



SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

BEHAVIOUR POLICY

UN Convention on the Rights of the Child

As a Rights Respecting School, we acknowledge that adults are 'duty bearers' in promoting and protecting children's rights. Children are 'rights holders'.



Introduction

Our Catholic 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. Gospel values – and our Catholic 'Virtues to Live by' – consistently underpin our approach and the way in which we promote forgiveness.

Linked policies

This Good Behaviour Policy should be read in conjunction with the following whole-school or Our Lady of Lourdes CMAT policies (which are available to view within the 'Policies' section of our school website or on request):

- Anti-Bullying Policy (School)
- Positive Handling Policy (CMAT)
- Searching and Confiscation Policy – includes prohibited items (CMAT)
- Suspension and Exclusion Policy (CMAT)
- Mental Health and Wellbeing Policy (School)

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.

Roles and Responsibilities

1. Headteacher (School Leadership)

The Headteacher has overall responsibility for setting the tone and direction for behaviour management in the school. This will include:

- **Developing a Whole-School Behaviour Policy:** Ensuring the policy aligns with DfE guidance and is implemented consistently across the school.
- **Setting Clear Expectations:** Establishing high expectations for behaviour and communicating these to all stakeholders.
- **Providing Leadership and Support:** Leading by example, demonstrating positive behaviour, and ensuring that staff are supported in managing behaviour effectively.
- **Monitoring and Evaluation:** Regularly reviewing and evaluating the behaviour policy and its impact on school culture. Adjusting strategies as needed.
- **Ensuring Inclusivity:** Addressing the needs of students with special educational needs or disabilities (SEND) and considering behaviour as a form of communication.

2. Deputy Headteacher

The Deputy Headteacher supports the Headteacher in implementing the behaviour policy and ensuring its effectiveness. This will include:

- **Supporting Staff:** Offering guidance and support to teachers and staff dealing with behaviour issues, especially more complex situations.
- **Monitoring Behaviour Trends:** Tracking patterns of behaviour and identifying any underlying issues or concerns.
- **Supporting the Headteacher in Policy Review:** Contributing to the regular review of behaviour policies and procedures.
- **Implementing Sanctions:** Helping ensure that sanctions for poor behaviour are consistent, fair, and in line with the policy.

3. Teachers

Teachers are on the 'front lines' of behaviour management, as they directly engage with children in the classroom. This will include:

- **Setting Clear Expectations:** Establishing and maintaining clear rules and expectations for behaviour in their classrooms.
- **Encouraging Positive Behaviour:** Using strategies to reinforce positive behaviours, including praise and rewards.
- **Consistent Application of the Behaviour Policy:** Enforcing this behaviour policy consistently; addressing incidents of poor behaviour promptly and fairly.
- **Effective Communication:** Keeping parents and caregivers informed about their child's behaviour and any interventions in place.
- **Providing a Safe and Inclusive Learning Environment:** Ensuring that all children feel safe, valued, and included in the learning process.

4. Teaching Assistants (TAs) and Support Staff

Support staff, including teaching assistants, have a role in reinforcing positive behaviour. Their responsibilities include:

- **Supporting Teachers in Managing Behaviour:** Assisting in the classroom with individual children or groups, particularly those who may need additional support with behaviour.

- **Promoting Positive Relationships:** Building strong, positive relationships with children to encourage respectful and cooperative behaviour.
- **Supporting Behaviour Interventions:** Implementing agreed interventions for children who require extra help managing their behaviour.
- **Reporting Behaviour Issues:** Informing teachers or school leaders about any concerns regarding pupil behaviour which may require further attention.

5. Pupils

Pupils also have responsibilities in the context of behaviour. These responsibilities include:

- **Respecting the Rules:** Following the school's behaviour policy and understanding expectations set by teachers and staff.
- **Being Responsible for Their Actions:** Taking responsibility for their behaviour and the impact it has on others.
- **Engaging Positively in Learning:** Participating in lessons and activities in a respectful and cooperative manner.
- **Respecting Others:** Treating peers, staff, and visitors with kindness and consideration, helping to maintain a positive and respectful school environment.

6. Parents and Carers

DfE guidance highlights the importance of working with families to maintain good behaviour. Parents and carers have the following responsibilities (which are acknowledged upon applying for a school place and upon signing the termly Homework Diaries):

- **Supporting the School's Behaviour Policy:** Encouraging their children to follow the school's rules and expectations.
- **Communicating with the School:** Engaging in regular communication with the school, particularly if there are concerns or issues with their child's behaviour.
- **Reinforcing Positive Behaviour at Home:** Supporting their children in understanding the importance of positive behaviour both in school and at home.

7. Governing Body

The governing body plays an essential oversight role in ensuring that the school's behaviour policies are effective. Their responsibilities include:

- **Ensuring the Policy Aligns with Legal Requirements:** Ensuring that the school's behaviour policy complies with national guidance, including the DfE's framework and the Equality Act 2010.
- **Reviewing the Effectiveness of Behaviour Management:** Monitoring and reviewing the behaviour policy - and the overall culture of behaviour in the school – through regular analysis of data.
- **Holding the Headteacher Accountable:** Ensuring that the Headteacher and Senior Leaders are implementing the behaviour policy effectively and in accordance with the school's ethos.

8. Special Educational Needs Coordinator (SENCO)

For children with special educational needs or disabilities (SEND), the SENCO has a vital role in addressing behavioural needs. This will include:

- **Identifying and Supporting Children with SEND:** Recognising pupils whose behaviour may be linked to special educational needs and putting appropriate support in place accordingly.
- **Individual Behaviour Plans (IBPs):** Developing and monitoring individual behaviour plans or risk assessments where necessary.
- **Collaborating with Parents and External Agencies:** Working closely with families and external support agencies to ensure appropriate interventions are in place.

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; Liturgy Group; Sports Ambassadors; 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

What is our 'behaviour curriculum'?

We expect the children to be:

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



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 PSHE 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:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ 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 at lunchtime | <ul style="list-style-type: none"> ▪ Informing parents when there is an improvement - to celebrate with the family ▪ Weekly Class Attendance awards and individual Attendance Certificates ▪ Superstar Writer prizes for improved writing ▪ 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:

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ bullying targeted at any of the 9 protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation | <ul style="list-style-type: none"> ▪ child-on-child abuse ▪ cyber bullying ▪ disobedience ▪ stealing ▪ vandalism ▪ graffiti |
|---|---|

- obscene behaviour
- rudeness
- bad manners
- swearing
- sulking
- irreverence
- an unforgiving attitude
- disrespect
- spitting
- lying
- violence
- mobile telephones/devices in school (please see our 'Welcome Brochure' / Prospectus online)
- 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 some playtime / some lunchtime
- 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. Please also see our Trust Suspension and Exclusion Policy.

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.

Disciplining Pupils Beyond the School Gate

In accordance with the Department for Education (DfE) guidance on behaviour in schools, we believe that pupil behaviour should be managed consistently, both inside and outside of school. While the school's authority extends mainly to the school grounds, there are situations where we may need to act to address poor behaviour that occurs beyond the school gate.

Our school will apply disciplinary measures to behaviour that occurs outside the school, particularly if it meets the following criteria:

1. **Behaviour that poses a threat to the health and safety of others:** If a pupil's actions off the school premises put the safety or wellbeing of others at risk, such as bullying or aggression, the school may take appropriate action.
2. **Behaviour that could affect the reputation of the school:** If pupils engage in conduct outside the school that harms the reputation of the school or disrupts the good order of the school community, the school may intervene. This includes online behaviour such as cyberbullying or inappropriate use of social media.
3. **Behaviour that disrupts learning or affects school activities:** If poor behaviour off the school premises impacts the pupil's ability to engage positively in school, such as preventing learning or causing disruption in extracurricular activities, the school may take steps to address this behaviour.
4. **School-related activities or events:** This includes pupils' behaviour on the way to and from school, during school trips, or while attending out-of-school activities related to the school, such as sports matches or club events.

When disciplining pupils for behaviour outside the school, we will consider the following:

- The severity of the behaviour and the context in which it occurred.
- Whether the behaviour was directly linked to the school environment, for example, if it involved other pupils from the school.
- Whether the incident has an impact on the wellbeing of others in the school community, either directly or indirectly.
- The appropriate action, which may range from counselling or restorative approaches to more formal sanctions, such as temporary exclusion if the situation requires.

In all cases, we will ensure that disciplinary actions are fair, proportionate, and consistent with our school's values and the principles outlined in this Behaviour Policy. We will communicate with parents and guardians as necessary to support positive outcomes for the pupil and the school community. Our approach aims to maintain a safe and positive environment both inside and outside of school, ensuring that all pupils learn and develop in a respectful and supportive setting.

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
- 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

Engaging with Local Agencies to Assess the Needs of Pupils with Persistent Disruptive Behaviour

In accordance with the Department for Education (DfE) guidance on behaviour in schools, we are committed to supporting pupils who display persistently disruptive behaviour by working closely with local agencies to assess their individual needs and provide the necessary interventions.

We understand that persistent disruptive behaviour may often be a sign of unmet needs, including social, emotional, or mental health challenges, family difficulties, or other underlying factors. Therefore, it is essential that we adopt a holistic approach to identifying and addressing these needs.

Steps for Engaging with Local Agencies

1. Early Identification and Support:

- When a pupil exhibits persistent disruptive behaviour, we will first seek to understand the root causes of the behaviour by gathering information from teachers, support staff, and the pupil's family. This may involve discussions with the pupil themselves, as well as observations and records of incidents.
- If the disruptive behaviour continues despite initial interventions (e.g. changes in classroom strategies or targeted support), we will consider referring the pupil for further support through local agencies.

2. Multi-Agency Approach:

- We will work with local agencies, including but not limited to **Educational Psychologists, Special Educational Needs Coordinators (SENCO), Social Services, Child and Adolescent Mental Health Services (CAMHS)**, and other relevant professionals, to assess the pupil's needs.
- This collaborative approach ensures that any external interventions are appropriate and tailored to the pupil's specific needs. The aim is to provide a coordinated response that addresses both the behavioural concerns and any underlying issues.

3. **Assessment of Needs:**

- In collaboration with these agencies, we will conduct a thorough assessment of the pupil's social, emotional, and mental health needs. This might include:
 - **Psychological assessments** to identify potential learning difficulties or emotional challenges.
 - **Family assessments** to understand any external factors that may be influencing the pupil's behaviour.
 - **Behavioural assessments** to identify triggers and patterns that could be addressed through more specific interventions.

4. **Personalised Support Plans:**

- Following the assessment, a **Personalised Support Plan (PSP)** will be developed in collaboration with the pupil, their parents or guardians, and the relevant agencies. This plan will outline targeted interventions and strategies designed to support the pupil in managing their behaviour more effectively. It will also set clear, achievable goals and review points.
- If the pupil has additional needs, including special educational needs (SEN), appropriate adjustments will be made to ensure they are fully supported.

5. **Ongoing Monitoring and Review:**

- The progress of the pupil will be regularly reviewed, and the effectiveness of interventions will be assessed. We will continue to work closely with local agencies to ensure that the pupil receives the appropriate support and that adjustments are made where necessary.
- If, despite ongoing support, the pupil's behaviour does not improve, further steps may be taken, which could include referral to more intensive support services, additional educational assessments, or consideration of alternative educational settings.

6. **Parental Engagement:**

- Parents and carers will be kept informed and involved throughout the process. We recognise the importance of a positive and open relationship between school and home to ensure that interventions are consistent and effective. Parental input is vital in creating a holistic support plan for the pupil.

Conclusion:

By working with local agencies, our school aims to provide a comprehensive and supportive response to persistent disruptive behaviour. Our goal is not only to address the immediate behavioural concerns but also to ensure that the pupil receives the appropriate support for any underlying needs. We are committed to helping every pupil succeed and thrive in a safe, positive, and supportive school environment.

We pray and reflect on how we can improve our relationships with each other. We celebrate Good Behaviour!

Policy reviewed: January 2025

Ratified by Governors: 31st January 2025

Policy due for review: January 2026