



BEHAVIOUR FOR LEARNING POLICY

The Behaviour for Learning chart and BEST Conduct poster appear on every classroom wall and in student planners and should be regularly discussed with students, forming a backdrop to their school lives.

At Mayfield we believe that every student has an entitlement to:

- acquire and develop the skills needed to learn throughout life
- achieve to the best of their ability
- access the support and guidance they need to overcome barriers to learning whatever they may be
- extend their experience and aspire to achieve
- develop ambition for themselves and others as contributing members of a thriving community
- learn in a caring, friendly and safe environment.

We seek to create a climate in which:

- students are calm, confident and composed for learning
- students are encouraged to be active participators in their own education and to achieve to the very best of their ability
- students are encouraged and supported in becoming capable, effective and self-confident learners and contributors to the community, both within and outside of the school
- students feel supported and are supportive of each other
- parents and carers are welcomed as crucial contributors to their child's education
- respect, tolerance and understanding are actively fostered and failure to demonstrate these is addressed quickly and directly
- human diversity is valued and celebrated
- aspiration and achievement are desirable and valued
- under-achievement is identified and addressed.

Mayfield is a school where students will:

- take responsibility for their own behaviour and its consequences
- treat everyone with respect and earn the respect of the community
- enter each lesson expecting and ready to learn something new and be prepared to take risks in their learning
- learn to work well with other students and staff
- ask for help and give help
- make mistakes and learn from them
- be heard
- work to create a positive environment for learning.

Mayfield is a school where lessons will:

- have a clear purpose which is understood by everyone
- have opportunities for cooperative and active learning through a variety of activities
- have a mix of learning activities that address a range of learning styles enabling students to ask questions and check that they understand
- offer students the opportunity and support to evaluate their progress
- extend and challenge students further.

Our Aim: 'Outstanding Progress for All'

Mayfield is a school where teachers:

- plan so that every student is challenged and extended
- are committed, enthusiastic and knowledgeable about their subject
- are interested in students and show that they care
- are firm, fair and willing to explain their decisions
- know that students want to learn
- provide clear success criteria and feedback to students about their work/behaviour that will help them be successful in learning
- take responsibility for their students' progress
- draw on all the resources available to support students in their learning.

At Mayfield we will not tolerate:

- Violence
- Aggression (either physical or verbal)
- Bullying or threatening behaviour
- Dishonesty and theft
- Possession, consumption, supply or attempted supply of (restricted) drugs or alcohol, including 'legal highs'
- Attempted supply of prescription drugs
- Possession of offensive weapons
- Sexual misconduct
- Gang related activity
- Damage to property, i.e. vandalism/arson/graffiti
- Anti-social behaviour
- Discrimination on the grounds of race, religion, sexual orientation, gender or age
- Any behaviour that brings the school into disrepute; whether on or off the school site or inside or outside of school hours
- Any behaviour that disrupts the learning of others.

Behaviour in Lessons

Incidents such as rudeness, minor disruption, lateness to lessons, lack of effort, lack of homework etc. should be dealt with by the subject teacher. This includes incidents which occur when lining up to go into the classroom, or leaving the classroom. In the first instance the classroom teacher should investigate and follow up incidents. It is important that the students see their teacher dealing with poor behaviour by following the Better Choices Sanctions Chart.

Low Level Disruption may be dealt with through:

- Quiet word, formal word
- Change of seat
- Time-out (no longer than 5 minutes outside the classroom)
- Detention – break, lunch, after school
- Letter of apology
- Behaviour points
- Subject or Tutor Report

Repeated Incidents in Lessons may be dealt with through:

- Relocation
- Subject teacher involving parents/carers – phone call, letter, meeting to set targets.
- Class teacher/Tutor report – the Subject Leader/Assistant Year Group Leader (AYGL), Faculty Leader/Year Group Leader (YGL) will be informed when a student is put on report
- Reports may focus on punctuality, attendance, behaviour and progress.

Serious Disruption

Where disruption is serious, teachers are required to seek assistance via the SLT Call-Out System.

Our Aim: 'Outstanding Progress for All'

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Next Review: Autumn Term 2021

EXCLUSIONS

- Internal Exclusion (Middle Leaders)
- Better Choices Centre (BCC) Exclusion (SLT)
- Fixed-Term Exclusion (Headteacher)

Exclusions will be used as part of the disciplinary process for dealing with behavioural incidents, whether they occur inside or outside of school hours, for the following:

- Violence
- Aggression (either physical or verbal)
- Bullying or threatening behaviour
- Dishonesty and theft
- Possession, consumption, supply or attempted supply of (restricted) drugs or alcohol, including 'legal highs'
- Attempted supply of prescription drugs
- Possession of offensive weapons
- Sexual misconduct
- Gang related activity
- Damage to property, i.e. vandalism/arson/graffiti
- Anti-social behaviour
- Discrimination on the grounds of race, religion, sexual orientation, gender or age
- Any behaviour that brings the school into disrepute; whether on or off the school site
- Any behaviour that disrupts the learning of others.

BCC Exclusion:

- The decision to place a student in the BCC may only be made by a member of SLT
- In normal circumstances, the maximum time given will be three days
- A student may be placed in the BCC whilst the incident is being investigated by AYGL/YGL/SLT; this must take place in a timely manner (not more than one day)
- The Behaviour Support Team will be informed of the reason(s) for and length of the exclusion
- Having gathered the evidence, the investigating member of SLT will call the parent, preferably on the first day of exclusion, to inform them of the reasons
- In most cases, parents/carers will be given a date and time for a return from exclusion meeting. Depending on the severity of the incident or the behaviour history of the student, this may take place with any combination of the following: AYGL/YGL/SLT. Other key pastoral staff or professionals may be included as appropriate.

Fixed-Term Exclusion:

- Only the Headteacher, or in their absence, a Deputy Headteacher, can issue a student with a Fixed-Term Exclusion
- In normal circumstances, the maximum length of the fixed-term exclusion will be three days. However, in exceptional circumstances or for the most serious of incidents, this may be increased
- It is considered best practice that this is discussed with another member of SLT before the decision is made
- A student may be placed in the BCC whilst the incident is being investigated; this must take place in a timely manner (not more than one day)
- Having gathered the evidence, the Headteacher or designated member of staff will call the parent/carer to inform them of the decision to exclude their child and the reason(s) for this
- The Headteacher's PA will be informed of the reason(s) and length of exclusion

- The Headteacher's PA will write to the parent/carer informing them of the Headteacher's decision to exclude their child; stating the reason(s) for and length of the exclusion, outlining their right to appeal and stating the date and time of the return from exclusion meeting. Wherever possible, a copy of the letter will be given to the student as they leave the school and posted to the parents
- As the student leaves the school they will be issued with a pack of work to complete whilst excluded and will be expected to present this to the Headteacher (or Deputy Headteacher) at the return from exclusion meeting.

Note: A student can only be placed in the BCC or issued with a Fixed-Term Exclusion on disciplinary grounds or where the education, health, safety and well-being of another member of the school community may be put at risk.

Permanent Exclusion

A decision to exclude a student permanently should be taken only:-

- a) in response to serious breaches of the school's Behaviour for Learning Policy; and
- b) if allowing the student to remain in school would seriously harm the education, health, safety or welfare of another member of the school community.

Use of Reasonable Force

- Staff have a legal right to use reasonable force to control or restrain
- Control means passive contact, such as standing between students or blocking a student's path, to actively leading a student by the arm away from a classroom or difficult situation
- Restraint means to hold back physically or to bring students under control; for example where two students are fighting or refusing to separate without physical intervention
- Reasonable force can be used to prevent students from hurting themselves, others, damaging property or causing disorder
- Force used will be proportionate and reasonable. Staff will always try to act in ways that will minimize chance of injury to the student but it may not always be possible
- Reasonable force may be used to enforce a search for knives, weapons, alcohol, illegal drugs (including 'legal highs'), stolen items, tobacco and cigarette papers, fireworks, pornographic or violent images or any articles that have been or could be used to commit an offence or cause harm
- Force will never be used as a punishment and reasonable adjustments will be made for children with disabilities and special educational needs
- Where there is ongoing restraint needed to ensure the safety of a child/children, a support plan will be put in place to address the concerns
- We do not require parental consent to use reasonable force; however, parents will be notified if reasonable force has been used
- Appropriate, named staff will be trained in the use of reasonable force
- The regulations give us greater authority to use force or restrain students. This section of the Policy has been strengthened to protect staff from unreasonable claims from students and parents.

Our Aim: 'Outstanding Progress for All'

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Interventions for Supporting Students with Behaviour for Learning

1. Reports

Any member of staff may use monitoring reports to help support students in improving their behaviour. These include:

- Punctuality and Attendance
- Progress/Observation
- Positive Behaviour Report

2. Behaviour Support Team

Students displaying regular challenging behaviour may be referred to the school's Behaviour Support Team. Students will receive 1:1 intervention addressing behaviour issues; including anger management. They will be supported in class to develop positive relationships with other members of the school community and to take responsibility for their behaviour.

3. Pastoral Support Programme

This is for students at risk of permanent exclusion. It should be seen as an optimistic process. It is a structured process which ensures that a range of support has been generated for a child and aims to keep a child in mainstream education. It ensures parental engagement and involves the local authority. This is a 16 week programme which is managed by a designated member of SLT.

4. Intervention from External Agencies

The school will work in partnership with a variety of organisations to support the behaviour of all its students.

Education Welfare Service – The Education Welfare Officer (EWO) will have a weekly meeting with either the school Attendance Officer or Year Group Leader and Assistant Year Group Leader. They will identify students with poor attendance and punctuality and will implement strategies to address this. This will include working closely with the student and parent/carer.

SEaTSS (Specialist Education and Training Support Service) – Students demonstrating challenging behaviour can be referred, with parental consent, to the outreach teacher who will provide 1:1 and in-class support and offer guidance to staff in dealing with particular individuals.

Counselling – Students requiring counselling can be referred, or can self-refer. Referral forms are available from the Inclusion Administration Coordinator or any member of the Safeguarding Team.

Fusion – Students who are experiencing issues or need advice regarding drugs, tobacco or alcohol can be referred to Fusion by a member of the Year, Behaviour Support or Safeguarding Teams or SLT.

CAMHS – Works with students who need some support with their mental health. Referrals should be made in consultation with the Safeguarding Team and a central record of referrals should be maintained.

Triage Plus – This is a service for young people who are in danger of becoming involved in criminal activity. Concerns should be raised with a member of SLT, Safeguarding Team or the Safer Schools Officer.

Safer Schools Officer – Will offer guidance and support to students experiencing concerns and conflict inside or outside of school and may support with a restorative justice process.

Prevent – The school has a Prevent Coordinator who is responsible for highlighting issues around radicalisation for all students. The Prevent Coordinator will also liaise with students, families and outside agencies where concerns are raised.

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ADDENDUM

The points below are an addition to the Behaviour for Learning Policy with regards to Covid-19 to ensure the following:

- the safety of every member of staff and student during this time
- that young people are encouraged to take responsibility for their behaviour during this time
- that incidents/instances of poor behaviour are tackled effectively and fairly during this time
- that teachers are allowed to feel safe and supported during this time
- that an environment is fostered where all members of the school community respect and adhere to the social distancing guidance during this time

Student Expectations Contract

Health and safety:

- Face coverings must be worn in corridors, changing rooms and indoor communal areas.
- Any suitable face covering can be worn in classrooms.
- Students must sanitise/wash their hands on entry to, and exit from the school building.
- Students must sanitise their hands on entering and exiting the classroom.
- Students must follow the government guidance when needing to cough or sneeze by covering their mouth and nose with a tissue or coughing or sneezing into their elbow. Tissues must be disposed of in bins, following the 'catch it, bin it, kill it' rule.
- Students must not come into school if they feel they have any Covid-19 symptoms: a high temperature, a new and continuous cough or a loss or change to their sense of smell or taste. If any symptoms develop during the day they must inform a member of staff.
- Students must only go to the toilet areas at break or lunchtime and must not congregate inside or outside the toilet area.
- Year 12 and Year 13 will leave site after the last lesson of the day for home study. However, if the last lesson is a p.5 or p.6 students will be expected to stay on site for lunch. Students will need to either bring a packed lunch or purchase lunch on site.

Moving around the school:

- Students must only use the entrance gate they have been assigned to enter the school.
- Students must wear their coloured lanyard and ID card when on the school grounds. We recommend taking it off once out of the school gate for safety reasons. If a lanyard or ID card is lost it must be immediately reported to the YGL/AYGL. A replacement will cost £5.
- Students must follow the one-way system to move around the school.
- Students must go straight to their teaching room when they arrive at school and must not loiter in the building or playground.
- Students are not permitted to move around the building freely; this includes during breaks and lunchtimes where students must stay in designated year group zones.
- Students should not line up outside the classroom but proceed directly into the classroom when they arrive.

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In lessons:

- Students must use the anti-bacterial spray on entry and exit for every lesson.
- Students must only sit at their assigned desk. Students must not touch any desk assigned to another student or any equipment on a desk assigned to another student.
- Students must not move from their seat without permission.
- Students are not allowed to share stationery or other items.
- If a student is relocated they must go immediately to room **H20** with their classwork.

Mobile phones:

- Students are not permitted to bring personal items into school other than their schoolbag, pencil case and water bottle.
- If mobile phones are brought to school, they should be switched off and kept out of sight. If not, it will be confiscated by the member of staff on walkabout. The student must place the phone in the plastic wallet provided and it can be collected by the student from the member of SLT in main reception after school **(between 2.30 and 3.30pm only)**.

Behaviour and Physical contact:

- Students must meet our expectations in terms of behaviour in class which are set out in 'BEST Conduct'.
- Students must not make physical contact with any person.
- Students must socially distance from anyone not in their year group.
- Students must not in jest, deliberately and unnecessarily perform actions associated with symptoms of Covid-19, for example but not limited to, coughing and/or sneezing, or spitting.

Behaviour outside the school during this time

- Students must not congregate in groups with others beyond their household before or after school.
- Students must leave the school site through their designated gate when directed and once through the gate make their way directly to their home.
- Students must not congregate inside or outside any of the shops on Green Lane.

I agree to follow the rules laid out in this Student Expectations contract

Name _____ Tutor group _____ Signed _____

In the most serious cases of a breach of these expectations and after the Co-Headteachers have conducted an investigation and according to DFE guidance a student may be excluded permanently.

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ATTENDANCE AND PUNCTUALITY addition due to Covid 19 (effective from September 2020)

Attendance Monitoring

In March when the coronavirus (COVID-19) outbreak was increasing, the Government made it clear no parent would be penalised or sanctioned for their child's non-attendance at school.

Now the circumstances have changed, we agree that it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.

New Procedures relating to Attendance and Punctuality

- Students should arrive at their allocated entrance at their allocated arrival time and go straight to their form room.
- Students who arrive late will enter through the pedestrian gate in Pedley Road and will sign in at Student Reception.
- Parents/carers will receive a text message to inform them when their child is late.

Missing out on more time in the classroom risks students falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from 1st September 2020, the usual rules on school attendance will apply, including:

- Parent/carer's duty to ensure that, where their child is of compulsory school age and registered with a school, their child attends regularly to school;
- Schools' responsibilities to record attendance and follow up absence
- The availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

In line with public health advice (<https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/whos-at-higher-risk-from-coronavirus/>), a small number of students, who are clinically extremely vulnerable, will not be required to attend school. Alternative arrangements such as distance learning will be put in to place for them. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.

In addition:

- A small number of students will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of students who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the [current advice on shielding](#)
- If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below)
- Some students no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). See advice from the Royal College of Paediatrics and Child Health at [COVID-19 - 'shielding' guidance for children and young people](#)

We will continue to work closely with all families to address any concerns they may have and to ensure that all students can return safely to school in September.

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BETTER CHOICES SANCTIONS CHART

Classroom

BEST Learning:

Believe in yourself – work hard, think hard

Effectively use feedback to improve

Success criteria – know what they are and how to achieve them

Take pride in your work

Prepared to Learn: Pencil Case & Planner on desk

Late to lesson: time recorded, work must be caught up in a detention

Homework not complete: homework must be completed in detention

Quiet Word

Formal Word

**Moved Seats/
Time Out**

Relocation

BP- Incident
Recorded on SIMS.
FL informed.

SLT Call Out = Only Serious Incidents

Sanctions

Every incident should be recorded on SIMS

Tutor / Class Teacher

Call Home

Tutor / Subject Teacher Detention

Restorative Conversation

Tutor/ Subject Report

Referral to Faculty or YGL/AYGL

FL / YGL / AYGL

Faculty Report / YGL Report

ML Detention

Parents Meeting

Restorative Conversation

SLT

SLT Detention

BCC

Fixed Term Exclusion

SLT Report

PSP

Permanent Exclusion

School

- Any student in the corridor should have a note in their planner
- No mobile phones or headphones in use or on show in the buildings
- Move swiftly to lessons
- Show good manners and respect to everyone
- Use respectful language without shouting
- Place litter in the bins

Behaviour Points by Week

BPs per week	Sanction
2	Tutor Detention
3 - 4	YGL/AYGL Detention
5+	SLT Detention