



# Alexander Hosea Primary School

*'Roots to grow, wings to fly'*

## **SHARED BEHAVIOUR MANAGEMENT STRATEGY**

This agreed behaviour management strategy is used across the school from YR to Y6 and provides a consistent approach to behaviour management at Alexander Hosea Primary School.

### **How this operates**

Every day the children start on 'in flight' (green), which means they are learning, which is good – classes often celebrate that 'it is good to be green'.

Each child has a named peg - as the day progresses, the teacher, TA or SMSA move the children's pegs up and down according to the choices the children make in relation to the school and class rules and their behaviour for learning.

### **REWARDS**

At the end of the session, (with the exception of Topaz class) all children

- 'soaring' (turquoise) get 1 house point
- 'soaring high' (dark blue) get 2 house points
- 'supersonic' (yellow) get 3 house points

The child who has earned the most house points in the class (between Monday lunch time and the following Monday lunch time) will receive a certificate in celebration assembly.

A record will be kept of any children on 'supersonic' so this can be celebrated. Any child who has been on 'supersonic' at any time during the week will receive a certificate in celebration assembly.

### **SANCTIONS**

<b>Level 1: Trivial Behaviours</b>	Mildly disruptive behaviours E.g. wasting time, being noisy, calling out	These are dealt with by the class teacher using a range of strategies with minimal interaction to remind or refocus child onto task E.g. move places.
<b>Level 2: Moderately Serious Behaviours</b>	<b>Repeated</b> trivial behaviours or more serious, disruptive behaviours E.g. refusing to comply, intentionally disrupting the lesson	These are still dealt with by class teacher but require firmer reminders / application of consequence – miss 5 minutes play time. A telephone call / meeting with parents may be required. Head teacher informed if the behaviour becomes a problem for the teacher.
<b>Level 3: Serious Behaviours</b>	Serious behaviours E.g. verbal abuse directed towards others, hitting, kicking, fighting, stealing, damaging	These will be noted in the behaviour log and monitored. Miss 10 minutes play time.

	property(school or own) intentionally, swearing – verbal or written	SLT involvement if felt appropriate. After three reports, SLT and parents will definitely be informed by class teacher, however the class teacher may feel it is appropriate to inform parents / SLT before this.
<b>Level 4: Very Serious Behaviours</b>	Very serious behaviours or repeated behaviours that endanger others and damage property e.g. throwing things at people with intent to hurt them, throwing chairs around classroom, repeated aggression towards others	This requires the involvement of parents & Headteacher (SLT in her absence) If the behaviour continues other consequences will be considered such as exclusion from playground at lunch time, working away from the class. Parents will be informed. If a child needs to be moved for others or their own safety, reasonable force will be used and the 'use of reasonable force' form completed and handed to the Headteacher. Parents will be informed.

If children move to:

- Level 1 – they move to a different place in the classroom
- Level 2 – they miss 5 minutes play time
- Level 3 – they miss 10 minutes play time – parents are contacted
- Level 4 – See Ms Quest – Meeting with parents

Children in Topaz class have time out in class instead of missing play time.

Children on levels 1 – 4 will be recorded in the class or SMSA Behaviour Log and monitored by the Senior Leadership Team.

Staff may also skip steps for serious misdemeanours (Levels 3 and 4) in consultation with an individual Senior Leadership Team (SLT) member or the SLT.

The children all start each session back on 'green' to maintain the motivation to behave positively.

### **Activities / interventions in areas other than the classroom.**

All learning areas will have a standard behaviour chart available, which is used for these sessions. The children's pegs are put on the appropriate section of the class behaviour chart on their return to class.

### **Play times and Lunch times**

There will be behaviour chart in the hall for use at lunch times.

Children must follow the agreed lunch time and playground rules.

### **Children with SEND on individual behaviour plans**

We occasionally have some children with individual behavioural needs and plans. These children may also need an individual chart, but are still included on the class chart.