



# **SAINT NORBERT'S CATHOLIC PRIMARY VOLUNTARY ACADEMY**

## **BEHAVIOUR POLICY**

*(2021)*

**BEHAVIOUR AND EXCLUSION POLICY 2021**

“To Live, Love and Learn in the Footprints of Jesus.”

**UN Convention on the Rights of the Child**

As a Rights Respecting School, we aim to ensure that:

- children enjoy the right to be educated
- children have the right to be treated fairly
- children have the right to be heard

**Introduction**

Our school community is like a family and, in order to live happily and cooperate effectively, we ensure that there is a clear set of values to promote good behaviour. Our aim is to use good example and rewards, together with positive whole-school and classroom management, to encourage good behaviour and nurture self-esteem.

To promote self-esteem in children, it is important that they have a safe and stimulating learning climate; that they are valued unconditionally for their unique qualities and most importantly that they will be listened to.

Our mission is ‘To live, love and learn in the footprints of Jesus’, so that all children are taught to live their lives according to the teachings of Christ.

**What Is Good Behaviour?**

Good behaviour is a reflection of mutual respect between the children. If all children are to have their chance to learn in a happy and fulfilling environment, there must be clear codes of conduct which allow that to happen. Our Behaviour Policy aims to provide a clear sense of what is important, what will be valued and, at the same time, what is unacceptable behaviour. A consistent approach to behaviour management is essential.

**How do we develop self-esteem?**

**We:**

- always expect the best from our children (we have faith in them)
- make learning an enjoyable experience
- share our clear codes of conduct and high expectations
- have a welcoming learning climate
- value effort as well as achievement
- reward and praise often
- involve them in learning and behaviour targets
- get to know their personal interests and qualities
- disapprove of inappropriate behaviour, not the child
- try to live the Gospel values
- give children extra responsibility e.g. School council; Good Buddy system; Safe School Ambassadors; Eco Club; Liturgy Group; Computing Ambassadors; Sports Ambassadors; Travel Plan committee; Rights Respecting Steering Group
- recognise unique qualities in every child
- give children lots of opportunities to share their opinions
- value their opinions and act on them

### **We expect the children to be:**

- caring
- welcoming to everyone
- tolerant
- trustworthy
- fair
- kind
- helpful
- forgiving
- modest
- smart in their appearance
- responsible
- persevering
- independent
- good listeners
- friendly
- willing to set a good example
- respectful
- careful
- truthful
- polite
- hardworking
- reliable
- sensitive to the needs of others
- peacemakers
- tidy
- supportive to the needs of minority group
- patient

### **We encourage good behaviour by:**

- living our mission statement and promoting gospel values
- helping new children to adjust to school expectations and routines
- celebrating positive interaction with peers and adults
- providing class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- providing a safe and supportive environment
- modelling good behaviour
- teaching appropriate behaviour, social competence and emotional maturity through our Mission statement, RE and Spiritual Development Policy; our PSHCE curriculum, enhanced by 'Statements to Live by' where appropriate
- giving the children a weekly statement to live by
- establishing flexible teaching arrangements
- providing many opportunities for every child to share their opinions, e.g. regular meetings with Headteacher
- promoting the School Council, whose pupil voice encourages good behaviour and anti-bullying
- promoting the anti bullying campaign during each November
- maintaining a 'Good Buddy' system at playtimes
- establishing playground activities at Lunchtime and zoning areas for boisterous and quiet activities
- modelling playground behaviour by staff and children who teach games
- providing an Adventure Playground to stimulate positive play and cooperation
- reviewing class charters (Rights Respecting School) annually
- giving ongoing feedback to praise good behaviour and encourage better behaviour
- leading specialised behavioural and cognitive approaches to re-channel or re-focus inappropriate behaviours
- establishing a team of Sports Ambassadors whose remit is to lead physical activities at playtimes
- supporting a group of Anti-Bullying Ambassadors

### **Rewards for Good Behaviour:**

- Weekly 'Footprints' badge to celebrate our Mission Statement
- Weekly Good Work badge awarded in assembly
- Weekly Good Behaviour badge
- Merit slips and stickers awarded for good work or behaviour
- Excellent Work and Behaviour Certificates (for every 10 merits) awarded in Assembly
- Best Table Awards distributed weekly for best manners
- Informing parents when there is an improvement - to celebrate with the family

- Weekly Class Attendance awards and individual 100% Attendance Certificates
- Superstar Writer prizes for improved writing
- Conscientious worker awards
- Homework Awards
- Praise in assemblies attended by families
- Special privileges

### **What is Inappropriate Behaviour?**

Inappropriate behaviour denies the mutual respect to which both children and adults are entitled. It creates potentially dangerous situations in the school and prevents the children from working well.

#### **We therefore do not accept:**

- bullying of any kind including: race, religion or culture; special needs or disabilities; sexist or sexual bullying; cyber bullying
- disobedience
- stealing
- vandalism
- graffiti
- obscene behaviour
- rudeness
- bad manners
- swearing
- sulking
- irreverence
- an unforgiving attitude
- disrespect
- spitting
- lying
- violence
- disregard to uniform e.g. severe hair styles, make-up and body piercing /wearing nail varnish

### **School view of Inappropriate Behaviour**

We are keen to maintain the well-being of the community in our caring Christian environment. Our school has excellent standards of behaviour and strikes a balance between the use of rewards and sanctions. We always take a positive view and encourage good behaviour but, occasionally, it will be necessary to take other action. Continual inappropriate behaviour is attention-seeking and often a symptom of other underlying difficulties. It is very important that parents/carers inform the Headteacher of any changes of circumstances (e.g. family bereavement; marital breakdown; violence etc.) so that appropriate support can be provided quickly. Teachers will maintain a good level of communication with parents. Unless children see that school and family are working together, the inappropriate behaviour is likely to continue.

#### **We respond to inappropriate behaviour by:**

- giving a verbal reprimand, requesting an explanation from the child as to why the behaviour was inappropriate and what they should do to demonstrate appropriate behaviour
- asking the child to write a letter of apology
- discussing what acceptable behaviour looks like
- providing up to 5 minutes "time out" from the classroom
- loss of playtime
- using a yellow card / red card system (yellow is a warning, red is taken to Senior Member of staff)
- asking that the child has a discussion with Headteacher or Deputy Headteacher
- using the Team-Teach method of physical intervention management in cases where uncooperative children need moving for their safety and that of others
- reminding children to say 'sorry' if they hurt or upset others - in the spirit of our school's Mission Statement - as we know that God forgives us
- providing pastoral support
- tackling conflict using 'Restorative Practice'

**In cases of repeatedly inappropriate or more serious behaviour, we will:**

- always contact the parents to inform and work together on developmental strategies
- maintain regular parental contact
- closely monitor the behaviour of the child
- assess the child for additional support requirements
- involve appropriate outside agencies where necessary (e.g. Complex Behaviour Support / Bereavement Support / School Nurse / Educational Psychologist, etc.)

**In exceptional cases**, where behaviour has become violent or completely unacceptable, and despite all our efforts to encourage positive behaviour, children may be asked to work separately from the class or we will apply a managed move from school. Please see North Lincolnshire Fair Access Protocol for further details.

**Before considering re-admission**, assurances regarding the child's future conduct - from both the child and parents - will be required. This will be established through a formal meeting between the family and the Headteacher.

**Maintaining Excellent Behaviour and Relationships**

Staff at Saint Norbert's respect the children in our care and we expect them to respect each other. We are proactive in managing behaviour and ensure that staff training is kept up to date.

**We build on our relationships with the children by:**

- setting a Christian example
- forgiving and saying sorry
- praying together
- demonstrating how 'Every Child Matters'
- greeting children warmly and expecting the same in return
- providing excellent personalised learning
- visibly enjoying relating to them
- supporting individual and additional needs
- applying rules firmly but fairly
- working collaboratively with families
- setting high standards of speech, manner and dress
- communicating effectively with one another
- being consistent
- being generous with pastoral support
- following up problems appropriately
- sharing in their sorrows
- keeping everyone occupied and interested
- maintaining attractive, tidy rooms with interesting wall displays
- using sanctions sparingly and only when facts are established
- listening to each other's opinions
- informing them of their rights
- being readily available and accessible
- treating every day as a new beginning

We pray and reflect on how we can improve our relationships with each other.

We celebrate Good Behaviour!

Policy reviewed: January 2021

Policy due for review: January 2022