

Policies, procedures & systems

- Relational Behaviour Policy aligned with statutory guidance & best practice
- Individual Positive Behaviour Support Plans
- Clearly defined behaviour support strategies
- Regular staff training to ensure consistency of approach
- Effective use of external specialist support (CAMHS, Disability Nurses, IATT)
- Structured mechanisms for sharing information
- Parental feedback used to inform review & improvement
- Robust CPOMS recording systems
- Behaviour tracking used to inform **adaptive practice**

Shared responsibility & accountability

- Behaviour is a shared responsibility between **parents, carers, staff, & professionals**
- Staff sign & follow Positive Behaviour Support Plans (PBSPs)
- CPOMS used to ensure concerns are logged & acted upon
- Multi-agency collaboration embedded in practice
- Referrals made appropriately to external agencies (e.g. Youth Justice Services, Learning Disability Team & Forensic CAMHS)

Advice & intervention support

- Ongoing behaviour training for staff
- Accessible in-house behaviour support
- Positive Behaviour Support Plans reviewed regularly
- Shared professional knowledge across teams
- Monitoring through CPOMS & analysed behaviour data
- Close working relationships with CAMHS & IATT
- A full, well-coordinated **Intervention Team**

Curriculum & Personal development

- PSHE & RSE curriculum supports **personal development & wellbeing**
- Curriculum is appropriately differentiated
- Ongoing teacher training ensures high-quality delivery
- Clear learning & communication targets
- Intervention Team support embedded in curriculum planning
- Deliberate development of pupils' **cultural capital**

Information sharing & Safeguarding

- Regular collaboration between Heads of School
- Behaviour Leads' meetings to review patterns & practice
- CPOMS used consistently to record, monitor, & share safeguarding & behaviour concerns
- One-page profiles ensure staff have a **shared understanding of pupils' needs**

Future-ready & inclusive practice

- Clear, personalised **EHCP provision**
- Positive Behaviour Support (PBS) embedded across the setting
- Strong pupil voice through *Listen to Me* initiatives
- Vocational profiles supporting **preparation for adulthood**
- Sensory profiles
- Effective information sharing to ensure **continuity of support**
- Access to appropriate support services
- A highly **differentiated curriculum** that meets individual needs
- Targeted **1:1 support** where identified
- Integrated Speech & Language provision
- Wellbeing & mental health support
- Emotionally available, **trauma-informed practice**
- Intervention Team support
- Carefully planned & enhanced **transition arrangements**
- Use of professional reports, including Occupational Therapy, to inform practice



Mayfield Web - Behaviour

At Mayfield, our approach to behaviour is driven by our belief that **every pupil learns best when they feel safe, understood & valued**. We know that positive behaviour is not taught in isolation—it is learned **together**, through strong relationships, consistent expectations & shared responsibility between pupils, staff, families & professionals.

By working collaboratively & supporting each individual's needs, we create an environment where pupils can develop emotionally, socially & academically, enabling them to **be the best they can be now & in the future**.

Training & Whole-school approach

- Whole-school training on Positive Behaviour Learning Plans
- Consistent use of one-page & vocational profiles
- Circle of Adults framework
- In-class coaching & modelling
- Team Teach training
- PACE approach to support relational practice
- Training in attachment & Adverse Childhood Experiences (ACEs)
- Relational & restorative approaches embedded throughout the school
- Communication
- Supervision
- De-escalation strategies employed
- Post incident reviews

Staff Knowledge, Skills & Professional Development

- Regular, high-quality behaviour training
- Access to specialist in-house behaviour expertise
- Positive Behaviour Learning Plans used consistently
- A culture of **professional collaboration & shared practice**
- Systematic use of CPOMS for monitoring & reflection
- Informed use of behaviour data
- 1:1 additional support where appropriate
- Intervention Team input
- Individualised transition planning
- Access to emotional wellbeing programmes (e.g. Motional – Chestnut)
- Social, Emotional & Mental Health (SEMH)
- Provision of Total Communication
- Trauma informed School (TIS)

Parental Engagement & Key Events

- Structured opportunities for parents/carers to engage, including **parents' evenings**
- Transparent sharing of behaviour information with families
- Aspirations Day to promote **ambition & readiness for adulthood**
- Regular **Education, Health & Care Plan (EHCP)** reviews
- Active support for families during multi-agency & family meetings
- Behaviour & Communication workshops

Governance & Oversight

- Governors hold **strategic responsibility** for behaviour, wellbeing, & safeguarding
- Behaviour & attendance data are **reviewed half-termly** to identify trends & impact
- Regular monitoring of **behaviour tracking systems**
- Oversight of statutory **policies & procedures**, ensuring compliance & effectiveness

Multi-Agency Working

Strong partnerships with external professionals to **secure timely support** for pupils, including:

- Child & Adolescent Mental Health Services (CAMHS)
- Disability team
- Sleep training services
- Intensive Assessment & Treatment Team (IATT)
- Psychiatry
- Educational Psychology (EP)
- Paediatric
- Social care & Early Help
- Child Protection Services (CP)
- Speech & Language Therapy (SALT)
- Occupational Therapy (OT)
- Learning Disability Nurses
- Family support Services (e.g. Chestnut)
- Early help
- Forensic CAMHS

This collaborative approach ensures pupils' needs are identified early & effectively met.