Mayfield House School

# Behaviour Policy

Date policy last reviewed: 03 September 2026

Signed by:

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| Mike Williams | Headteacher | Date: | 03 September 2026 |
| Martyn Deakin | Director/Proprietor | Date: | 03 September 2026 |
| Jacklyn Deakin | Director/Proprietor | Date: | 03 September 2026 |

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## 1. Statement of intent

Mayfield House School is a small independent special school for pupils aged 6 to 16 with social, emotional and mental health needs, anxiety and associated special educational needs and disabilities. Our approach to behaviour is therapeutic, trauma-informed, relational and consistent with our values: Connect, Support, Achieve.

We believe that behaviour communicates need, but this does not remove the school's responsibility to maintain clear boundaries, protect pupils and staff and support every pupil to learn. High expectations are combined with individualised support, reasonable adjustments, explicit teaching and proportionate responses.

The school is committed to:

- providing a calm, safe, predictable and respectful environment;
- teaching pupils the behaviours and routines that help them participate successfully;
- recognising effort, regulation, kindness, responsibility and progress;
- preventing and responding effectively to bullying, discrimination, harassment, sexual violence and sexual harassment;
- identifying safeguarding concerns, unmet SEND, communication needs, trauma and mental health needs that may affect behaviour;
- using support and sanctions fairly, lawfully and proportionately; and
- working constructively with pupils, parents, placing authorities and relevant professionals.

Corporal punishment is prohibited in all circumstances. It will neither be used nor threatened by any person responsible for a pupil, whether on or off the school premises.

## 2. Legal framework

This policy has been prepared with regard to relevant legislation and guidance, including:

- Education Act 1996;
- Children Act 1989 and Children Act 2004;
- Human Rights Act 1998;
- Education Act 2002;
- Education and Inspections Act 2006;
- Education Act 2011;
- Equality Act 2010;
- Children and Families Act 2014;
- Education (Independent School Standards) Regulations 2014, as amended, particularly Part 3, paragraphs 9, 10 and 16A, and Part 6, including paragraph 32A;
- Data Protection Act 2018 and UK GDPR;
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- DfE, Special educational needs and disability code of practice: 0 to 25 years;
- DfE, Behaviour in schools: advice for headteachers and school staff;
- DfE, Keeping children safe in education 2026;
- DfE, Searching, screening and confiscation;
- DfE, Restrictive interventions, including the use of reasonable force, in schools; and
- DfE, Mobile phones in schools.

The statutory DfE guidance on suspension and permanent exclusion applies to maintained schools, academies and pupil referral units and does not apply directly to Mayfield House School. The school nevertheless has regard to relevant principles as good practice and follows its own Suspension and Exclusion Policy, parent contract and commissioning arrangements.

## 3. Relevant policies

Relevant policies include but are not limited to:

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Complaints Procedures Policy
- Equality, Diversity and Inclusion Policy
- Online Safety Policy
- Physical Intervention Policy
- Pupil Code of Conduct
- Pupil Drug and Alcohol Policy
- Pupils' Personal Electronic Devices Policy
- Searching, Screening and Confiscation Policy
- SEND Policy
- SEMH Policy
- Smoke-free Policy
- Suspension and Exclusion Policy

## 4. Scope and principles

This policy applies to pupils while on school premises, travelling in school transport, participating in school activities or visits, attending alternative or outreach provision arranged by the school and, in the circumstances set out in section 17, to behaviour outside school and online.

Responses will be prompt, predictable and respectful. Decisions will consider the pupil's age, developmental level, SEND, disability, communication needs, EHCP, risk assessment, individual support plan, safeguarding circumstances and relevant protected characteristics. Equality does not always mean treating every pupil identically; reasonable adjustments may require a different approach to achieve a fair and safe outcome.

The school will not lower expectations solely because a pupil has SEND. It will identify whether SEND contributed to an incident, whether provision and reasonable adjustments were appropriate, and what additional teaching or support is required.

## 5. Roles and responsibilities

**The Directors acting as the proprietor body**

The Directors, Martyn Deakin and Jacklyn Deakin, retain collective accountability for ensuring that the Independent School Standards are met. They will:

- approve the policy and assure themselves that it is implemented effectively;
- ensure that the policy and sanctions do not discriminate unlawfully and that reasonable adjustments are made;
- ensure that the policy is available to parents and provided to inspectors on request;
- receive and challenge a termly anonymised behaviour report covering the matters in section 19;
- sample the central record of sanctions for serious misbehaviour and evidence of follow-up action;
- seek pupil, parent and staff feedback and require leaders to address identified patterns; and
- follow the relevant complaints or exclusion procedure and manage conflicts of interest when reviewing a decision.

The Directors provide strategic oversight and do not routinely make day-to-day behaviour decisions.

**The Headteacher**

- leads the behaviour culture and is responsible for day-to-day implementation;
- determines school rules and the range of sanctions;
- ensures staff, pupils and parents understand the policy;
- authorises staff to conduct searches and maintains the authorisation record;
- ensures serious incidents, sanctions, searches and restrictive interventions are properly recorded and reviewed;
- decides whether to suspend or permanently exclude a pupil; and
- reports at least termly to the Directors on implementation and impact.

- ensures that the policy is made available to parents and brought to the attention of staff, pupils and parents at least annually and whenever significant changes are made.

**Senior leaders, Pastoral Manager, SENCO and Designated Safeguarding Lead**

- support consistent implementation and respond to serious or persistent incidents;
- review patterns that may indicate unmet SEND, mental health, attendance or safeguarding needs;
- coordinate assessments, support plans, risk assessments, reintegration and multi-agency work;
- ensure that safeguarding concerns are recorded and referred through safeguarding procedures; and
- support staff and review the effectiveness of interventions.

**Pastoral department and Clinical Psychologist**

The pastoral department provides targeted pastoral intervention, counselling-informed support, regulation planning, reintegration work and liaison with families and professionals. The Clinical Psychologist may advise on psychologically informed approaches, formulation and suitable support within the boundaries of their professional role. The Clinical Psychologist does not determine disciplinary sanctions unless separately authorised through a school leadership role.

**All staff**

- model calm, respectful and safe behaviour;
- teach and reinforce agreed routines and expectations;
- know and implement pupils' plans, risk controls and reasonable adjustments;
- use de-escalation and seek assistance appropriately;
- record incidents promptly and accurately on BehaviourWatch;
- report safeguarding concerns immediately; and
- only impose sanctions within their authority.

**Pupils and parents**

Pupils will be supported to understand expectations, seek help, participate in planning and report concerns. Their age, communication and SEND needs will be considered; responsibility will not be framed in a way that blames a child for needs they cannot yet independently manage.

Pupils will be given regular, accessible opportunities to contribute their views about behaviour, safety, routines, rewards and support. Expectations will be explained in formats suited to pupils' age, understanding and communication needs.

Parents are expected to support the school's reasonable expectations, share relevant information, attend meetings and work with the school and placing authority. The school will communicate in an accessible and respectful way.

## 6. Staff induction, training and support

All new staff, agency staff, volunteers and other adults working directly with pupils will receive an appropriate introduction to the school's behaviour culture before, or as soon as practicable after, beginning work with pupils.

Induction will include:

- the school's therapeutic, trauma-informed and relational approach;
- expected routines, boundaries and responses;
- pupils' SEND, communication and regulation needs;
- reasonable adjustments and individual support plans;
- de-escalation and procedures for requesting assistance;
- safeguarding implications of changes in behaviour;
- BehaviourWatch recording requirements;
- the limits of each person's authority to impose sanctions;
- arrangements for searching and confiscation; and
- the Physical Intervention Policy and procedures for summoning trained assistance.

Staff expected to use planned restrictive physical intervention will receive appropriate training and refresher training. The absence of specific training does not prevent a member of staff from taking reasonable and proportionate emergency action to protect a person from immediate harm.

Leaders will monitor implementation through incident reviews, record sampling, staff supervision, observations, pupil feedback and analysis of behaviour data. Additional training, coaching or support will be provided where practice is inconsistent or where individual pupils' needs change.

Staff will be able to seek advice and support following difficult incidents. Appropriate debriefing and welfare support will be provided without compromising the requirement to review practice objectively.

## 7. Behaviour expectations and curriculum

Expected behaviours are explicitly taught, modelled, practised and revisited. Pupils are supported to:

- treat others with dignity and respect;
- follow reasonable safety instructions;
- engage with appropriately differentiated learning, with support and reasonable adjustments;
- use agreed strategies or request help when becoming dysregulated;
- move safely around school and care for property;
- respect differences, personal boundaries and consent; and
- use technology safely and follow the school's rules for personal devices.

Mayfield House School does not routinely set homework. A pupil will not be sanctioned for failing to complete work that has not been individually agreed or appropriately supported.

**Recognition and rewards**

Recognition will be genuine, inclusive and sensitive to individual need. Staff notice small steps, effort, kindness, perseverance, regulation and personal growth. Recognition may be private where public praise causes anxiety. The school's points and certificate system is used to encourage success, not to shame or exclude pupils. Adjustments ensure every pupil can experience success.

## 8. SEND, SEMH and reasonable adjustments

Behaviour will always be considered in relation to SEND, disability and SEMH. The school will use the graduated approach: assess, plan, do and review. Where a pupil has an EHCP, leaders will consider whether provision remains appropriate and whether the local authority should be asked to review the plan.

Anticipatory and individual adjustments may include:

- visual timetables, now-and-next prompts and advance warning of change;
- adapted language, processing time and communication support;
- movement, sensory or regulation breaks;
- small-group or one-to-one teaching;
- flexible seating, reduced stimulation and access to a trusted adult;
- individual arrival, transition or reintegration arrangements;
- adjustments to clothing expectations for sensory or medical needs; and
- individual risk assessments, behaviour support plans and positive handling plans.

A sanction will not be imposed simply for behaviour arising from disability without considering whether the school has complied with its Equality Act duties. Staff will distinguish, as far as reasonably possible, between deliberate misconduct, distress, communication, dysregulation and behaviour linked to unmet need.

## 9. Prevention, early intervention and pastoral support

Prevention begins with relationships, predictable routines, suitable teaching, safe environments and knowledge of the pupil. Staff will identify triggers and early signs and use agreed de-escalation strategies, including calm tone, simple language, processing time, choices, personal space, reduced audience, access to regulation and a face-saving route away from confrontation.

Sudden change, persistent dysregulation or behaviour that does not improve will prompt review. Support may include:

- pupil discussion and wishes and feelings work;
- contact and planning with parents;
- pastoral or counselling-informed intervention;
- Clinical Psychologist advice where appropriate;
- SENCO review and further assessment;
- updated behaviour, regulation, risk or positive handling plans;
- early help, safeguarding or mental health referral;
- EHCP review or liaison with the placing authority; and
- a time-limited individualised programme with clear review and reintegration arrangements.

## 10. Responding to behaviour

- Staff will first secure safety, reduce escalation and support regulation. Once the pupil is sufficiently regulated, staff will establish what happened, consider the pupil's communication needs, hear relevant accounts and check for safeguarding, bullying, discrimination, sexual harassment or unmet need.
- Responses may include a reminder or re-teaching, repair of harm, restorative or reflective work, adjustment of support, a proportionate sanction, communication with parents, and review of plans or risk assessments. Restorative work will not be required where it is unsafe, unwanted by the person harmed or likely to retraumatise a pupil.
- The member of staff witnessing or managing the incident must ensure that the record is factual, timely and distinguishes observed facts from opinion. BehaviourWatch must not replace a safeguarding record or referral where safeguarding procedures apply.

**Serious misbehaviour**

- Serious misbehaviour includes conduct that causes or creates a significant risk of harm, serious disruption, serious damage, a serious safeguarding concern or a criminal offence. Examples may include serious violence, use or possession of a weapon, significant sexual violence or harassment, deliberate serious damage, theft, serious bullying or discriminatory abuse, supply or possession of illegal drugs, absconding that creates significant risk, and persistent serious disruption despite appropriate support.
- A one-off discriminatory or sexual incident may be serious even if it does not meet a repeated-pattern definition of bullying. Behaviour will not be categorised as serious merely because it is inconvenient, reflects an unpopular opinion lawfully expressed, damages the school's reputation, or requires immediate staff attention.

## 11. Sanctions

Sanctions are intended to mark a boundary, protect the community and support future success. They will be reasonable, proportionate, individualised and non-discriminatory. Automatic sanctions will not be used where they prevent proper consideration of the circumstances.

Depending on the circumstances and the staff member's authority, sanctions may include:

- a calm verbal correction or reminder;
- re-teaching or reflective work adapted to the pupil's needs;
- completion or repair of work or property where reasonable and safe;
- temporary loss of a directly related privilege;
- a supervised school-based task that is safe, purposeful and age-appropriate;
- detention, with suitable supervision, transport and parent communication;
- removal from a lesson for a limited, supervised period; and
- suspension or permanent exclusion by the Headteacher under section 18.

Food, drink, access to toilets, prescribed medication, mobility or communication aids, necessary sensory or regulation support and contact with safeguarding staff will never be withheld as a sanction. Collective punishment, humiliation, degrading treatment and forced apology are prohibited.

Routine corrections may be recorded in the school's operational system. Every sanction for serious misbehaviour must be entered in the central serious-sanctions record. Only the Headteacher may authorise suspension or permanent exclusion.

## 12. Removal from lessons and individualised provision

Removal may be used for the minimum necessary period to maintain safety, restore calm, enable education to continue or support regulation. It will not be used as an unrecorded exclusion or long-term substitute for suitable education.

The pupil will be supervised in a suitable space, receive appropriate education and retain access to food, drink, toilets, medication and required support. The record will state the reason, start and finish time, location, supervisor, learning provided, support and outcome. Repeated or extended removal will trigger senior review, parent communication and consideration of SEND, safeguarding and curriculum issues.

Where a pupil cannot temporarily access their usual classroom or timetable safely and successfully, the school may arrange an individualised programme. It will have a clear educational purpose, suitable supervision, specified review dates and a planned route towards increased participation in the pupil's usual provision where appropriate. Any external provision will be checked for safeguarding, suitability, attendance and quality.

## 13. Restrictive physical intervention

Members of school staff, and another person whom the Headteacher has temporarily put in charge of pupils, may use reasonable force where it is lawful, necessary and proportionate. Force will never be used as a punishment. Planned interventions will, wherever reasonably practicable, be undertaken by appropriately trained staff. In an emergency, lack of specific training does not prevent reasonable action to protect a person from immediate harm.

Restrictive physical intervention will be used only where less restrictive approaches would be ineffective or inappropriate in the circumstances, and no more force will be used than is reasonably necessary. Staff will consider the additional vulnerability of pupils with SEND, medical conditions or trauma histories and follow individual positive handling plans where practicable.

Following intervention, immediate physical and emotional needs will be assessed. First aid, medical attention, safeguarding action and access to a trusted adult will be provided where required. The pupil and staff involved will be offered an appropriate debrief once sufficiently regulated.

**Recording requirements**

Every incident of restraint or seclusion, and every significant incident involving the use of force by a member of staff against a pupil, will be recorded in writing as soon as practicable, ideally on the same day. This requirement applies even where the intervention was provided for in an agreed behaviour support plan or positive handling plan.

For these purposes, restraint includes restricting or immobilising a pupil's movement, including holding any part of the pupil's body, securing the pupil to a fixed or heavy object, or depriving the pupil of an auxiliary aid normally used to assist movement.

Seclusion occurs where one or more members of staff detain a pupil separately from other people, other than as a disciplinary penalty, including by physically preventing the pupil from leaving, securing the room or place so the pupil cannot leave, or causing the pupil to believe that they will be punished if they leave.

The written record will include, as a minimum:

- the pupil's name;
- the names of staff involved;
- the pupil's relevant needs, including SEND and medical needs;
- the date, time, location and duration;
- a factual account of the incident and circumstances leading to it;
- the de-escalation and less restrictive strategies attempted;
- the type and degree of force, restraint or seclusion used;
- why the intervention was considered necessary and proportionate;
- any injury or medical concern;
- first aid, medical treatment and post-incident support;
- the pupil's views, where these can be obtained;
- when and how parents were informed; and
- follow-up action, including any review of plans or risk assessments.

Information about every restraint or seclusion incident and every significant use-of-force incident will be provided to each parent of the pupil in writing as soon as practicable, ideally on the same day. The information will include, as a minimum, the date, time, location and duration of the intervention, why it was considered necessary, the type and degree of force or restriction used and any injury sustained.

The school will offer parents an opportunity to discuss the incident, contributing factors, de-escalation strategies and any required changes to the pupil's behaviour support plan, risk assessment or positive handling plan.

Information must not be provided to a parent where the person responsible for reporting reasonably considers that doing so would be likely to result in significant harm to the pupil. If there is no parent who can be informed without creating that risk, the school will provide the information to the local authority in whose area the pupil is ordinarily resident. The DSL will be consulted and the decision and reasons will be recorded.

Where the same incident constitutes both restraint and a significant use of force, it need only be reported once, provided the report contains all information required by the applicable procedure.

## 14. Searching and confiscation

Searching and confiscation will be carried out under the school's Searching, Screening and Confiscation Policy and current DfE guidance. Only the Headteacher or a member of staff specifically authorised by the Headteacher may conduct a search without consent. Authorisation may be general or for a particular search, and a current record of authorised staff will be maintained.

Before searching, staff will consider the grounds, urgency, pupil's age and SEND, communication needs, safeguarding history and whether less intrusive action is available. Searches will normally be conducted by a member of staff of the same sex as the pupil and in the presence of a witness, subject only to the lawful urgent exceptions. Intimate searches and strip searches will never be conducted by school staff.

If police consider a strip search necessary, the DSL will be informed immediately and will apply the safeguarding protections in KCSIE and the school's Searching Policy, including consideration of an appropriate adult, parent notification and support following the search.

Reasonable force will only be used to search for an item where legislation permits it; it will not be used solely to search for an item banned only by school rules. Each search will record the grounds, authorisation, pupil, staff and witness, location, outcome, items found, disposal or return, safeguarding action and parent notification. The DSL will be informed of any search for a prohibited item and any search that raises safeguarding concerns.

**Personal devices**

Pupils must hand in mobile phones and personal devices at the start of the school day for secure storage and return at departure, unless an agreed reasonable adjustment or individual arrangement applies. Breaches will be addressed proportionately under this policy and the Personal Electronic Devices Policy.

## 15. Child-on-child abuse, bullying and discriminatory behaviour

Bullying, discriminatory behaviour, sexual violence and sexual harassment are never acceptable and will not be dismissed as banter, part of growing up or an unavoidable feature of SEND. Reports will be taken seriously and handled in accordance with safeguarding, child-on-child abuse and anti-bullying procedures.

The school will protect and support the person harmed, consider risks to other pupils, preserve evidence and avoid action that could prejudice a police or children's social care investigation. Disciplinary action and safeguarding action are separate but may proceed alongside one another following advice from relevant agencies.

The response will be proportionate to the behaviour, ages and developmental needs of those involved and will consider power imbalance, repetition, coercion, prejudice, online dissemination and previous incidents. A pupil who reports harm will not be sanctioned for delayed disclosure or for distress or dysregulation arising from the incident. Support for a pupil alleged to have caused harm will not reduce protection or support for the victim.

## 16. Smoking, vaping, alcohol and drugs

Smoking and vaping are prohibited on school premises and during school activities. Pupils must not possess tobacco, cigarette papers, vapes, nicotine products, alcohol, illegal drugs,

psychoactive substances or associated paraphernalia. Incidents will be managed under the Smoke-free Policy, Pupil Drug and Alcohol Policy, Searching Policy and safeguarding procedures.

Responses will consider safety, medical need, exploitation, county lines, substance misuse and other safeguarding concerns. Illegal substances and other items will be stored, handed over or disposed of in accordance with law and school procedure.

## 17. Behaviour outside school

The school may respond to misbehaviour outside school, including online, where the pupil is taking part in a school activity, travelling to or from school, using school transport, identifiable as a Mayfield House pupil, or where the behaviour could affect another pupil or staff member, threaten a member of the public, disrupt the orderly operation of the school or create a safeguarding concern.

Mayfield House operates a flexible uniform approach. Whether a pupil is identifiable will not depend solely on conventional school uniform and may include school transport, an organised activity or clothing displaying the school's name or logo.

Any sanction for conduct outside school will be imposed only when the pupil is on school premises or under the lawful charge of a staff member, and will be reasonable and proportionate. Criminal or safeguarding concerns will be referred appropriately. Complaints from the public will be considered under the relevant school procedure.

## 18. Suspension and permanent exclusion

Only the Headteacher may suspend or permanently exclude a pupil. Serious violence, threatening behaviour or other serious misbehaviour may result in suspension or permanent exclusion, but there will be no automatic tariff. Each decision will consider the seriousness and circumstances, safety, evidence, pupil's views, SEND and disability, safeguarding factors, reasonable adjustments, support already provided, EHCP and alternatives.

Parents and the placing authority will be informed promptly in writing of the decision, reasons, period of suspension where applicable, work and support arrangements, review or representation process and reintegration arrangements. Records will be complete and retained in accordance with the school's records policy.

A pupil will not be sent home or required to be collected for disciplinary reasons unless the Headteacher has formally authorised and recorded a suspension. 'Cooling-off', informal or unofficial exclusions are prohibited. Early collection because of illness, medical need or an agreed individual support arrangement will be accurately recorded and not used to conceal disciplinary removal.

Before permanent exclusion, the Headteacher will consider whether additional support, an urgent EHCP review, consultation with the placing authority, revised provision or another suitable arrangement could safely and reasonably address the concerns. This does not prevent immediate permanent exclusion for a single exceptionally serious incident where justified under the school's policy and contract.

## 19. Recording, data and proprietor oversight

### Central record of sanctions for serious misbehaviour

To meet paragraph 9 of the Independent School Standards, the school will maintain a central record of sanctions imposed for serious misbehaviour. It will include the pupil's name, date and nature of the incident, sanction imposed, person authorising it, relevant contextual, SEND, equality or safeguarding considerations, parent and placing-authority communication, and follow-up support or review.

### BehaviourWatch and safeguarding records

The member of staff managing or witnessing an incident is responsible for prompt and accurate recording on BehaviourWatch. The Pastoral Manager and senior leaders will monitor records for patterns, unmet needs, safeguarding concerns and required intervention. Safeguarding information will also be recorded and managed through the school's safeguarding procedures.

### Termly monitoring

The Headteacher and senior leadership team will analyse, at least termly:

- sanctions for serious misbehaviour;
- restrictive physical interventions and injuries;
- lesson removals and individualised or reduced timetables;
- suspensions and permanent exclusions;
- searches and confiscations;
- bullying, discriminatory, sexual harassment and child-on-child abuse incidents;
- attendance and behaviour-related early collections;
- complaints connected with behaviour; and
- pupil, parent and staff feedback.

Analysis will consider frequency, context, site, class, time, pupil needs and relevant protected characteristics, while maintaining appropriate confidentiality. Leaders will identify actions, owners, deadlines and impact measures.

The Directors will receive a termly anonymised report, sample the serious-sanctions record and relevant incident records, challenge disproportionate patterns and monitor the completion and impact of actions. Minutes will evidence scrutiny, challenge and follow-up.

## 20. Complaints

Concerns about the operation of this policy should first be raised with the school. Formal complaints will be considered under the Complaints Procedures Policy. A complaint concerning suspension or permanent exclusion will follow the review or representation arrangements in the Suspension and Exclusion Policy. Safeguarding allegations against staff will be managed under safeguarding and allegations procedures, not investigated solely as a behaviour complaint.

Where either Director has been directly involved in the matter being considered, the school will follow the conflict-of-interest and independent-panel arrangements contained in the relevant Complaints or Suspension and Exclusion Policy.

## 21. Monitoring and review

The Headteacher and Directors will review this policy annually and earlier where there is a change in law or guidance, a serious incident, a significant complaint, an identified equality or SEND concern, or evidence that practice is not effective. Changes will be communicated to staff, pupils and parents in accessible form and supported by training where necessary.

This policy was approved on 3 September 2026. The next scheduled review is September 2027.