



# Behaviour Strategies for KS1



We want to ensure that children are safe, **Happy** and **Enthusiastic** at school and that they make outstanding progress in their learning and social development.

These strategies work in conjunction with the whole school behaviour policy.

Deer Park is a wonderful place of learning, where children build **Resilience** and make a positive contribution to the life of their school.

Our strategies for supporting positive and **Thoughtful** behaviour are designed to help the children to **Achieve** their best.

## **A brief guide to the behaviour strategies for the Foundation Stage at Deer Park**

School, parents and children will work together to keep our school happy, caring and safe.

Our aim is to treat all individuals and their property with respect wherever we are.

### **How do we achieve this aim?**

- Through choosing positive behaviour
- Listening to each other and respecting others' points of view
  - Learning and playing co-operatively with each other
  - Taking responsibility for our own words and actions
    - Learning from our mistakes
  - Taking pride in belonging to Deer Park School

### **What should parents do?**

- Support the standards of behaviour the school expects
- Encourage skills such as compromise and negotiation

We reward good behaviour, kindness to others, consideration and respect. Rewards include certificates, stickers, house points and extra play

Each Phase/Key Stage of the school has a framework for managing inappropriate behaviour .

## These are the steps for handling repeated unacceptable behaviour in the Key Stage 1 (Years 1 and 2)

| Nature of unacceptable behaviour   | Sanction 1 <sup>st</sup> time   | Sanction 2 <sup>nd</sup> time in the same week   | Sanction 3 <sup>rd</sup> or more times in the same week  |
|--|---|--|--|
| <p>Aggressive and threatening behaviour (Physical, verbal, body language, intimidating)</p> <p>Being disrespectful (for example: intentionally breaking property, name calling, rudeness, refusing to follow an instruction from an adult)</p> <p>Biting</p> | <p>Time out during play (or at the next play time) in minutes equivalent to their age</p> <p>If the child has bitten another child, parents of the 'biter' must always be informed. For all other incidents it is up to teacher discretion</p> <p>Reported to the Phase Leader and recorded on Arbor by the class teacher, assigned to the Deputy Headteacher</p> | <p>Time out during play time (at the next play time) in minutes equivalent to their age and sent to the Phase Leader</p> <p>Recorded on Arbor by the phase leader and assigned to the Deputy Headteacher</p> <p>Parents informed</p> | <p>Time out during play time in minutes equivalent to their age</p> <p>Afternoon working out of class – Deputy or Headteacher and recorded on Arbor and assigned to the Deputy Headteacher</p> <p>Parents contacted by DHT or HT</p> |

### Notes

- All racist issues (and alleged racist issues) are reported directly to the Deputy Headteacher or Headteacher.
- If children are reported to Phase Leader they will explain:
  - 1) This is not acceptable behaviour
  - 2) It will be recorded
  - 3) The repercussions of it happening again
  - 4) Enforce that they have lost the number of minutes equivalent to their age of break-time play that day.
- *Please note –sanctions cannot be retracted*
- Parents of the child who has been the 'victim' to always be informed.
- If a child aggressively bites another then the 'biter' will be given time out and parents will be informed at the end of the day. If this happens again then the child will be taken to the Deputy Headteacher immediately and parents informed. If a child repeatedly bites another child, then the parents will be called to come to school and take the child home.
- When informing a parent of any behaviour – if the parent is not there at the end of the day, communicate this via email and record that this has been done on Arbor.