Shropshire Hills Federation

September 2026

Behaviour and Discipline Policy

At Shropshire Hills Federation we aim to develop good citizens by following two key principles.

1. Treat yourself, all other people and all property with respect at all times.

2. Be the best that you can be at all times and always apply the maximum amount of effort to each and every task that you do.

Purpose

The policy acts as a framework for the promotion of good learning and social behaviours within all areas of school, during the transportation of children to and from school and during off-site learning experiences. We want SHF to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. Our expectation of every pupil is that they demonstrate pro-social behaviour at all times. We actively discourage behaviour that would undermine learning or confidence between pupils, or pupils and staff. Outstanding attitudes to learning are the ultimate reward for good behaviour, however, we do also reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and logical consequences for unacceptable or anti-social behaviour. In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. At Shropshire Hills Federation schools we aim to:

- Ensure that all children develop a sense of self discipline and a thorough understanding of the benefits of positive attitudes and behaviour.
- Encourage children to understand their own rights, the rights of others and to accept the responsibilities associated with these rights.
- Encourage children to be independent citizens, able to think for themselves and recognize the impact of actions (positive or negative) upon themselves and others.
- Provide children with positive role models through the actions of all adults associated with our school.
- Promote positive attitudes for children, between all people regardless of age, gender, religion or belief, colour of skin, sexual orientation, pregnancy and maternity, disability, or gender reassignment.
- Provide a safe environment free from disruption, violence, bullying and any form of harassment
- Ensure consistency of response to positive and unacceptable behaviour
- Develop positive relationships with parents and carers to support the development of children's behaviour
- Ensure the implementation of this policy and the associated procedures

It is extremely important that parents and carers understand and support the school's Behaviour Policy and help their children understand why respecting this policy is important for the wellbeing of every student and the smooth running of the school.

Parents and carers will be expected to take responsibility for the behaviour of their child, both inside, outside of the school site and online.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Consistency lies in the behaviour of adults and not simply in the application of procedure.

This is what expected behaviour looks like:

In class:

• Pupils stop and attend immediately to the stop signal.
• Listeners pay attention to the speaker.
• Pupils develop oracy skills that allow them to build on what others have said and be respectful and informed in their disagreements.
• Pupils maintain a calm, ready-to-learn state and know what tools they need if they feel dysregulated.

During transitions:

• Staff greet pupils individually with warmth, on arrival to school or into class. Staff also dismiss pupils in the same way at the end of the day.
• Staff and pupils greet each other politely around the building.
• Pupils know what tools they need to become calm if they are dysregulated.
• Pupils move around the school quietly and calmly and always with adult permission.

During play and lunchtime:

• Pupils' play is inclusive, friendly and safe – they 'choose kindness and compassion'
• Pupils stop and attend immediately to the signal to stop. This may be a bell, whistle or commonly understood hand actions.
• If there is a conflict, pupils know what strategies they can develop and use to cope when feeling angry, sad or worried and, when calm, are able to reflect on their behaviour.

Strategies

The expectation of **positive behaviour at all times** is **fundamenta**l to the success of this policy. All adults should hold the highest expectations at all times and a consistent approach will guide children towards behaviour of the highest standard. All adults should understand what outstanding learning behaviours look like in practice; there will be times where quiet working is essential and there are times when an excited buzz within the learning environment is more preferable. Adults, especially volunteers and visitors should be made aware of this. Good learning behaviour does not mean passive children sitting in silence. Good learning behaviour is varied and active.

Key strategies for the promotion of good behaviour should include:

- Adults always display calm.
- Adults never shout at children nor at other adults.
- Adults should always take time to properly assess situations before reacting to what they initially see or understand.
- Adults should enable children to take responsibility for their own behaviours – independence in this should increase with maturity.
- Adults must recognise that some special educational needs and emotional distress will influence children's behaviour
- Frequent reinforcement of positive behaviours; we can often deter poor behaviour by rewarding those who demonstrate the highest standards.
- Children's own ideas of what constitutes good behaviour, which are written into this policy, will be displayed all around the school.
- The frequent use of verbal praise, positive written comments, tokens and stickers should be utilised fairly and equally by all staff members. Each week children will record their awards and commendations in a variety of age-related methods, which are agreed by all staff members. Younger children respond better to individual awards, whilst children themselves have explained to staff members that team awards are more likely to encourage good behaviours.
- Adults may award commendations for kind, courteous positive actions, and exceptional effort in individual pieces of work, in line with agreed systems. All aspects of the curriculum will be valued equally.

- Commendations may also be phone calls home, emails home, or face to face meetings with parents.
- Care should be taken to ensure that where messages of any kind are sent home, they are sent to all parents and carers that have parental responsibility.
- Regular sharing and celebration assemblies which recognise behaviour, effort and attainment, and value them equally as good learning behaviours.
- The use of 'Golden Time' may be implemented as a reward for consistently high standards of behaviour.
- Children should have the opportunity to share any worries or concerns they may have which could affect their behaviour or the behaviour of other children. A concerns box will always be available to share concerns they have, should they not wish to talk about them

Graduated Approach

Rationale Shropshire Hills Federation is fully inclusive and recognises that some pupils may have additional needs and require specific adaptations to be able to consistently demonstrate high or acceptable levels of behaviour. We want all students to have the best possible chance to reach their potential in our federation. To ensure discrimination does not take place, specific practices may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Assess, Plan, Do, Review' cycle.

Graduated Approach to adjustments

• **Stage 1** – Meeting with parents/carers, and one or more school representatives from the class teacher, SENDCo, Teacher in Charge, Deputy Headteacher or Headteacher. This will be at the Headteacher's discretion. At times, the pupil will be involved. This is to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place.
• **Stage 2 –** If adjustments and specific learning strategies are agreed, either the SENDCo or class teacher will create a specific Learning Plan for the pupil. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any necessary support mechanisms (examples are given in the table below).
• **Stage 3 –** If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.
• **Stage 4 -** A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the pupil. All stakeholders are invited to this meeting.

Examples of specific supportive learning strategies:

Increased use of praise
Time out card
Seating Plan adjustment
Short and repeated instructions
Use of a visual checklist on student expectations
Private notification of warnings, including post it notes on desks
Use of a fidget tool
Chunked tasks
Pre-warning given
Adapted time for reflection
Pastoral support where needed
Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

Where a child's behaviour is beginning to cause concern, one or more members of the Senior Leadership Team will work with the parent/carer and the class teacher to devise some positive targets which are reviewed regularly. If a child is placed on a Behaviour Support Plan and/or Report, or needs a risk assessment for their

behaviour, they are at risk of losing any pupil leadership role or a loss of school-based privileges for a temporary basis or even permanently. This will be the decision of the Headteacher.
In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

Sanctions

At all times, the school's primary approach to behaviour management is the use of praise, encouragement and positive reinforcement. Recognising and celebrating positive behaviour is the most effective way to promote high standards of conduct, self-regulation and positive relationships. Staff are expected to use positive reinforcement consistently and proactively with all pupils.
However, there may be occasions when a pupil's behaviour falls below the standards expected by the school and further steps are required. Any sanctions applied will be reasonable, proportionate and take account of the individual needs, age and circumstances of the pupil. Where appropriate, the school will work with parents/carers to support improvements in behaviour.
The range of sanctions and interventions that may be used are outlined in the table below. Sanctions will be applied progressively where possible, although more serious incidents may result in higher-level sanctions being implemented immediately.

Steps	Example of behaviours	Actions
Re-Direction (Least intrusive intervention)	Not displaying the Federation rules and/or values. • Interrupting teacher during whole class • Interrupting learning time & low-level disruption • Wasting time during learning and transition times. • Off task behaviour • Not working independently during an independent task	Gentle encouragement and re-direction, a 'nudge' in the right direction, small act of kindness, remind of previous good behaviours. This should be done discretely and very quietly, in a manner that does not attract the attention of other children in the classroom. Other learners' concentration remains focussed on the class teacher, or task in hand. If the redirection is done by a Teaching Assistant, the class teacher does not need to be informed by them at this point; their teaching should continue seamlessly.
Reminder	Continuation of re-direction behaviours	A clear, verbal reminder of the expectations delivered privately wherever possible. Repeat reminders if necessary. **De-escalate** and **decelerate** where reasonable and possible and take the initiative to keep things at this stage. Without disturbing teaching and instruction, ensure other adults in the classroom know the child has received a reminder. A child should receive a maximum of two reminders at this stage and be told when they have received their final reminder.
Step 1: In Class Reflection	Continuation of reminder behaviours after opportunity to reset and preventative/de-escalation strategies have been used, with the addition of: • Disrespectful behaviour	Preventative/de-escalation strategies must be used to avoid re-escalation. These must be delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.

	• Unkind hands and feet •Treating resources without respect	Pupil engages with in-class reflection for 5 minutes. This could possibly be in a calm, designated area. If used, this must not distract other learners. This must be timed. Missed learning time may have to be made up in pupil's own time, at the teachers' discretion, depending on individual circumstances. Pupils must be given the chance to reset. If at playtime, 5 minutes at a given reflection spot near to supervisors. Staff must not raise their voices and must remain calm. They will use a firm tone.
Step 2: Time away from class	Continuation of Step 1 behaviours after opportunity to reset and preventative/de-escalation strategies have been used, with the addition of: • Inappropriate language • Challenging authority • Not keeping hands and feet to themselves • Treating classroom without respect • Obstructive behaviour in refusing to participate • Refusal to learn/work • Leaving the classroom without permission	Pupils should be taken (with work) to the designated 'buddy classroom' to cool down and/or to defuse a situation: o EYFS/KS1 will go for 10 minutes o KS2 will be up to 20 minutes. • The buddy class teacher will monitor that the pupil is completing the work provided when the pupil enters the class. • The buddy class teacher will never cut the time short, however, can extend the time if the pupil isn't ready to return to their normal class. • Use a timer for 10 or 20 minutes • If at playtime, 10 minutes at a reflection spot, near to a supervisor. If at lunchtime, up to 20 minutes at a reflection spot. Timing to be told to the child. • Preventative/de-escalation must be used to avoid re-escalation. These must be delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. • A reflection sheet must be completed by the child in their own time. This should be done independently wherever possible and to a high standard. • Pupils must be given the chance to reset. • Parents to be informed by the class teacher and reflection sheet to be taken home.
Step 3: Referral to Teacher in Charge	Continuation of Step 2 behaviours after opportunity to reset and preventative/ de-escalation strategies have been used, with the addition of: • Defiance towards adults • Damaging property/school property • Play-fighting • Upsetting and name calling to other pupils • Throwing objects across the room	If there is further concern, the pupil will be referred to the Teacher in Charge. • The pupil will spend time with the member of staff for the remainder of lesson, break or lunch. • Preventative/de-escalation strategies must be used to avoid re-escalation. • Pupils must be given the chance to reset. • Class teacher to provide learning. Parents to be informed on the same day unless, at the discretion of the Teacher in Charge, this would be counter- productive. • A reflection sheet must be completed by the child in their own time. This should be done

	• Aggression towards others, causing notable harm.	independently wherever possible and to a high standard
Step 4: Referral to Federation Deputy Headteacher or Headteacher.	Continuation of Step 3 behaviours after opportunity to reset and preventative/ de-escalation strategies have been used, with the addition of: • Serious and deliberate rudeness or aggression to adults or children • Upsetting and name calling to other pupils • Highly disruptive behaviour • Throwing objects across the room	If there is greater cause for concern, the pupil will be referred to the Federation Deputy Headteacher or executive Headteacher. • The pupil will spend time with the member of staff the remainder of the morning / afternoon. • A restorative conversation/preventative/de-escalation strategy must be used. • Avoid re-escalation, by ensuring children can reset. • Class teacher to provide learning. Consideration of a Behaviour Support Plan Parents to be informed and a meeting convened to discuss next steps.

Behaviour will be recorded on CPOMS from stage 2 onwards, unless recording at an earlier stage is requested by the Federation Deputy Headteacher or Headteacher.

Serious Breeches

In some cases, a pupil's behaviour can be so serious that the above system is overridden. These can include:

Persistent refusal to follow the Federation rules and expectations/defiance to instructions/refusal to comply
• Profuse verbal aggression/swearing
• Deliberate physical violence against staff or pupils
• Derogatory and/or discriminatory behaviour e.g. racial/sexual/homophobic
• Any form of repeated bullying
• Theft
• Serious property damage
• Seriously injuring another child deliberately
• Serious threats
• Extremely violent behaviour/vandalism

Where a child's behaviour is deemed to be unsafe, the school may temporarily or permanently remove access to certain privileges, activities and events. This may include participation in off-site visits, residential visits, enrichment activities, sporting events, or other activities where a higher level of risk is present. Such decisions will be made on an individual basis by the Headteacher, taking into account the safety and wellbeing of the child concerned, other pupils, staff and members of the public. The safety and wellbeing of all pupils will always be the Federation's primary consideration.

Playground Rules and Sanctions

All children should enjoy playing outside in safety. Adults in the playground will be positive role models.

Our playground rules are:

- Children should respect each other and treat each other kindly
- Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way
- Children will use tolerance, resilience and fairness at all times
- Children show respect towards all adults in the playground
- Children will follow the agreed rules in our Risk Benefit Analyses created through OPAL
- Children will look after the equipment and play sensibly with it
- All children will tidy up at the end of playtime
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Sanctions at Playtimes

The steps within the sanctions section above will be applied. However, a child will be removed from an activity or group/other children immediately if:

- They act in a way that is a danger to themselves or others
- They demonstrate aggressive or violent behaviour, verbal or physical
- Bullying behaviour
- Deliberate breaking of equipment

Exclusion

Only in the most serious of cases will the use of fixed term or permanent exclusion be considered and only where all other options have been exhausted. Should the occasion arise the following procedure will be followed:

1. If, after all other options have been explored, no resolution is possible the Headteacher will write to the parents of the child concerned to inform of the exclusion and the reasons for it.
2. The Chair of Governors will also be informed and, if the period of exclusion is to be more than five days in one term, will convene the appropriate panel of the governing body. The governing body may uphold the decision or opt for reinstatement.
3. In the case of an indefinite exclusion, the Headteacher will convene a meeting of the pupil, parents/carers, the Chair of Governors and a representative of the L.A. to agree a way forward and criteria for reinstatement.
4. It is never envisaged that a permanent exclusion should be necessary at Shropshire Hills Federation, but in an exceptional case where it is, the governing body will make the decision alongside the Headteacher.
5. Parents may appeal the decision through the governing body appeals panel and or the L.A.

Guidelines for Achieving a Happy Working and Playtime Environment (Written by our Children)

- Be gentle.
- Always have good manners everywhere.
- Stay inside school unless an adult tells you to go outside and always play on the playground or field where an adult can look after you.
- Always be kind to everyone; treat everything and everyone with respect; treat other people how you would like to be treated.
- Always try to do your best.
- Play nicely with everyone and everything.
- Make people welcome if they come to our lovely school.
- Always make sure that everyone has a friend and always make sure everyone's involved. If someone is bored at playtime, help them join in your game.
- Always laugh *with* people, not at them.
- Please keep our lovely school tidy.
- If someone falls over, help them up.
- Be honest, whatever the situation.
- Think twice before you do.
- Always be yourself, let people like you for who you are.
- Always walk in school.
- Always use the right voice at the right time.
- Do a good turn every day and think of others before yourself
- Always help people, especially if they are stuck.
- Always follow our rules.
- Take your turn in conversations.

Appendix One

Reflection Sheet

Name_____ Class _____ Date_____

What happened?
Why?
How did it make you feel?

How do you think this made others feel?
What do you think should happen next?
What would you do differently next time?

Adopted by the governing body:

Signed……..Date 4/9/26

Position……..

To be reviewed by 30 September 2027