

# The Shropshire Hills Federation

## **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.

A fundamental understanding of these basic principles avoids the need for endless lists of negative rules. Children themselves, through assemblies and School Council should provide an interpretation, which is easily understandable by all, by means of a concise set of positive 'Golden Rules'. A long list can be found at the end of this policy and the most important aspects should be displayed throughout the school.

### **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. At Norbury Primary School and Nursery 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 between all people regardless of age, gender, religion, colour of skin or sexual orientation.

### **Strategies**

The expectation of positive behaviour at all times is fundamental 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:**

- **Children themselves should take responsibility for behaviour and inform an adult when other children have been helpful or kind.**
- 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 and stickers. Each week children will record their awards and the child in each class with the most commendations will be presented with the 'Star of the Week' award during the sharing assembly. Adults may award commendations for exceptional effort in individual pieces of work. All aspects of the curriculum will be valued equally.
- Regular sharing and celebration assemblies which recognize behaviour, effort and attainment, and value them equally as good learning behaviours. Parents, carers and governors will be invited to at least one sharing assembly each term.
- The use of messages to parents and carers to inform of positive behaviours; these may be verbal, written or by the use of the text messaging service.
- The use of 'Golden Time' (where implemented) is an automatic right of each child and only removed, in small increments, as a sanction. Different classes throughout The Federation may use different levels of Golden Time once agreed with The Senior Leadership Team.

- 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, when they may not wish to talk about them.

## **Sanctions**

As our policy seeks to promote good behaviours, it is envisaged that sanctions will be applied sparingly. If sanctions are being applied too frequently they will diminish the desired effect. If an adult finds that they are resorting to sanctions on a regular basis, they may wish to assess whether or not they are rewarding positive behaviour adequately. However, as children develop their understanding of their rights, they must also accept the consequences of not working within the commonly agreed boundaries for good behaviour. If good dialogue is possible with the child, he/she is often able to suggest an appropriate sanction for their own behaviour to make good any misdemeanour which has occurred. Sanctions should always be graduated and proportionate to the transgression. Common sanctions include:

- A quiet and discrete word with the child.
- A public warning if the behaviour persists.
- Withdrawal of the child from the group to work alone.
- During break times, a five minute period of time out may be used and repeated if necessary.
- The loss of five minutes of own time, where a productive activity should be undertaken.
- The loss of one period of playtime.
- The loss of golden time (if applicable), in five minute increments.
- The reparation of any damage or ill feeling caused.
- The involvement of the Headteacher to raise the consequences of continued poor behaviour.
- The involvement of parents/carers through a phone call to reinforce the need for appropriate behaviour.
- The involvement of parents/carers in a meeting with the child to discuss and resolve issues.
- If necessary the setting up of a home/school behaviour record book.

## **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.
- Always be kind to everyone.
- 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.
- 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.
- Help people if they are stuck.
- Always make sure that everyone has a friend.
- 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.

- If someone is bored at playtime, help them join in your game.
- Always be yourself, let people like you for who you are.
- Always walk in school.
- When you are in school talk in a quiet voice and when you are outside you can shout and talk and whisper.
- Always make sure everyone's involved.
- Think of others before yourself.
- Do a good turn every day.
- Always help everyone.
- Always follow our rules.

Adopted by The governing body:

Signed.....Date.....

Position.....

To be reviewed by.....