



# St Norbert's Catholic Voluntary Academy

## The Behaviour Policy

Date Adopted: Advent 2025

Date of Review: Advent 2026



### 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 Voluntary Academy, we believe that every child has the right to and is able to learn acceptable behaviour. The Academy 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 Academy mission statement and our wider Catholic Multi-Academy Trust Mission:

**St. Norbert's strives to nurture and develop the whole child through a**  
***Love of God***  
***Love of one another***  
***Love of life itself***

***We seek to promote and encourage the Catholic values of Love, Faith, Forgiveness, Compassion, Hope, Justice, Truth and Service in all we do and for the benefit of all.***

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

**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 to their maximum potential.
- 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 valuable members of society by:**

- Valuing and respecting all members of our Academy 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.

**Trauma Informed-Care**

St. Norbert's offer Trauma informed education. Trauma-Informed Education is...  
Inclusive and Trauma Informed Principles to Support Diversity, Choice and Change

**1. Sensitive**

*Acknowledges Trauma and its Impact*

- Ensure everyone is always safe from unwanted physical touch.
- Actively avoid features of intervention that might evoke past trauma, e.g. exclusionary time-out, extinction or physical prompting that may be experienced as harmful, degrading, painful or dehumanising.
- Change any plan if a student is becoming distressed.
- Support staff wellbeing through good supervision and self-care.

*Sensitive to opportunities to share, but not intrusive or imposing*

- Notice, name and inquire about emotions as they happen.
- 'Wonder' about a person's feelings, but do not overinterpret what you see e.g. tapping foot - anxious.

## 2. Responsive

### *Ensures Safety and Trust*

- Consistent, predictably positive interactions build trust!
- Make it safe for students to connect and explore internal experience.
- Ensure boundaries and expectations are clear to everyone (in words!).
- Support all members of the education community at times they face challenges - staff may have lived experience of trauma and need their own support.

### *Focus on Skill Building*

- When students need support to change, **focus on teaching adaptive skills**.
- How to get along with others, how to problem solve, labelling and recognising feelings and emotions, cultivating optimism and how to ask for help are important skills for many.
- Avoid practices that do not build skills, such as ignoring or punishing the person for their response.

## 3. Student-Centred

### *Choice and Voice*

- Learn from students what matters to them: identify their strengths and passions.
- Honour agency and autonomy: teach students through your actions that here, their objections and suggestions really do matter.
- Give choices: choice is what is taken by trauma.
- Allow students to opt out if they don't want to participate in something that's triggering.

### *The Student's Experience Matters Most*

- Encourage students to be guided by their own experiences, not just social approval.
- Don't ask students to be more sensitive or responsive to other's internal experiences than they are to their own.
- Don't mislabel student's experiences: 'You're not upset, I haven't upset you.', 'I know you are lying. You did that on purpose'
- Don't ask students to conform to social norms that harm them e.g. mislabel themselves or hide their identity or distress.
- The student's experience dictates the student's experience: no one should be taught to disregard/override their experience nor adopt other's experiences as their own.

## 4. Rooted in Relationship

### *Facilitate Rich Discussion of Personal Experience*

- We cannot effectively support children without trusting, safe relationships.
- Don't be afraid to let students, and colleagues, know they are seen, heard and cared about.

- Listen.
- Talk about feelings matters: make time for it.
- Ensure there is time for students to share a wide range of personal experiences with different people, in different places and at different times.
- Facilitate rich discussions on all aspects of the human experience.
- Explore how each of us is similar to, and different from others.
- Explore how each of us can stay in contact with our own experiences while recognising other people have different experiences.

**The ultimate goal?**

**To cherish and develop each student, honouring and celebrating their unique history, experience, personal passions and strengths.**

**Values and Beliefs**

At St. Norbert's Academy 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 Academy 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 Academy grounds and put litter in the bins
- keep cloakrooms and toilets tidy
- show that we are proud of the Academy uniform
- enjoy Academy life and all that it can offer
- walk carefully in the Academy building

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

class RRSA charters during Pentecost "Move Up" Days to ensure the best possible transition to the next class/phase in Advent Terms.

### **Rewards**

A major aim of the Academy 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-enforcement 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.

Weekly awards for pupil of the week from each class will be given out. These children will have the opportunity to receive a 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. We also celebrate the weekly "Heart that sees Award" that recognises acts of kindness, compassion, generosity and more. The King and Queen of Books awards two children each week in each class for great care or progress in handwriting and presentation in books. There is also a weekly Reader of week award from each class, these pupils receive a book from the prize trolley, a bookmark, pencil and sticker.

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

Children are encouraged to display their achievements, in and out of Academy, eg. in Collective Worship, in newsletter and on class display boards.

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 are 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 Academy newsletter.

### **Responsibilities in class and around the Academy**

#### **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 Behaviour (-1 points):**

Stage 1:1-Talking when an adult is talking;  
Stage 1:2-Fiddling;  
Stage 1:3-Calling out;  
Stage 1:4-Disrupting others;  
Stage 1:5-Making inappropriate noises;  
Stage 1:6-Not getting on with work;  
Stage 1:7-Moving around Academy/classroom without permission;  
Stage 1:8-Causing upset through name calling or similar.  
Stage 1:9-Telling lies  
Stage 1:10- Answering back and being disrespectful to adults

**Stage 2 Behaviour(-2 points):**

Stage 2:1-Hitting/ hurting with intent  
Stage 2:2 Biting  
Stage 2:3-Persistent refusal to carry out instructions;  
Stage 2:4-Throwing objects;  
Stage 2:5-Swearing/inappropriate use of language;  
Stage 2:6-Fighting;  
Stage 2:7-Persistent Refusal to come in to class;  
Stage 2:8-Damaging Academy property;  
Stage 2:9-Persistent excluding peers  
Stage 2:10-Persistent refusal to participate in learning

**Stage 3 Behaviour (-3 points):**

Stage 3:1-Serious damage to Academy property;  
Stage 3:2-Theft;  
Stage 3:3-Physical assault against pupil or adult;  
Stage 3:4-Verbal Abuse/threatening behaviour against pupil or adult  
Stage 3:5-Bullying  
Stage 3:6- Racist Abuse  
Stage 3:7-Sexual Misconduct or inappropriate behaviours  
Stage 3:9-Carry offensive weapons into school or on person

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

## Sanctions

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 consequences.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, time out (thinking time-within own class), loss of free time such as playtime, 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 and are recorded via Arbor:

<b>Stage 1</b>						
Talking when an adult is talking; Fiddling; Calling out; Disrupting others; Making inappropriate noises; Not getting on with work; Moving around Academy/classroom without permission; Causing upset through name calling or similar. Telling lies Answering back and being disrespectful to adults	Up to 3 verbal warnings given	Miss 5 mins of next play or lunch  Class Teacher to inform parents	Within the same school day/week if this is repeated	Miss play and lunchtime for 1 day  Class Teacher to inform parents	If a pattern emerges over the course of a term/ several weeks	Solutions Focused Coaching Session completed with child by Class Teacher and Key Stage Leader  Shared with Parents
<b>Stage 2</b>						
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 Academy property; Persistent excluding peers Persistent refusal to participate in learning	Miss one day play and lunch times  Class Teacher to inform parents	Within the same school day/week if this is repeated	1 week no play  Key Stage Leader and Class Teacher to meet with parents	Headteacher involvement  Solutions Focused Coaching Session completed with child by Class Teacher and Key Stage Leader  Shared with Parents Possible Pathways involvement  Possible fixed term exclusion		
<b>ALL INCIDENTS TO BE RECORDED ON SCHOLARPACK</b>						
<b>Stage 3</b>						
Serious damage to Academy 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.	Headteacher/Deputy Headteacher involvement-Solutions Focused Coaching Session completed with child by Class Teacher and Key Stage Leader  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)					

Academy recognises that pupils experiencing ACES, Trauma may exhibit behaviour difficulties in Academy. The Academy 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 our weekly school report, solution focussed strategies and where necessary drawing up a personal support 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 BOSS/Other relevant agencies.

#### **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 LA. All exclusions are governed by a strict code of conduct agreed with the LA and Diocese and invoked by the Headteacher.
- Parents have the right of appeal to the Governing Board 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 Academy 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 Academy, 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 Academy 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. In the event of an exclusion the Headteacher will inform, where relevant, social workers and virtual school heads if a child in their care has been excluded and notify local authorities of all suspensions immediately.

#### **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 Academy's 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 Academy 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 Academy 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 Academy.

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

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

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

Parents can help:

- By recognising that an effective Academy behaviour policy requires close partnership between parents, teachers and children
- By discussing the Academy 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 Academy
- 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 Academy staff will work together to reward appropriate behaviour and bring sanctions to bear for inappropriate behaviour. Clear communication between the Academy and home is essential for the mutual support and co-operation. Home/Academy Books detailing behaviour difficulties will be used where there is frequent inappropriate behaviour to try to determine the causal factors leading to the behaviour.

### **The role of The Local Governing Board**

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

It is the responsibility of the Governing board to support the Headteacher in carrying out Academy policies.

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

Although the Headteacher has responsibility regarding the day to day management of the Academy 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 Academy. 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.

### **Arbor**

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

- Any incidents involving a child, or anyone employed in Academy 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 on Arbor

### **Preventative Strategies**

Solutions Focused Coaching will be utilised with children and families as a collaborative approach that does not place blame but that seeks solutions. It is a conversation built upon seven elements of practice which all have the same goal; finding and describing solutions. They are;

1. Naming a Project-setting a goal together
2. Problem Free Talk-Build a relationship with trust and empathy/likes and interests
3. Acknowledging Difficulties-owning troubles
4. Complimenting-not an opinion but a summary based on evidence
5. Exception Finding-finding times when things went well and why
6. Scaling-Confidence in tackling problem moving forward out of 10
7. Offering a Task-Complete the Coaching sheet as a team (See Below)

Support 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.

A 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 Academy 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 Academy's in England, published in September 2017. (Reference: DFE00184-2017) Following a fixed term exclusion, a reintegration meeting takes place to discuss tailored provision and targets for the child when they return to Academy.

Behaviour in schools: advice for headteachers and school staff  
2022

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022

Searching, screening and confiscation: advice for schools 2022  
(use from 1 September 2022)

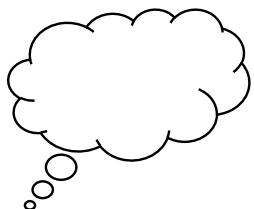
Revised behaviour in schools guidance and suspension and permanent exclusion guidance:  
Government response to consultation



## Restorative Practice Incident Report



**What happened?**

**What were you thinking at the Time?**




**What have you thought about since?**




**Who was affected and how?**

\_\_\_\_\_




**How can we make things right?**


Signed \_\_\_\_\_

(Headteacher)

Signed \_\_\_\_\_

(for and on behalf of the Governing board)

Date \_\_\_\_\_