



Hayfield Cross
Church of England School

Behaviour Policy

Ratified by the Governing Body	21 st September 2016
Signed	
Name	Helen Cracknell
Position	Chair of Governors
Date of Policy	September 2016
To be reviewed by (date)	September 2017

The Hayfield Cross Promise

Our promise is to nurture and inspire children to be pioneers of their own futures. Our children will radiate positivity and have high aspirations for themselves and others.

Children will develop depth of learning through rich and exciting experiences and opportunities in and out of the classroom.

Guided by our Christian values, our children will develop a strong moral compass. Valuing and respecting others they will become individuals who contribute to our global community as citizens of modern Britain.

Hayfield Cross Church of England School Behaviour Policy

1. PURPOSE

To promote a positive ethos where:

- Children develop a strong moral code underpinned by Christian values.
- High expectations are established and acted upon fairly and consistently.
- Good behaviour and effort are encouraged, rewarded and used as a model for others to follow.
- Property is respected and pride in the school and each other is nurtured.
- Negative attitudes and behaviour are dealt with promptly.
- Parents are expected to be involved in the process of promoting high standards of behaviour.
- Children are taught to understand that they have a responsibility for their own actions and that they affect others.

2. GUIDANCE

All adults are responsible for the behaviour of all children and not only those that they have been assigned to. Adults should act as good role models and this includes the style and tone of language used to children.

The behaviour system will be clearly displayed in all classrooms and all adults who work in school are required to adhere to the school policy.

Children need to be encouraged to become self-disciplined and to be responsible for their own actions in order to develop their confidence and independence.

Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour and make a new start.

Parents are informed of school expectations and will be informed at an early stage when problems occur.

Children's learning is expected to be inspiring and engaging and must take account of individual ability.

Poor behaviour is monitored with notes and dates put in records. Behaviour that is not of the expected standard for Hayfield Cross will be monitored and recorded by the class teacher. The Inclusion Manager or Senior Leader will record any significant incidents, which are monitored by the Head Teacher.

Individual behaviour books or charts may be used to track the behaviour of individual children. They may go home at the end of each day or week where appropriate to be signed by parents. SLT will monitor them as appropriate.

3. REWARDS AND SANCTIONS

We aim to promote good behaviour in school by giving children who behave well a high profile in school.

We recognise children who have a good attitude to learning and behaviour and they are rewarded, publicised and then used as a model for others to follow. Examples of good behaviour are consistently highlighted and acknowledged by a system of rewards.



Rewards help to identify positive aspects of each child's behaviour and making them aware of their abilities and qualities and so building self-esteem.

In order to promote and celebrate positive behaviour there are a number of awards that the children can achieve which will be presented each week at a celebration assembly. The main awards are:

Lunchtime Awards – Chosen by the Lunchtime Supervisors for children who have good manners and play well with others at lunchtimes all week.

Hayfield Heroes - Awarded each week to a child who has been exemplary in all aspects of their learning and behaviour all week and recorded in The Book of Hayfield Heroes.

Hayfield Legends – At the end of each term one child from each class will be nominated by their teacher to become a Hayfield Legend. These children are given special responsibilities through the school and are rewarded with a special trip at the end of the year.

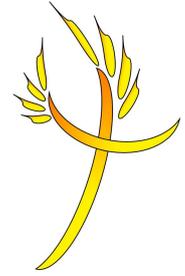
Individual Hero Points are awarded through the infants with stages to achieve. In the juniors these are called House Points. These are awarded for children who exceed the high expectations for learning and behaviour that we have for all the children all of the time.

4. BEHAVIOUR SYSTEM

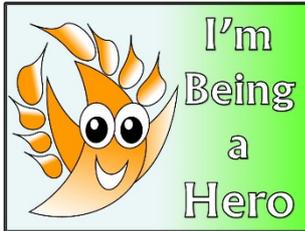
We regularly work on developing our behaviour management techniques to support the children more effectively. This is to ensure we have a calm, clear and consistent approach across the school. Our "Faces System" is a child-friendly approach to support the children to make appropriate choices and take responsibility for their own behaviour. This system is in place and consistent across the whole school.

In each class the Faces System is on display (Reception use a simplified more age appropriate version. At each stage of the system the children will be given clear instructions about the expected behaviour and the consequence for inappropriate behaviours. This provides a clear structure to encourage the children to think about their actions and make good choices about their behaviour. This structure will always be followed unless it is a behaviour which is completely unacceptable in our school such as constantly disrupting the learning of others, being very unkind, swearing or hurting others. If any of these occur then the child will be sent directly to the Head Teacher or Senior Leader to ensure the rest of the children's learning or well-being is not affected further.

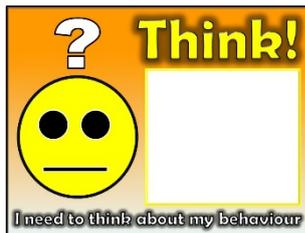
The school day is split into three parts, before break/ break until dinner/ afternoon. At each part of the day the child will need to complete any consequences (i.e. during break or lunch playtime, or sat away from the class at the end of the day or first thing the next day). This is a time for the child to reflect about their behaviour, think about what happened and how they can put it right in the future. Minutes will be completed quietly in the classroom unless the child loses the maximum number of minutes: 5 (Key Stage 1) and 10 (Key Stage 2) where they may be sent to complete them with a member of SLT. After this the boards will be wiped clean and there will be a fresh start for the next session.



5. THE 'FACES' SYSTEM



This is where we expect the children to be all the time. This is supported by praise and rewards and recognition of great behaviour and hard work. Being a hero is consistent with our language of praise and reward system where each week a 'Hayfield Hero' is presented and the children in KS1 are awarded 'Hero Points'



After clear instructions and a reminder have been given about the expected behaviour the adult will give a clear choice 'you need to..... Or you will go on the think board'. If the child then chooses not to follow this instruction their name will be put on think board. This gives the child time to reflect and think about what they are doing.



Take up time will be given as well as clear instructions about the expected behaviour so the child understands what they need to do. As with the think board the instruction 'you need to..... or you will lose 1 minute' will be given. If they choose not to follow this instruction their name will be put on the 1 minute board.



The same calm, supportive and clear instructions will be given at each part of the system. The next stage is to lose 3minutes (in Key Stage1) or 5minutes (in Key Stage 2). These will be completed as quiet reflection in class.



Once again the same calm approach is used but this time the consequences (5minutes Key Stage 1, 10minutes Key Stage 2). Teachers will make a record of children where there is a concern over children reaching this point regularly.



If the behaviour continues to disrupt the other children's learning, or the child has done something completely unacceptable (such as being very unkind, swearing or hurting others) they will be sent directly to one of the Senior Leadership Team where they complete their consequences and their work away from the class. This is to ensure that the other children's learning is not disrupted and keep everyone safe.

Parents will be contacted by the Class Teacher following this stage. If the behaviour continues they may be asked to meet with the teacher and/ or one of the Senior Leaders.



6. RECORDING AND REPORTING

The following behaviours should be referred to the Head Teacher and will be recorded:

- Bullying.
- Racist, homophobic or hate incidents.
- Repeated violence (any violent incident should be recorded).
- Children exploring themselves inappropriately or being involved in inappropriate play of a sexual nature.
- Fighting.
- Inappropriate language directed at others.
- Damage to property.
- Stealing.
- Threatening behaviour to an adult or peer.
- Insolent/disrespectful behaviour to an adult.

Bullying, racist, homophobic and hate incidents will all be reported to the governing body as part of the Head Teacher report. Other behaviours that are serious or ongoing may also be reported where appropriate to governors.

7. Positive Physical Intervention.

At Hayfield Cross Church of England School, we use a range of supportive techniques to manage challenging behaviour, these include; distraction, praise, rewards, humour, time out, CALM talking and stance, consequences, planned ignoring and reassurance.

Occasionally, and only when absolutely necessary, the use of physical techniques may be required. For details about the use of positive physical intervention please refer to the Positive Handling Policy.

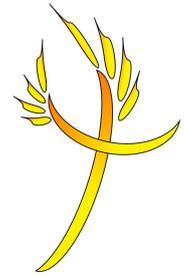
8. EXCLUSION

Where "serious" or repeated incidents have occurred then the child will be issued with a "Formal Warning" from one of the Senior Leadership Team. This will be communicated to parents and their support requested.

If a child receives a second "formal warning" (usually within one month of the first warning), then parents are invited to come to school to determine more formal strategies for support. Possible sanctions will also be detailed, which could include working out of class, missed break time or exclusion from school during the lunchtime period for a defined period.

Where deemed necessary and appropriate the Head Teacher may exclude the pupil from school for a fixed period. In such cases, the school follows the online LA / DfE procedures for exclusion.

We recognise that particular environmental factors are often a major influence in the severe misbehaviour of a child that would warrant a fixed-term exclusion. In such instances, every effort to support a child who may be vulnerable to the risk of fixed-term or permanent exclusion is made through the procedures of a Pastoral Support Plan. The support of external agencies such as Education Entitlement Service, Children and Families Support, Social Health and Care and Bereavement Counsellors can be actively pursued through the PSP.



9. BEHAVIOUR AND SEN

When a pattern of poor behaviour, disruption, anti-social behaviour within school or in the playground is evident the following stages need to be followed;

1. Intervention Strategy:

- Inclusion Manager and/or Senior Leadership Team made aware.
- Parents made aware that there is concern about behaviour.
- Senior Management Team awareness for monitoring purposes.
- Strategies explored and implemented to create a supportive environment and increase of self esteem.
- Individual behaviour book kept which records positive behaviour as well as problems. This will be monitored weekly by class teacher.

If the above does not significantly improve behaviour then,

2. Formal Recording and monitoring:

- Parents informed of action.
- Continue with strategies that are working and possibly an additional I.B.M.P. drawn up and communicated to parents.

If problem still persists,

3. EHC

As well as the above, Inclusion Manager to ask for help from external agencies, such as Educational Entitlement, the Educational Psychologist and Child & Family Services.