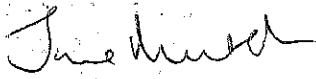
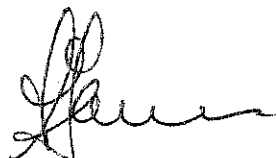


**ST MARY'S**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

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## Behaviour Policy

DATE APPROVED BY SMNG	March 2016		
REVIEW DATE	Biennially Spring 2018		
SIGNED HEAD TEACHER		DATE	18/5/16
SIGNED CHAIR OF GOVERNING BODY		DATE	18/5/16

## Behaviour Principles

A person who can truly be described as educated does not have a vast bank of knowledge; they have the ability to use that knowledge for their own good and for the good of humanity. The development of a strong spiritual and moral framework based on Christian values is an essential part of the education that will be on offer.

The two great commandments given by Jesus will underwrite the life of St Mary's, Norwood Green that are part of the Governing Body; they are to 'love God' and to 'love your neighbour as yourself'. Both of these instructions should be evident in the whole life of the school, in the relationships between all members of St Mary's, Norwood Green community, pupils, staff and parents and also in the management of behaviour.

### Aim

- For children, staff and parents to work together to establish a strong set of Christian values which underpins the life of St Mary's, Norwood Green;
- The values will include service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope and a sense of what it means to be a community (koinonia).
- Children will be helped to develop healthy, spiritual and moral frameworks which will support them into secondary school and adult life.
- They will be encouraged to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- St Mary's, Norwood Green will teach responsibility and service so that children through those positive experiences learn to respect authority and take a pride in the work that they do and the school and its environment.
- Through the use of sanctions and rewards children will learn about justice and how there is a difference between major and minor issues.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable St Mary's, Norwood Green to function efficiently as a place of learning.

### ***We respect each other***

*We will teach and encourage children to do the following:*

- *Maintain a positive attitude*
- *Listen without interrupting or 'back-chat'*
- *Make eye contact with other people*
- *Use the other person's name*
- *Try and empathise –for example: 'how do you think the other person is feeling' or 'what would you feel like if someone did that to you?'*
- *Remember their good manners*
- *Take their hands out of their pockets*
- *Not to shrug when being reprimanded*

### ***We help each other to be safe***

*We will teach and encourage children to do the following:*

- *Not to engage in 'rough play' in the playground*
- *Report any concerns to an adult of their choice*
- *Behave as ambassadors for St Mary's, Norwood Green when on educational trips or at other venues, for example swimming lessons and sporting events.*

### ***Staff are expected to:***

- *Monitor playground behaviour and be proactive rather than reactive*
- *Be endlessly vigilant and take preventative measures, for example monitoring 'trouble spots.*
- *Use their emotional intelligence and remember that little things can become big things-it's important to pay attention to details and to take responsibility for following EVERY incident up-children's personal development and well-being is paramount. Remember ... each child is your responsibility*
- *Be punctual and ensure that lessons begin on time*
- *Dismiss children at the end of the day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult*
- *Monitor children for behavioural changes in line with Child Protection guidelines*
- *Brief accompanying adults on educational visits*

### ***We listen carefully***

*We will teach and encourage children to do the following:*

- *To look directly at the person speaking to them*
- *To listen closely and without interrupting*
- *To keep their hands and feet still when speaking to an adult*
- *To think carefully about what has been said before responding*

### **We work hard**

*We will teach and encourage children to do the following:*

- *To complete their work within a set time*
- *To concentrate within a given time*
- *To send unfinished work home with parental agreement*
- *To be proud of their learning*
- *To understand that presentation is important*

### **Staff are expected to:**

- *Have high expectations for each child*
- *Explain to children the positive consequences of making good progress*

### **We look after things**

*We will teach and encourage children to do the following:*

- *Pick up coats*
- *Put lunch boxes away*
- *Put away play equipment*
- *Look after their books i.e. no graffiti*
- *Look after their book bags and PE kit*
- *Leave valuables such as jewellery and mobile 'phones at home*
- *Clear up in the hall*
- *Behave sensibly in the toilets*
- *Take belongings home at the end of the day*

### **We are honest**

*We will teach and encourage children to do the following:*

- *Explain the part they have played in an incident*
- *Acknowledge the part they have played in an incident*
- *Accept responsibility for the part they have played in an incident*
- *To apologise and make amends*

### **We walk quietly and calmly around the building**

*We will teach and encourage children to do the following:*

- *Line up one behind the other*
- *Move around the building in a safe and controlled way which enables children with a range of needs to cope with their surroundings*

***Staff are expected to:***

- *Look up and down the lines*
- *Make eye contact with each child*

**Rewards and Sanctions**

All children will be encouraged to practise good behaviour with a suitable series of awards. Sometimes children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. An effective Behaviour Policy must state these boundaries firmly and clearly.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that breaking rules will lead to punishments.

A traffic light system is in place in each class. Children are given the opportunity to reach the 'star' as a reward for excellent work, behaviour or citizenship. Children will receive a certificate during the week's celebration assembly and also eat their lunch on the 'golden table'. Children will remain on green for good behaviour and will take part in golden time, an exciting reward activity at the end of the week. Children will be given two warnings before being moved on to orange, and will subsequently miss 10 minutes of their golden time. If children are given another warning they will be moved to red and will miss all the week's golden time. Children will be moved immediately to red without receiving a warning if any of the below breaches of discipline occur. This is likely to be followed by one of the more serious sanctions listed below.

Children are chosen each week to receive the behaviour award from each class. These children receive a certificate in celebration assembly and will also join the 'star' children on the 'golden table' at lunchtime.

***Major breaches of discipline include:***

- *Physical assault*
- *Deliberate damage to property*
- *Bringing sharp or dangerous instruments to school, or any item that might cause a problem*
- *Stealing*
- *Leaving the premises without permission*

- *Verbal abuse*
- *Foul or abusive language*
- *Swearing*
- *Bullying*
- *Cyberbullying*
- *Refusal to work*

*This type of behaviour is generally rare and it is the responsibility of the Head Teacher or designated adult to deal with it appropriately. Parents will be involved at the earliest possible stage, if problems are persistent or recurring.*

**Strategies to improve this type of behaviour include:**

- *Talk to the child – discuss what has happened*
- *Withdrawal from the classroom for the rest of the day*
- *Miss playtime or lunchtime*
- *A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour*
- *Repeat work*
- *Sending work home*
- *Letters of apology*
- *Loss of responsibility e.g. monitor jobs*
- *Placing the child on a daily or weekly report/log system to monitor their behaviour with parents' support*

**Procedures for Dealing with Major Breaches of Discipline**

- *If the problem is severe or recurring then exclusion procedures are implemented*
- *A case conference involving parents and support agencies*
- *Permanent exclusion after consultation with the Governing Body*
- *Parents have the right of appeal to the Governing Body against any decision to exclude*

**Behaviour modification strategies**

There are occasions when individual children exhibit behaviour that is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions, we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

## **Anti-bullying**

### **Definition**

Bullying can be described as being:

**'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property.'**

**Bullying can be described using the acronym -STOP- several times, on purpose.**

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.

Bullying may also include discrimination and racism that can be both direct and indirect and is unacceptable in any form. The Governing Body is opposed to all forms of racism, sexism, homophobia and xenophobia, including those forms that are directed towards religious groups and communities, and against Travellers, refugees and asylum-seekers. Pupils will be given planned opportunities to discuss equality issues and reminded at regular intervals of the Governing Body policy. Racist incidents will be dealt with appropriately and recorded and reported to the Governing Body and an annual report will be made to the Governing Body.

With the rapid development in technology and widespread and easy access to it, this medium has provided an opportunity for "virtual" or cyber-bullying. This is a different form of bullying as it can happen at any time of day and outside of school. There is potentially a bigger audience for this via social media on mobile phones and devices. Information from CEOP suggests that about 3% of infant school aged children (7 years and under) have their own mobile technology.

The Education Act 2011 gives teachers stronger powers to tackle cyber-bullying, including, if necessary, searching for and deleting inappropriate images and files on electronic devices including mobile phones. The school does not allow mobile phones to be brought to school by children.

### ***Strategies for dealing with bullying***

*The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.*

- *Discussions with the victim. This will require patience and understanding. Remember – Listen, assess, act*
- *Identify the bully/bullies. Obtain witnesses if possible. Advise the Head Teacher*
- *Discussions with the bully/bullies. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable*
- *If they do not own up, investigate further. If it is clear that they are lying, continue with the investigation. Children usually own up if presented with all the facts*
- *If they own up then follow the procedure outlined below:*
  - *Separate discussions with parents of bully and victim*
  - *Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)*
  - *Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition*
  - *As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying*
- *In order to prevent and identify incidents of bullying and the identities of bullies, staff will carry out the following strategies:*
  - *All staff watch for early signs of distress in pupils*
  - *All staff listen, assess, act*
  - *Establish Playground Friends or similar as a child's first contact point, if they feel they cannot tell an adult.*
  - *Worry boxes in school where children can put written notes if they feel they cannot speak about their problem*
  - *Teaching the PSHE curriculum and the Social, Emotional Aspects to Learning (SEAL) materials*

## **Parents**

### *Parents can help:*

- *By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children*
- *By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement*
- *By attending Parents' Evenings, parents' functions and by developing informal contacts with the school*
- *By knowing that learning and teaching cannot take place without sound discipline*



- *By remembering that staff deal with behaviour problems patiently and positively*
- *By recognising that there is always another side to the story and to find out all the facts before reaching conclusions*
- *By NOT dealing directly with other children and parents and allowing St Mary's, Norwood Green to deal with them*
- *By speaking directly to the class teacher or head*

### **In summary**

By using a positive system of rewards, incentives and clear boundaries and by enforcing good behaviour, we help children to develop confidence and a healthy self-esteem and a set of skills and strategies which will take them on to the next stage of their education and into adult life.

The Head teacher will be expected to draw up operational instructions for the policy that are suitable for their own community.

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