



ST. NORBERT'S  
CATHOLIC PRIMARY SCHOOL

# Saint Norbert's Catholic School

## The Behaviour Policy

Date Adopted: Autumn 2017  
Date of Review: Autumn 2019

### Our Mission Statement

St. Norbert's strives to nurture and develop the whole child through a

Love of God  
Love of one another  
Love of life itself

*Article 29- Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.*

*Article 19 - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.*

### **Statement of Principle**

At St. Norbert's Catholic Primary School we believe that every child has the right to and is able to learn acceptable behaviour. The school offers a safe and secure environment where children can reflect upon the causes and consequences of their behaviour enabling them to take responsibility for their own actions. The philosophy of the behaviour policy is embodied in our school mission statement:

**St. Norbert's strives to nurture and develop the whole child through a**

**Love of God  
Love of one another  
Love of life itself**

*"Love one another as I have loved you" (John 16V12)*

### **Aims**

**1 We aim to help our children to live their lives as good**

**Christians by:**

- Developing a sense of right and wrong so that they can make good choices in their lives.
- Knowing and understanding forgiveness.
- Building warm and supportive friendships.
- Supporting them as they seek to make Jesus someone special in their lives.
- Enhancing their understanding of the family values passed on to them by their parents and the parish.
- Teaching them to live by the teachings of Jesus and through the Gospel Values.

**2 We aim to help each of our children to achieve their full potential by:**

- Providing a broad and interesting curriculum to allow each child to develop his or her abilities in the six recognised key skills.
- Encouraging them to work well both as individuals and as members of a team.
- Providing support and challenge for all children regardless of their abilities.
- Providing parents with regular, clear information on their child's progress, behaviour, attitude to work and attainment.

**3 We aim to help our children to be useful members of society by:**

- Valuing and respecting all members of our school community.
- Encouraging children to realise that they have to think not only of themselves, but also of others who make up our wider world family.
- Understanding that while we depend on other people to do things for us, they also depend on us to do things for them.

### **Values and Beliefs**

At St. Norbert's School we believe that every child is a gift from God, made in His image and likeness and therefore entitled to be valued and respected as a unique individual.

### **Code of Conduct:**

#### **At St. Norbert's School we**

- respect each other in a Christian manner
- are polite and show respect to others
- reflect using correct choices
- use everyone's name correctly
- listen carefully to teachers and others and respect their views
- wait our turn and do not push in or interrupt
- take care not to damage others' work
- praise each other's work
- play so that we do not hurt one another
- do not react aggressively, instead we ask an adult if in need of support
- do not use foul or hurtful language
- put things back where they belong
- take care of all property such as books
- look after the school grounds and put litter in the bins
- keep cloakrooms and toilets tidy
- show that we are proud of the school uniform
- enjoy School life and all that it can offer
- walk carefully in the school building

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. The code of conduct is reinforced in classes by classes formulating their own class RRSA charters.

### **Rewards**

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

The St Norbert's approach is based on positive praise and re-inforcement through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

The children have been divided up into four houses St. Dominic's, St. Bernadette's, St. Lucy's and St Francis'; Children are awarded house points for thoughtfulness, being helpful, good work etc. Each team's points are counted up at the end of the week, and the winning house announced in collective worship. We hope that children will encourage members of their team to try their best in every aspect of school life.

Weekly awards for pupil of the week from each class will be given out. These children will have the opportunity to receive a certificate, bookmark and be highlighted in the weekly newsletter. Headteacher merit award for outstanding academic achievements will also be given out as and when occasion arises-pupils are used to make positive examples to others and to inspire.

Individual certificates celebrating achievements will be awarded throughout the year.

In EYFS the children are awarded Norbert Bear - a teddy bear sent home for the weekend. This is awarded for being helpful, kind and caring or shown good work in their learning. Children are awarded this in Celebration Worship.

Incentive awards (stickers/stamps) are actively used by teachers. In addition, each class teacher gives verbal or written praise as often as possible. We also have a school certificate/WOW cards that can be issued on an ad hoc basis as excellent behaviours and attitudes are witnessed. Key Stage Leader Awards also can be issued.

Children are encouraged to display their achievements, in and out of school, eg. in Collective Worship, in newsletter and on class display boards and in EYFS through the use of home-school 'Wow' communication cards.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Children sent to another member of staff or Headteacher to share their work and receive praise. If sent to the Headteacher she may award a Headteacher merit award. This achievement is recognised in the school newsletter.

Responsibilities in class and around the school

### **Unacceptable Behaviour**

If a child behaves inappropriately it is the act that is deemed as unacceptable and not the child. Although we believe it right to adopt a positive approach to promoting good behaviour, we believe children should be taught what is unacceptable behaviour and be aware of the sanctions. We believe that unacceptable behaviour is:

Stage 1: Talking when an adult is talking;

Fiddling;

Calling out;

Disrupting others;

Making inappropriate noises;

Not getting on with work;

Moving around school/classroom without permission;

Causing upset through name calling or similar.

Stage 2: Hitting/ hurting with intent e.g. biting;

Refusal to carry out instructions;

Throwing objects;

Swearing/inappropriate use of language;

Fighting;

Refusal to come in to class;

Damaging school property;

Stage 3:

Serious damage to school property;

Theft;

Physical assault against pupil;

Physical assault against adult;

Verbal Abuse/threatening behaviour against pupil;

Verbal Abuse/threatening behaviour against adult;

Bullying;

Racist Abuse;

Sexual Misconduct

Carry knives or other offensive weapons.

It is illegal to carry knives or other offensive weapons on and around school premises. No student or other person shall bring a weapon into the school site, nor carry or keep any weapon within the perimeter of the school or while attending or participating in any school activities. These rules apply at all times except where a weapon is issued to a student by the school or required by the school for the purpose of teaching a curriculum activity. Misuse of such items will be dealt with as though possession was not authorised.

### **Sanctions**

**Behaviour Charts should be displayed on desks or in a place accessible to adults but not on view to class.**

There will be times when children behave inappropriately. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

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

Normal sanctions include a verbal reprimand and reminder of expected behaviour, time out (thinking time), loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology or loss of responsibility.

If there is a need for sanctions then the following stages take place:

Stage 1 actions	Stage 1 consequences	Repeated in up to 5 days		Fresh start	Repeated in up to 5 days	Fresh start	Repeated in up to 5 days
Talking when an adult is talking; Fiddling; Calling out; Disrupting others; Making inappropriate noises; Not getting on with work; Moving around school/classroom without permission; Causing upset through name calling or similar. Telling lies Answering back and being disrespectful to adults	Lesson 2 verbal warnings  Break/lunch 2 verbal warnings	Miss 5 mins of next play or lunch with KS1 CB and KS2 SH  Class Teacher to inform parents		Lesson 2 verbal warnings  Break 2 verbal warnings	10 mins with SB or (yr 2-6 SH)  Miss play and lunchtime for 1 day  SB or SH to inform parents with Class Teacher	Lesson 2 verbal warnings  Break 2 verbal warnings	1 <sup>st</sup> time: 10 mins SM, SM to decide sanctions. SM and Class Teacher to meet with parents  2 <sup>nd</sup> time: Consequences to be decided by JW
Stage 2 actions	Stage 2 consequences	Fresh start	Repeated in the same week	Fresh Start	Repeated in the same term	Fresh Start	Repeated in the same term
Hitting/ hurting with intent Biting; Persistent refusal to carry out instructions; Throwing objects; Swearing/inappropriate use of language; Fighting; Persistent refusal to come in to class; Damaging school property; Persistent excluding peers Persistent refusal to participate in learning	1 day no playtime  Class Teacher to contact parents		10 mins with SH/SB  Two day's min no play or lunch  SH/SB and Class Teacher to meet with parents		With SM 1 week no play  SM and Class Teacher to meet with parents		Head Teacher involvement  Possible Pathways involvement  Possible fixed term exclusion  If this stage is reached again within the same term possible 2 <sup>nd</sup> fixed term or permanent exclusion.
		ALL INCIDENTS TO BE RECORDED IN INCIDENT BOOK AND CLASS TEACHER TO INFORM PARENTS.					
Stage 3 actions		Stage 3 consequences	Repeated in the same year		Repeated in the same year		Repeated in the same year
Serious damage to school property; Theft; Physical assault against pupil or adult; Verbal Abuse/threatening behaviour against pupil or adult; Bullying; Racist Abuse; Sexual Misconduct Carry knives or other offensive weapons.		JW or SM to meet with parents; Possible Pathways involvement; Possible Personal support plan set up; Possible Early Help Assessment set up Possible fixed term or permanent exclusion. (Depending on the severity and details of the incident)					
If JW not present SM to act in the position to deal with the incidents. All actions and consequences are at the discretion of JW or SM dependent on needs of the child.							

School recognises that pupils experiencing tensions at home may exhibit behaviour difficulties in school. The school fosters positive relationships with parent on an informal day to day basis and through more formal arrangements such as SEN review meetings and 'Pastoral Support Meetings'. Where children have additional needs in terms of behaviour, a child will be given targets set in conjunction with parents using PIVATs and drawing up a reactive plan.

Where it is deemed necessary pupils who are exhibiting particularly challenging behaviour or frequent incidents of less significant but nonetheless concerning behaviour a referral will be made to Pathways and Boston Learning and Teaching Centre.

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

- If the problem is severe or recurring then exclusion procedures are implemented.
- Reintegration meeting with child, parent, teacher and Headteacher.
- Permanent exclusion after consultation with the LEA. All exclusions are governed by a strict code of conduct agreed with the LEA and Diocese and invoked by the Headteacher.
- Parents have the right of appeal to the Governing Body against any decision to exclude
- Possible use of positive handling by staff that are team teach trained.

### **Repeated poor behaviour impacting upon the learning/playing of others**

If the school consider that a child's behaviour is so poor that it is preventing other children from accessing the curriculum or playing safely etc, then the Headteacher may exclude the child from the classroom. Depending upon the circumstances, the child may remain in school, but work alone away from the other children. They may be excluded from the dining hall and the playground. They may also be excluded from the school building. The parents are to be kept informed of the reasons for the exclusion and are to be offered the opportunity to discuss the exclusion. They have the right to appeal to the Governors if they do not agree with the Headteacher's decision

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the class behaves in a safe sensible and responsible manner at all times linking expectations to the Class Charter and the school Mission Statement.

It is the responsibility of the class teacher to ensure that the agreed policy is implemented with their teaching group/class.

It is the responsibility of the class teacher to maintain open channels of communication with parents to ensure each child can achieve their best.

It is the responsibility of the class teacher to keep notes of incidents or events that are of concern which might later be needed for referral or information purposes.

The class teacher treats each child fairly and upholds the school and classroom code of conduct consistently.

Reporting any major incidents to Headteacher and recording effectively in the incident book.

The class teacher will work with the SENCO should there be a need to refer a child to outside agencies.

### **The role of TAs, 1:1s and Midday Supervisors**

It is the responsibility of the member of staff to ensure that the child/ren for whom they are responsible at any given period of time, behave in a safe sensible and responsible manner at all times.

It is the responsibility of the member of staff to ensure that the child/ren for whom they are responsible at any given period of time, apply the agreed policy. Should this cause any difficulty it is the member of staff's responsibility to discuss issue with the class teacher in the first instance or the Headteacher as appropriate.

Staff treat each child fairly and uphold the school and classroom code of conduct consistently.

Staff pass the incident book report written up onto Class Teachers detailing any concerns they may have and the actions take up to that point.

### **The role of the Headteacher**

It is the Headteacher's responsibility to ensure the health safety and welfare of all children in the school.

It is the Headteacher's responsibility to implement this policy and report to governors regularly on the effectiveness of this policy.

The Headteacher supports the school staff in the implementation of this policy and is responsible for inducting new staff on the practice of this policy.

The Headteacher maintains a record and any other appropriate records relating to behaviour incidents.

The Headteacher may make use of fixed term or permanent exclusions for serious acts of misbehaviour.

### **The role of parents/carers**



The school will share with parents information about the school Behaviour Policy which we expect parents to read and support. Information about code of conduct will be included in the school prospectus for new parents/carers.

The school will issue annually the Home-School Agreement which parents can discuss at home with their child/ren then sign and return. We expect parents/cares to co-operate with the contents of this agreement.

Just as school will work to share information with parents we expect parents/carers to share with school any concerns they may have sooner rather than later.

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 school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Parents and school staff will work together to reward appropriate behaviour and bring sanctions to bear for inappropriate behaviour. Clear communication between the school and home is essential for the mutual support and co-operation. Home/School Books detailing behaviour difficulties will be used where there is frequent inappropriate behaviour to try to determine the casual factors leading to the behaviour.

### **The role of Governors**

It is the responsibility of the Governing board to set down the guidelines for maintaining the standards of discipline and behaviour of the school.

It is the responsibility of the Governing body to support the Headteacher in carrying out school policies.

The Governing body will monitor the rate and nature of exclusions.

Although the Headteacher has responsibility regarding the day to day management of the school the Governors may give advice which the Headteacher must consider.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by the lunchtime Supervisors. The Senior Supervisor can refer to the Headteacher or Senior Leadership Team if necessary. The

Supervisors are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected.

The lunchtime Supervisors must be treated with the respect expected by all adults at St Norbert's School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the class teachers. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

### **Incident Book**

This is used to record stage 1, 2 and 3 incidents:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Serious disciplinary measures taken by a member of staff against a child would be recorded in the child's personal records. Exclusion must always be recorded.

Teachers will inform parents of any incident and what actions have been taken when a child has been recorded in the incident book.

### **Preventative Strategies**

See sanctions above and policy procedures.

The school put in place reactive plans for children who may show challenging behaviour. All staff including supply teachers are made aware of these.

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. Measures will be taken to deescalate the situation prior to this action happening. Staff will be trained on team teach procedures. If team teach approach has to be actioned by members of staff, a physical Handling form must be completed and passed to the Headteacher.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve parents.

An serious incident form (PO34) should be filled in and the situation discussed with the Headteacher. The Headteacher will work with the member of staff and parents to

devise an action plan to meet that child's needs. This may include the involvement of other agencies - social services, psychological service etc.

Fixed term and permanent exclusions

Only the Headteacher has the authority to exclude a child. Exclusion may consist of one or more periods for up to 45 days within any one school year. The Headteacher may also exclude a child permanently.

Any exclusion would be carried out taking into consideration the Department for Education guidance to the legislation that governs the exclusion of pupils, from maintained schools in England, published in September 2012. (Reference: DFE-57501-2012)

Following a fixed term exclusion a reintegration meeting takes place to discuss tailored provision and targets for the child when they return to school.

Signed \_\_\_\_\_

(Headteacher)

Signed \_\_\_\_\_

(for and on behalf of the Governing body)

Date \_\_\_\_\_