the pupils at the beginning of the school year and clearly displayed on the notice board. Pupils will be actively involved in identifying what behaviour is acceptable and why. All new pupils will be made aware of the club rules and will be linked to a more confident existing group member who will act as a mentor.

If a pupil's behaviour is considered unacceptable a member of staff will take the pupil to one side, explain why the behaviour is unacceptable and what the consequences of their actions might be. If the behaviour continues or is in any way endangering other pupils or staff in the group the Head must be informed. Parents will be informed and the details of the incident recorded, including any sanctions. Any future action will be agreed with the parents.

If after informing the pupil's parents the unacceptable behaviour continues or worsens the Head will inform the Governors. A decision will then be made as to the exclusion of the pupil from the club.



Behaviour Management in the Early Years Foundation Stage

The Aims, Objectives, Rewards and Sanctions outlined above also apply to Early Years Foundation Stage, where our approach to behaviour management is a positive one.

Children's good behaviour is acknowledged, praised and rewarded through the Sticker reward scheme, Golden time in Nursery, and the school House Merit system in Kindergarten (Reception).

A child who behaves in an inappropriate manner will be supported by his/her key worker and the rest of the staff to understand the consequences of his/her behaviour.

In Pre-Nursery, children have their own **sticker book**. This book goes home every day and stickers are put into it with a comment on how they have been earned.

In Nursery and Kindergarten, there is the **Reward Rocket**. The children all start at the same point on a Monday morning and they go up the rocket by following Nursery and Kindergarten Rules. They can also go down the rocket if they do not follow the rules! On a Friday in Nursery, there is a **celebration assembly** where the keyworkers say something positive about each of their key children, look at the rocket and see where everyone is. **'Golden Time'** is awarded to everyone who is above the green level.

Recurring behavioural issues will be discussed with parents/carers and referred to Emma Hawthorne, who is responsible for behaviour management in the Early Years Foundation Stage. Where necessary a behaviour plan will be put into place to support and manage the child's development in this area.

Special Educational Needs and/or Disabilities

Where a tendency to physical abuse of others is part of a disability (eg an autistic child who lashes out at care staff), such a pupil has the usual degree of protection afforded by the Equality Act, namely the school will make reasonable adjustments to avoid putting them at a substantial disadvantage, eg adjustments to the Behaviour Policy and to avoid the behaviours arising (eg de-escalation strategies, supervision, staff training).

Reviewed on : September 2025

Review Date : September 2028

Head Teacher : Matthew Draper

Chair of Governors : Dr Ed Ng

