SHANKLEA PRIMARY SCHOOL

Key Stage 2 Behaviour Guidelines

Policy Control Details			
Date policy approved:	September 2018		
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Approved for issue by:	Gareth Pearson	Signature	Date
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Responsibility for review:	Curriculum Committee		

KS2 Behaviour- Statement of Intent

In Shanklea we have high expectations of behaviour in KS2 and we believe in promoting positive behaviour through verbal and written praise. There are clear classroom rules which are explained to the children. These are reinforced when incidents occur.

Rewards

Positive behaviour is rewarded with verbal praise and castle points. Parents will be informed informally of good behaviour after school in Year3 or 4, whereas comments will be communicated in the diaries of pupils of Year 5 and 6. Pupils will be sent for praise by other members of staff, in particular members of the SLT. Each class will choose a Star of the week - which will be announced in the end of week achievement assembly on a Friday afternoon, to which individual parents will be invited. Castle points are given out on an individual basis for good learning attitudes or behaviour by all members of staff. These count towards competitions for individual pupils, their classes and their castles. These are also announced in the end of week assembly. Postcards are also sent home at the end of term to one girl and one boy who have demonstrated outstanding behaviour and attitude. Golden Books are used to record positive achievements for children with specific needs and act as a communication between home and school.

Sanctions

Clear expectations of behaviour are set in each classroom designed with the pupils. If a child's behaviour did not comply with these expectations adults would issue a reminder or warning. If the child repeated this behaviour they would be sent to the Quiet area for 15 minutes at lunchtime. This is monitored by a member of staff usually the Head or Deputies. There are times when behavioural issues may be discussed with whole classes or year groups by class teachers, year or phase leaders or a member of the SLT. This would reiterate school expectations. For more serious misdemeanours, in particular those that involve danger, a warning would not always be issued but a child would be sent straight to the Quiet Area. If a pupil was placed in the Quiet area repeatedly parents would be informed. If behaviour is continually below expectations, report cards may be used to target specific areas. These will provide clear short term expectations for the pupils and act as a communication between home and school. At times it may be felt appropriate to place a child in another class within school for a short time.

Recurring or serious incidents of negative behaviour will be documented on CPOMS and the child's parents informed. SLT and SEND staff will become involved and a plan of action agreed upon. Where it is felt appropriate referrals will be made to other agencies.