



Behaviour Strategies for KS2



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 Key Stage 2 (Years 3, 4 and 5)

Nature of unacceptable behaviour	Sanction 1 st time in a week	Sanction 2 nd time in the same week	Sanction 3 rd or more times in the same week
Aggressive and threatening behaviour (physical, verbal, body language, intimidating)	Time out during play time (at the next play time) equivalent to their age.	Child sent to phase leader. Child eats lunch at the start of the lunch break. Child spends 20 minutes of lunch break inside engaging in reflection activities.	Child sent to Deputy Headteacher. Child eats lunch away from lunchroom. Child spends remaining lunch break inside engaging in reflection activities.
Being disrespectful (for example: intentionally breaking property, name calling, rudeness, refusing to follow instruction from an adult)	Reported to the phase leader, recorded on Arbor by the class teacher and assigned to the Deputy Headteacher.	Following displaying genuine remorse and engaging in restorative conversation, child returns to playground for the rest of break.	For the rest of lunch break child reports to headship team to explain actions. Afternoon working out of class with Deputy or Headteacher who will record on Arbor – assigned to the Deputy Headteacher.
Biting		Recorded on Arbor by the phase leader and assigned to the Deputy Headteacher, parents contacted by class teacher/phase leader.	Parents contacted by Deputy Headteacher.

Notes

- All racist issues (and alleged racist issues) are reported directly to the Deputy Headteacher or Headteacher.

- If a child is 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

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 a warning and parents informed at the end of the day. If this happens again then the child will be taken to the Deputy Head 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.