



Behaviour Shaping Policy

**Moordown St John's
CE VA Primary School
2008**

Review date: September 2010

Behaviour Shaping at Moordown St. John's

At Moordown St. John's CE VA Primary School we value all children as individuals and believe that we are all special and individually loved by God. We aim to promote and develop the spiritual, moral, social and cultural behaviour of the whole child.

1. Our approach to shaping pupils' behaviour is guided by the following principles:

- * We* all contribute to behaviour shaping and provide clear, consistent boundaries, expectations and sanctions which are evident throughout the school
- * We always value the individual and focus on their behaviour – not on them as a person
- * The school environment can help to shape the behaviour of the pupils within
- * Behaviour has an antecedent
- * We are pro-active rather than reactive.
- * We promote self discipline and believe children should take responsibility for their behaviour
- * We accept that children will get behaviour wrong at times when they are learning skills for life but unacceptable behaviour is not tolerated
- * There is an emphasis on modelling and rewarding good behaviours as part of a culture of success
- * There has to be a partnership with parents, carers and outside agencies
- * Children learn best when they are safe and happy in a caring, forgiving and fair environment
- * Information about children with known emotional, behavioural and physical needs, and strategies to be used with them, will be shared between staff and kept in the visiting 'guest teacher' folder

2. What behaviour do we want to see?

2.1. We recognise that children are individuals and bring with them wide-ranging experiences, abilities and needs. At Moordown St John's we are a community where relationships are paramount.

2.2. **Our vision is for a school community with pupils and adults who ...**

- * experience success and meet challenges positively
- * respect each others' feelings, views, cultures, personal space and property.

* 'We' is to be interpreted as the whole school & supporting community

- * are polite
- * are motivated and focused
- * are responsible and responsive
- * are honest and truthful
- * are caring and thoughtful
- * understand why appropriate behaviour is required
- * consider consequences and learn from their mistakes
- * own their own behaviour
- * contribute to and uphold the School Code
- * are firm, fair and forgiving.
- * Accept and understand that children's behaviours can be different and our responses will differ accordingly

2.3. Our pupils expect the school to be a place where ...

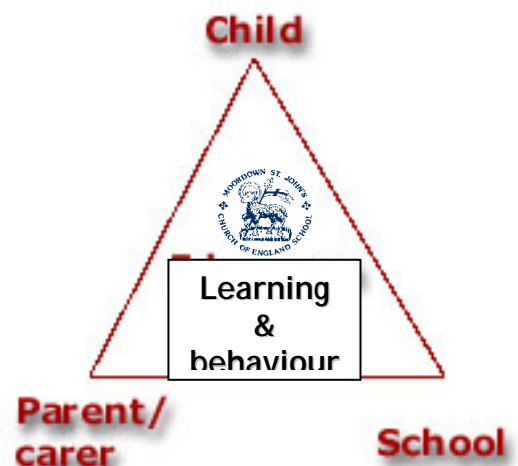
- * They are able to learn
- * good behaviour is rewarded and celebrated
- * appropriate behaviour is modelled by all adults
- * fairness and justice are important
- * rewards and sanctions are consistent and effective throughout
- * it is secure and forgiving
- * it is alright to make mistakes
- * they are listened to and valued.
- * they are able to shape their own behaviour
- * staff accept and understand that children's behaviours can be different and our responses will differ accordingly
- * unacceptable behaviour is not tolerated

2.4. Our parents expect the school to be a place where ...

- * Pupils are able to learn
- * there is a promotion of Christian moral values, standards and expectations
- * there is respect for their children
- * there is partnership and open dialogue about their child's behaviour when necessary
- * it is safe, secure and their child's wellbeing is paramount.
- * adults listen to children
- * good behaviour is taught and reinforced through a planned approach mostly based on positive strategies with a clear and consistent response to unacceptable behaviour.
- * Staff accept and understand that children's behaviours can be different and our responses will differ accordingly
- * Unacceptable behaviour is not tolerated

3. How do we shape pupils' behaviour?

- 3.1. In order for children to be successful learners we believe that there should be a strong partnership between the child, the parent/carer and the school. We strengthen this partnership by keeping parents



informed and by welcoming parental and pupil involvement & feedback through the school council, school worship, PFA, Governors activities, pupil and parent surveys, consultations, open evenings, newsletters and parent forums.

- 3.2.** As a learning community we believe that all behaviour has a cause (antecedent) and that it is the school's responsibility to create a learning environment that maximises opportunities for good behaviour.
- 3.3.** Our behaviour principles outlined at the beginning strongly guide the strategies and approaches we take to shaping our pupils' behaviour.

4. Whole school strategies for shaping behaviour

4.1. Our Church School Ethos

We are a Church of England Primary school existing to further the work of Christ. We believe that we have a distinctive ethos characterised by an atmosphere of respect, forgiveness, discipline and purpose with Christ at the centre.



4.2. Our School Code

- ☺ We will show our love for Jesus in everything we say and do
- ☺ We will tell the truth
- ☺ We listen when someone else is talking
- ☺ We walk inside
- ☺ We stick to the rules
- ☺ We keep our school tidy
- ☺ We help others when we can
- ☺ We recognise that there is no I in team
- ☺ We will respect each other

4.2.1 Two yearly review of the School Code

All pupils and staff contribute to the review of the 'School Code'. This ensures that the Code reflects the make up and the needs of the school community at that time. It is also an opportunity for the pupils and staff to own the values of the school. The current School Code was drawn up in September 2007 and is displayed in every classroom and around the school for everyday 'reflection' & recall.

4.3. Our Home School Agreement

We have a Home School Agreement that is revisited every Autumn with pupils and parents at parent & pupil consultations. There is an expectation for all parties to 'uphold the behaviour code of the school' through the Agreement.

4.3.1 Teachers share the Home School Agreement and Behaviour Shaping Policy with parents and pupils that enter our school 'mid year'.

4.4. Shaping behaviour across the School

We recognise that, like children, every member of staff has their own personality and individual style of teaching. However, use of sarcasm, power, put downs, ridicule and negativity are unacceptable.

The following are strategies which all staff favour and use, as and when appropriate, to shape pupils' behaviour:

- * **Yearly review of class rules:** Owned by the children but shaped by the teacher.
- * **Modelling appropriate behaviour by all staff:** Holding doors, respecting where others are working, greeting each other for example.
- * **Talking with 'soft, indoor voices':** Avoid shouting unless in an emergency.
- * **Thanking children for good behaviour** as well as requesting it.
*E.g. "Thank you for sitting up smartly and listening" **rather than** "Please can you sit up?"*
- * **Frequent acknowledgement and specific praise for appropriate behaviour.** *E.g. "Good, Peter! I like the way you held the door open for everyone. Thanks" "Putting those books back on the shelves was very helpful. Thank you"*
- * **Visual approval:** Such as thumbs up, signing 'well done' etc.
- * **Applauding** each other - the more the better!
- * **Positive and 'approving' body language:** Avoid defensive or confrontational body language and maintain eye contact.
- * **Smiling and humour:** Control comments should be tempered by humour when possible.
- * **Use of considered voice control and intonation:** Children will often copy what they hear.
- * **Give reasons or ask for reasons for expected behaviour.** *E.g. "We have to walk around the school because ..." or "Why do we have to walk around the school?"*
- * **Asking children to rehearse the correct behaviour/response.** *E.g. "Go back and walk. Thank you".*
- * **Deal with issues immediately** whenever possible and then move on.
- * **Leave children with a clear idea of what they should do next time.**
- * **Recognise that children will often have the solution.**
- * **All interventions are learning opportunities.**
- * **All staff to take responsibility** for other children when necessary.

5. Class based behaviour shaping strategies

5.1. In line with our Teaching and Learning Policy we believe that there are fewer behaviour problems and greater pupil progress in classrooms where there is/are:

- * **Shared Learning values** both within & between classes, pupils and teachers
- * **Purpose, enjoyment and challenge:** Creative teaching that is challenging leads to classrooms that are busy learning.
- * **Classroom organisation and management:** Classrooms that have clearly established routines and environments that are pupil centred & foster independence often have fewer behaviour problems. *See Teaching and Learning Policy.*
- * **Inclusion:** Classrooms where work is carefully matched to pupils' preferred learning styles and ability. Individual Education Plans (IEPs) may also refer to differentiation and inclusive strategies. *See Teaching and Learning Policy.*
- * **Children resolving their own problems** through the peer mediation principles.
- * **The development of high self-esteem.**
- * **Whole brain approaches/accelerated learning techniques:** 'let's think' activities' Brain gym, mind mapping, making connections between learning for children, free access to water and use of music are all techniques familiar to teachers and pupils at Moordown St. John's. They promote classroom activity where engagement with learning is high and disruptive behaviour is low. *See Teaching and Learning Policy.*
- * **Pupil involvement and Assessment for learning:** Sharing of learning intentions and success criteria, response partner work and pupil self evaluation of progress are among many strategies that teachers use to involve pupils in their learning and minimize behaviour control. *See Assessment Policy.*
- * **Displays and responses to pupils' work:** Quality and purposeful displays that support pupils' learning and value all children on a regular basis, contribute to the child's self-esteem and directly influence their behaviour.
- * **'Show & tell'** opportunities, especially in KS 1, values pupil's outside school experiences.
- * **PHSCE & circle time activities** that are planned but also at times responsive to the needs of a class, situation or whole school emphasis.
- * **Effective & planned Class worship** linked to the whole school worship themes.
- * **Happy staff!**

6. Strategies used in the Foundation Stage and Phase 1

- 6.1. To encourage positive responses, soft toys are given to individual children to care for overnight. 'Barnaby Bear' & 'Home Bear' go home with a child who has had a particularly good week.
- 6.2. **Behaviour Ladders** are displayed in the FS and pupils are helped to manage their own behaviour by seeing how their behaviour compares to others.
- 6.3. **Playground and cloakroom cups:** These are awarded weekly to the class with the tidiest cloakroom and to the class that consistently re-enters School the best after playtime.
- 6.4. **Golden apples:** Golden apples are awarded by a member of staff or, more often, by one pupil to another for an act of kindness, a piece of good work or another notable achievement. Children are presented with their 'golden apple' certificate in KS1 Worship and the child then has a golden apple put onto the golden apple tree in the Year 1 corridor.
- 6.5. **Marble in a jar:** Pupils are invited to place a marble into a jar in recognition of good behaviour, good work etc. Once the jar is full the whole class receive a reward/treat.
- 6.6. Foundation Stage issue **certificates** recognising good behaviour. Year 1 introduces **the 'credit card scheme'** where pupils collect stamps & stickers as rewards for good work, behaviour, deeds & actions in and around the classroom.

7. Strategies used in Key Stages 1 and 2

- 7.1. **Golden time:** Individuals and groups can gain or lose 'golden time' according to their behaviour. Golden time is an activity agreed by the class and held weekly. It is for a maximum of half an hour and should be used constructively and consistently.
- 7.2. **Friend/Worker/Table of the Day/Week:** Individuals/groups are rewarded for acts of friendship, consistency in their behaviour, quality of work, progress etc.
- 7.3. **Sending pupils to other members of staff/Headteacher** to show work and/or good behaviour should be done frequently.
- 7.4. **Credit cards, table points and junior star awards:** These are collected by children for work and behaviour. When a child has collected five award certificates/golden apples they are entitled to a 'Headteacher's Commendation Award'. This is presented in the Friday morning celebratory Act of Worship. Parents are invited to this worship time and it is very special.

- 7.5. Superstars (Phase 2) & Rockets (Phase 3 & 4) :** are awarded by a member of staff or, more often, by one pupil to another for an act of kindness, a piece of good work or another notable achievement. Children are presented with their ' certificate in phase/KS Worship and the child then has a star or rocket to put on display in the phase 2 or Year 6 corridor.
- 7.6. Golden Scrapbook:** This is a class's collection of memories, home achievements etc. that lives & grows with a class as it moves through the school.

8. Anti Bullying Policy

- 8.1 At Moordown St. John's we do not tolerate any form of bullying.** We recognize that bullying takes various forms and can range from very subtle 'low level' behaviours such as repeated ignoring, removing & 'hiding' personal possessions for example to repeated physical & verbal intimidation by an individual or group. The key difference between what is termed in this policy as 'unacceptable' behaviour and bullying is whether there is a repeated pattern in the behaviour towards the victim. We urge all children and parents to report any incidents of perceived bullying and these are followed up initially by the class teacher, then if necessary the victim's phase leader, Deputy head & finally the head teacher.
- 8.2** We take part in the national 'anti-bullying' week each year and focus our whole school on the theme of the week.

9. Our response to unacceptable behaviour

Levels of unacceptable behaviour and their consequences:

9.1. Level 1

- * Interfering with another person's property
- * Talking while the teacher is talking
- * Ignoring instructions
- * Not finishing work within reasonable differentiated expectations
- * Low level classroom disruption such as fidgeting, tapping
- * Running inside
- * Calling out
- * Persistent avoidance of work
- * Abrupt one word responses (E.g. "Yeah" "Nope")
- * Inappropriate use of language (racial/gender/name calling)
- * Inappropriate invasion of personal space

Consequences/Support

(See also Behaviour Shaping Strategies)

- * Non verbal warning, use of hand signals
- * Verbal warning - quiet word
- * Completing work in playtime
- * Losing golden time
- * 'Unhappy' face onboard (Y2-6)
- * movement up/down behaviour ladder
- * Time out from activity
- * Personal discussion to review motivation and attitude

9.2. Level 2 (More serious)

- * Repeated/deliberate Level 1 behaviour
- * Deliberate ignoring of instructions
- * Reported and verified swearing
- * Refusal to comply
- * Leaving the classroom without permission
- * Making fun of others and/or their work
- * Throwing and/or flicking objects
- * Abuse of toilets
- * Writing on desks and/or books

Consequences/Support (in addition to Level 1)

(See also Behaviour Shaping Strategies)

- * Referral to Phase leader, KS leader
- * Time out in class
- * Movement up/down behaviour ladder (Phase 1)
- * More direct verbal warning
- * Missing a break time
- * Losing golden time
- * Entry into KS1 playground book
- * Behaviour promise card to monitor behaviour
- * Informal reporting to parents which is recorded in parent log
- * Monitored pastoral plan
- * Setting up Home-School Link Book

9.3. Level 3 (Very serious incidents)

- * Name calling related to gender, race, disability, religion, family circumstances or appearance.
- * Answering back or arguing with an adult
- * Defying an adult
- * Deliberate and/or malicious writing on desks, books etc
- * Minor physical behaviour with intent (E.g. punching, biting or pushing)
- * Reported and verified malicious swearing
- * Deliberate spitting.

Consequences/Support (in addition to Levels 1 and 2)

- * In Phase 1 : move to red on behaviour ladder & enter into phase 1 'book'
- * Parents formally informed
- * Reported to the Headteacher or Deputy Headteacher
- * Racial Incident Log
- * Exclusion from the classroom (log to be completed by teacher detailing the Antecedance to the behaviour, the behaviour itself & why exclusion from the classroom is necessary.
- * Supervision orders (E.g. parent accompanying pupil on a school trip)

9.4. Level 4 (Incidents that may lead to exclusion from school)

“The following statement is agreed/supported by all the staff and Governing Bodies of all Bournemouth schools and Bournemouth Education Directorate in accordance with Government guidance”.

All Bournemouth schools will work to support children to behave in such a way that learning is promoted and physical and emotional well being for all children is protected.

In an effort to provide all the children in Bournemouth with the highest quality education, it is considered that the following behaviours are unacceptable and may result in exclusion:

- * Any behaviour perceived to be detrimental to the education, learning and welfare of the school or which may place any child or any other person in danger. These might include:-
 - Threatened, actual or violent physical assault on any child or adult
 - Persistent victimisation of another child
 - Carrying an offensive weapon
 - Continually refusing to co-operate with staff
 - Persistent disruption of the smooth running of the class or the school
 - Vandalism to school property
 - Racial abuse to any child or adult
 - Sexual abuse to any child or adult
 - Possession of or supplying illegal substances
 - Children leaving the school site without permission of a member of staff.

Consequences/Support (in addition to Levels 1, 2 and 3)

Fixed term/lunchtime/ permanent exclusion

9.5. Recording and reporting behaviour

9.5.1. Behaviour requires a differentiated response

9.5.2. ‘Level 1’ behaviour is not typically recorded

9.5.3. ‘Level 2’ behaviour may be recorded in an individual pupil log and, if there has been parental involvement, the meeting with the parents will be recorded in the child’s ‘parent log’. Further, repeated ‘Level 2’ incidents may be recorded in a Home-School link book.

9.5.4. ‘Level 3’ incidents will be recorded using LA Proforma (eg racial/violent incident log). Outcomes of parental meetings will be recorded in the ‘parent log’ and incidents at this level will be recorded through a letter to the child’s parents, a copy of which is filed with the pupil’s records. Once a child has committed a ‘Level 3’ offence then a file is opened for this child using the Integris Behaviour Management module. The Deputy Headteacher, Phase Leader or Headteacher then takes responsibility for updating and managing the behaviour record on Integris.

- 9.5.5. LA proforma and guidance have been adopted for all exclusions. Exclusion data is submitted to the LA in the penultimate week of every term.

10. Related policies and documents

The following should be read in conjunction with the Behaviour Shaping Policy:

- * Home School Agreement
- * PSHE Scheme of Work and Policy
- * Equal Opportunities Policy
- * Positive Handling Policy
- * SEN/Inclusion Policies
- * School Prospectus and Website
- * Log of parental contacts
- * Distinctive Christian Ethos Statement from Diocese
- * Teaching for Learning Policy

11. Monitoring and evaluation of the policy

- 11.1. This policy is to be monitored and behaviour evaluated on an annual basis. Informally the policy is monitored and its effectiveness evaluated on a daily basis by all staff. Formally however, monitoring and evaluation takes place in Key Stage meetings, leadership meetings and annually at a staff meeting in the Autumn term. A range of evidence is considered including feedback from pupils and staff, pupil logs and the INTEGRIS behaviour module.
- 11.2. The policy is updated accordingly and presented to the Governors Curriculum Committee for approval.
- 11.3. This policy was approved by the Full Governing Body at its meeting on: 11th March 2008 and is due to be reviewed in 2010/2011.

N:\home drives\Peter Herbert\Behaviour shaping\Policy review\2007-08\Behaviour shaping policy 2007-08.doc