



HAYFIELD CROSS
Church of England
School

School Behaviour Policy

Written by:	Hayfield Cross staff team
Date ratified by the Governing Board:	24/9/24
Date Published:	27/9/24
Review date (by):	September 2025

Remember that I commanded you to be strong and brave. So don't be afraid. The Lord your God will be with you everywhere you go' (Joshua 1:9)

As the harvest grows from the soil, Hayfield Cross came to life in 2015. From nothing, we have grown at the heart of our new community, persevering through challenge into a flourishing school. Guided by our Christian values the seeds of Joy, Integrity and Fellowship are planted as we instil this pioneering spirit in our children, challenging them through exciting learning to aspire to greatness in all that they do.



Hayfield Cross Church of England School Behaviour Policy

*"Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity."
(Timothy 4:12)*

PURPOSE

To promote a positive ethos where:

- Children develop a strong moral code underpinned by our Christian values of Joy, Integrity and Fellowship.
- All adults have high expectations for behaviour and conduct and apply these fairly and consistently.
- Excellent behaviour and effort is expected, encouraged, rewarded and used as a model for others to follow.
- School 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 and support the promoting of high standards of behaviour.
- Children are taught to understand that they have a responsibility for their own actions and how they affect others.

EXPECTATIONS

Behaviour at Hayfield Cross is based on the rules of:

READY to learn
Be **SAFE**
RESPECTFUL of school and others

- Appendix 1 shows the steps of behaviour, with consequences and actions for staff.
- Appendix 2 is an easy reference guide to behaviour at Hayfield Cross to be used by all staff.
- All adults are responsible for the behaviour of all children in the school and not just those that they directly work with. Adults should act as good role models and this includes their actions and the style and tone of voice and language used to children.
- The behaviour system is displayed in all classrooms and used consistently by all adults who work in our school (see Appendix 3).
- Children need to be taught and 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 inappropriate behaviour. They also need to understand that they can improve their behaviour and make a new start.
- Adults will be calm and speak appropriately to children with behaviour addressed through the behaviour system and tackled positively. Use of sarcasm to humiliate children is not acceptable and we do not use 'group punishments' as we believe that children need to be supported to understand their own behaviour and be responsible for this.

- 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. Behaviour that is not of the expected standard for Hayfield Cross will be monitored and recorded on Office 365 Behaviour Reporting form following the steps in Appendix 1. SLT monitor this logg and will set tasks and follow up actions where appropriate.
- Individual behaviour cards 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.
- For children who struggle with their behaviour, a Pastoral Support Plan may be put in place that will detail the expectations, approaches and arrangements that are needed to support that individual effectively.

CELEBRATING SUCCESS

We actively promote exceptional behaviour by giving children who behave well a high profile in school. We consistently recognise children who have a good attitude to learning and behaviour and they are rewarded, publicised and used as a model for others to follow. Most importantly of all we use positive recognition to help children to have high expectations of themselves, be proud of their achievements and learn to develop a strength of character and self-esteem.

There are a number of ways that we recognise and support children to make wise choices and develop a positive attitude to learning. We support children to learn our expectations through explicit teaching, reminding and reinforcing through praise and recognition. Our children also support each other by sharing, discussing and modelling appropriate behaviours.

We encourage self-reflection and have times set aside for this including Class Reflection every week. One of our core Christian Values is 'Integrity' which is focused on being the best you can be and doing the right thing because it is the right thing to do. Every Friday we host our weekly Celebration Assembly which is an important part of our week where we recognise the children's achievements and share news about our school.

Teachers also use Hero/House points and stickers to commend children for effort, hard work and demonstrating the school values. **Teachers refer to Appendix 4 for a guide to choosing awards*

BEHAVIOUR SYSTEM

We expect adults to have high expectations and model a calm, clear and consistent approach to behaviour across the school. Our system is based on reflection and rebuilding (Appendix 2) and is a child-friendly approach to support the children to make appropriate choices and take responsibility for their own behaviour.

RECORDING AND REPORTING

The following behaviours should be referred to the Headteacher and will be recorded on the school's Office 365 Behaviour Reporting form and the appropriate reporting logs, including recording of incidents linked to Protected Characteristics.

- Bullying.
- Racist, homophobic or discriminatory/hate incidents.
- Child-on-Child Abuse.
- Insolent/disrespectful behaviour to an adult.
- Persistent disruptive low-level behaviour that affects the learning of themselves and others.
- Repeated violence (all violent incidents must 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.

BULLYING, RACIST, HOMOPHOBIC OR HATE INCIDENTS

Bullying, racist, homophobic and hate incidents are always taken seriously and will be investigated thoroughly. These will be referred directly to the Headteacher, or other member of SLT, and may result in a loss of privileges such as break times, eating in the hall at lunchtime or working out of class. Where deemed appropriate or for repeated incidents a fixed-term exclusion may be considered. Hate incidents of any kind will not be tolerated at Hayfield Cross and where these occur parents will be informed, and work undertaken with the child to understand the impact of their actions.

Bullying, racist, homophobic and hate incidents are reported to the Governing Body as part of the Headteacher report and logged with the Local Authority.

CHILD-ON-CHILD ABUSE (see also Anti-Bullying Policy and Pupil Friendly Child on Child Abuse Policy)

Any form of child-on-child abuse will not be accepted at Hayfield Cross. This may include (but may not be limited to):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

Any such behaviours must be recorded on MyConcern and if a member of staff is concerned it may be child-on-child abuse they must report it directly to SLT immediately.

Staff must challenge any behaviour that could cause harm to others. They must also challenge any attitudes that could signal discriminatory ideals and intentions. For example, making clear that sexual violence and sexual harassment is never acceptable, will never be tolerated and is not an inevitable part of growing up; or not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.

Dismissing inappropriate behaviour risks leading to:

- A culture of unacceptable behaviours
- An unsafe environment for children
- A culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it

BEHAVIOUR AND SEND

When a pattern of behaviour becomes a concern the class teacher will report this to the Inclusion Manager and/or the Senior Leadership Team. Parents will be informed and invited into school to discuss the issues that are causing concern.

The following may be put in to place as appropriate:

- Strategies explored and implemented to create a supportive environment and put in place systems to support the child.
- Individual behaviour charts kept which records positive behaviour as well as problems. This will be monitored weekly by class teacher.
- Daily behaviour logs may also be kept to provide a more detailed record of behaviour.
- A Pastoral Support Plan to detail the support and arrangements required.
- External support and advice sought and put into place.
- An EHA may be considered to support the child and family with possible help from external agencies, such as Educational Entitlement, health, the Educational Psychologist and Child & Family Services.

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 to keep the child and others safe. For details about the use of positive physical intervention please refer to the Positive Handling Policy.

SUSPENSION and EXCLUSION

Where serious or repeated incidents have occurred then parents will be contacted to discuss their child's behaviour and ways to move forwards. Where deemed necessary and appropriate the Headteacher may suspend the child from school for a fixed period. This may be for such things as severe disruption to the learning of others, offensive language, violence or damage to property. There may also be occasion where school needs to follow the guidance set out in its Searching & Confiscation Policy.

We recognise that particular environmental factors are often an influence in negative behaviours being exhibited by children that could warrant a fixed-term suspension. In such instances, every effort to support a child who may be vulnerable to the risk of suspension or permanent exclusion is made through implementing a Pastoral Support Plan. This will detail the specific arrangements put in place to support that child.

The support of external agencies such as Education Entitlement Service, Children and Families Support, Social Health and Care and Bereavement Counsellors may also be pursued where appropriate.

In extreme circumstances or where the child's behaviour presented a significant risk to the safety, well-being or learning of themselves, other children or staff a permanent exclusion would be a last resort.

APPENDIX 1: Hayfield Cross Behaviour Steps

Level	Description	Consequence(s)	Script examples	Action required
1 'Ready, Safe, Respectful'	This is where we expect the children to be all the time. Pupil is demonstrating positive learning behaviours and making effective contributions.	Catch them being good role models and demonstrating the school values. Celebrate positive behaviours by praise, rewards and recognition.	I'm giving you a Hero/House point because you are showing me... You are demonstrating joy/integrity/fellowship by...	Apply school praise and reward system.
2 Thinking Time (Warning / Adjustment)	Pupil is beginning to demonstrate behaviours which may escalate, e.g. calling out, getting out of seat, distracting self and others.	Verbal reminder to be Ready, Safe, Respectful followed by a clear reminder of the expected behaviour.	You need to... or you will need thinking time.	Positive encouragement to enable child to think about their behaviour and put it right.
3 Time to reflect	Pupil is continuing to demonstrate behaviours which do not follow the school rules. The warning and instruction did not deescalate the behaviour.	Behaviour is monitored by the class teacher with a view to returning to expectations. Another Verbal reminder to be Ready, Safe, Respectful followed by a reminder of the expected behaviour.	You need to... or you will need to reflect for a minute after the lesson	Log on Think Board
4 Time out of class	If time to reflect did not deescalate the behaviour and the pupil continues to make the wrong choice, they will need time out of class. Examples of Red behaviours include: <ul style="list-style-type: none"> Disrupting learning of others Unkind words Refusal to follow instructions Physically hurting others 	The child is sent to the Phase Leader or Senior Leader for reflection and reminder of school expectations. Parent will be informed by class teacher.	Because you have continued to... you need to have time out of class. 5+ times on Think Board in one week requires pupil to reflect during Friday breaktime either in classroom or with member of SLT.	5+ times on Think Board in one week should be logged on My Concern and parents informed by class teacher.
5 Severe / Serious incident	If a child puts themselves or others in danger, this will immediately be escalated as severe behaviour. At this point, SLT will become involved if necessary. Examples of serious behaviours include: <ul style="list-style-type: none"> Bullying (repeated and persistent, threatening, intimidating or harming behaviour) Racist, homophobic or discriminatory behaviour (if behaviour is with intent) Physically violent behaviour Fighting Age-inappropriate sexualised touching of others Throwing furniture or resources in classroom, including aiming at someone Persistent and continual disruption of learning (attributed by an escalation of any other level behaviour) Disrespectful to staff Stealing Damage to property 	Immediate intervention by member of SLT. Consequences will be decided between class teacher or Phase Leader and SLT. Parents will be informed by Phase Leader or SLT.	Because you have behaved in an unsafe way, you need to see... (named member of SLT) This means that your parents will be informed, you will have to leave the classroom and miss breaktime.	Log using the school's Office 365 Behaviour reporting form. Complete allegation of bullying paperwork as appropriate Complete Discrimination Log as appropriate (SLT)



Ensuring Excellent Behaviour

HIGH EXPECTATIONS

PRAISE AND POSITIVITY

- Actively promote exceptional behaviour by giving children who behave well a high profile through praise, recognition, awards and responsibilities - These are our role models!
- Most importantly of all, we use positive recognition to help children to have high expectations of themselves, be proud of their achievements and learn to develop a strength of character and self-esteem.
- Staff will be positive role models, encouraging and supporting children to be confident learners who are willing to have a go and make mistakes.

FANTASTIC WALKING is an expectation for everyone. This is safe and smart and needs to be praised, revisited and reinforced all the time to maintain it.

High Expectations should be the same from all adults including reminding children of uniform, conduct, manners and tidying up.

READY – SAFE – RESPECTFUL

We expect all children to be:

READY to learn

SAFE

RESPECTFUL to school and others

All behaviours, positive and negative, fit within these 3 rules.

These are the **ONLY** rules used in our school and must be referred to when addressing behaviour, e.g.

‘Thank you for showing that you are listening. This shows you are ready to learn.’

‘You need to walk sensibly as this is safe for you and others.’
This will be supported by using the behaviour system.

Powerful phrases to use refer to ‘WHAT WE DO IN OUR CLASS / SCHOOL’ as it makes explicitly clear what the expectation is and enables you to highlight excellent behaviour as well as address those not meeting it.

When addressing negative behaviour is must be simple, calm and clear.

After a reminder that they are not being **Ready/Safe/Respectful** has been given, the adult will remind them of the expected behaviour and give a clear choice.

‘You need to... or you will be given thinking time.’

At this point, children should think about their behaviour and what they need to do to put it right.

We use positive, encouraging and nurturing language with children. Sarcasm should not be used as it can be humiliating for children. We do not use terms of endearment such as ‘sweetheart’ or ‘darling’ as this is not professional.

Reflection is a key part of behavioural learning. Our behaviour system and language refer to consequences as ‘Reflection after the lesson’. This is time for the children to reflect on their behaviour and how they will improve it. Restorative conversations may take place. Staff should support using this script:

1 – What did YOU do? 2 – WHO did it affect? 3 – What can you do to MAKE IT RIGHT?

Children should know and understand this script so it must be used consistently every time they reflect. This will enable them to learn the impact of their actions and how it affects others.

It is also important that the work missed due to their behaviour must be completed!

TIME TO REFLECT

Note: We do not give group punishments. Reflection and feedback should be personal and focused on their behaviour

You are not alone! If you need help or someone to talk to always share it with the Inclusion Manager and/or SLT

The following is displayed in all classrooms.



Reception



Key Stage 1



Key Stage 2

At each step 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.

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. This is a time for the child to reflect on their behaviour, think about what happened and how they can put it right in the future. Minutes will be completed quietly in the classroom. After each session the boards will be wiped clean and there will be a fresh start for the next session.

Step 1 – Being Ready, Safe and Respectful

This is where we expect the children to be all the time. This is supported by praise and rewards and recognition of great behaviour, hard work and demonstrating the school values.

Step 2 – Thinking Time

After a reminder that they are not being **Ready / Safe / Respectful** has been given, the adult will remind them of the expected behaviour and give a clear choice - '**you need to..... or you will go on the think board**'. At this point the children should think about their behaviour and what they need to do to put it right.

Step 3 – Time to Reflect

After another reminder that they are not being **Ready / Safe / Respectful**. 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 need to reflect for a minute after the lesson**' will be given. The same calm, supportive and clear instructions will be given at each part of the system.

Step 4 – Time out of class

If behaviour continues to disrupt the other children's learning, or the child has done something unsafe such as extreme disruption to others, hurting others (physically or with unkind words) or refusing to follow instructions, they will be sent directly to a Phase Leader or one of the Senior Leadership Team. This is to ensure that the other children's learning is not disrupted and keep everyone safe.

If children are regularly on the 'think board' every day during the week (5+ times by Friday), parents will be contacted by the Class Teacher following this stage.

Children who act in an unacceptable or dangerous way at break times may not be allowed to use certain areas or activities. They may have to stay in at break times until the Senior Leadership Team decide it is safe for them to go out again.

Children on the 'think board' are not displayed in the classroom. Adults working with the children will keep a record for each session of any children on a separate record sheet.

Hayfield Cross CHOOSING AWARDS

'Flash of Brilliance'

Up to 3 children chosen for the SAME THING. To be awarded for something brilliant during that week. A good award for those children who struggle with some things and a chance for all to get an award. Good for aspects like being a good friend, teamwork and foundation subjects – something that stood out to you and the children.

'Hayfield Heroes'

Awarded each week to a child who has been **exemplary in all aspects** of their learning and behaviour all week. Choose something that they've really shone in.

Must not be someone who has been on the think board that week or had any negative feedback from staff. If it is something like an improvement in behaviour or work, then this would be a flash. If it sustained over a few weeks, they could be a hero. Always remember that those who ALWAYS do the right thing should come first.

'Legends'

A Legend is a **role model for the whole school**. They will be someone who:

- Is ALWAYS doing the right thing, never on the think board.
- Acts with Joy, Integrity and Fellowship in all that they do.
- Puts in a 100% effort in all lessons. Someone who loves to learn!
- Is always kind and thoughtful and a good friend to others.
- Has excellent manners. Says please and thank you and is helpful to adults and children.
- Shows they are listening. Puts their hand up and doesn't call out.
- Is trustworthy and can be relied upon. Conducts themselves with pride in school.
- Stands out in assembly and around school as being smart and ready.
- Wears the correct uniform (and PE Kit) and looks smart.

CELEBRATING SUCCESS