UpHolland Roby Mill C of E Primary School

In our Church school community, everyone is valued, nurtured, unique and individual. Through our faith, we hope everyone will live, learn and love fully. Guided by our Christian values, we strive to develop strength and courage so our children meet the challenges of an ever-changing world.
'We are brave and strong and stand fast in faith; all that we do, we do in love.' Corinthians 16:13

Behaviour Policy

September 2026

Everything we do at Roby Mill is underpinned by our Christian Vision and Values: In our Church school community, everyone is valued, nurtured, unique and individual. Through our faith, we hope everyone will live, learn and love fully. Guided by our Christian values, we strive to develop strength and courage so our children meet the challenges of an ever-changing world.

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Love Hope Courage

Together, following Jesus' teaching, we aim to develop mutual respect and responsibility for all members of our school community. Through effective teaching, and by expecting the highest of standards, we seek to value the achievements of all and create a safe, caring environment in which the whole child is nurtured.

Through the Behaviour Policy, the school will promote and teach our school's Christian values we learn from the example of Jesus Christ:

- Generosity
- Compassion
- Courage
- Forgiveness
- Friendship
- Respect
- Thankfulness
- Trust
- Perseverance
- Justice
- Service
- Truthfulness

Such values in turn promote not only the Christian ethos and aims of Roby Mill CE School, but assist in the preparation of the children for the responsibilities and duties of adult life. When dealing with behaviour the nature of the behaviour, age of the child and individual circumstances will always be considered.

This Behaviour Policy is focused upon the positive in that it enhances self-esteem, truth and good relationships and emphasises rewards rather than sanctions, however sanctions will be made where necessary. Rules will be kept to a minimum and expressed in positive terms when possible. Sanctions, which are humiliating or demeaning, will never be used.

This Behaviour Policy should be clearly understood by all members of the school community – pupils, parents, governors, teaching and support staff. The Behaviour Policy will offer support systems for staff who, in turn, have a responsibility to set a good example to children and to contribute to the support systems.

Parents should be involved in all aspects of a child's development and should be notified at an early stage if a child is having behavioural difficulties. Good behaviour as well as bad should also be drawn to the attention of parents e.g. at parents' evenings and discussions on the playground.

Purpose:

At Roby Mill we believe that good behaviour and discipline are essential to an orderly working atmosphere where effective teaching and learning can take place. The purpose of our Behaviour Policy is:-

- To develop a shared understanding and a consistent approach which supports the aims and values of the school;
- To create a positive and orderly atmosphere which supports teaching and learning;
- To support staff providing a whole-school, effective system to foster good behaviour and provide measures for dealing with challenging behaviour;
- To create a safe, secure environment for children and staff through the promotion of expectations, roles, rights and responsibilities.
- To create an ethos which prevents and eliminates bullying

Group	Rights	Responsibilities
Pupils	• To be safe. • To be treated fairly and with respect. • To learn without unnecessary interruption. • To be listened to. • To have work set with appropriate levels of supports and challenge.	• To follow the school rules. • To treat everyone with respect. • To let others get on with their work. • To increasingly take responsibility for their own behaviour. • To help with managing classroom and school behaviours by delivering age appropriate responsibilities.
Staff	• To have the support of a Behaviour Policy. • To be safe. • To be treated fairly and with respect. • To teach without unnecessary interruption. • To be listened to and supported by senior/other staff when dealing with pupils demonstrating challenging behaviour.	• To deliver the highest quality standards of teaching and learning • To contribute to and implement the School's Behaviour Policy. • To follow the school rules. • To set high standards of work and behaviour. • To be a good role model. • To develop good class management skills. • To keep appropriate records/logs. • To work in partnership with parents.

Parents	• To be informed about their child's Behaviour – positive or negative. • To receive appropriate and sensitive support when necessary.	• To support the school's Behaviour Policy. • To promote good behaviour in school and support any targets set. • Inform school of changes in circumstances. • To support and engage with any home/school behaviour strategies implemented by the school
Governors	• To receive information from the Headteacher about standards of behaviour and about pupil exclusions when necessary.	• To set principles for, and approve and review, the Behaviour Policy. • To be supportive in difficult circumstances, including exclusion.

School Rules:

Our school rules are grounded in the school's Christian Vision and Values and fall broadly into the categories of:-

- Respect for myself
- Respect for others
- Respect for property/environment
- Take responsibility for your own actions...have the courage to be honest

Discussion with children will take place in Worship and classes to ensure children understand and take ownership of the rules. Consequences of breaking the rules will also be established with the children.

Class Code of Conduct

Expectations will be established by the class teacher in consultation with the children at the beginning of the year to ensure children are clear about expectations of working noise, movement round class, use and storage of equipment, independent working procedures etc. as well as consequences of inappropriate behaviour. These will be re-visited at the start of each half term.

Lunchtimes

It is the aim of Roby Mill C of E Primary School, to ensure its standards of behaviour remain high during the lunchtime period and that the relationship between the Welfare Staff and the pupils is based on respect. Welfare Staff have and will continue to receive training (including the

schools behaviour policy) to guide their actions. Welfare staff provides regular feedback to the Headteacher.

PE lessons

School expects all children to wear the appropriate PE kit, especially the correct footwear. The wearing of earrings and any jewellery is not allowed at all in PE or swimming.

Encouraging Good Behaviour

Positive behaviour choices will always be the focus of our attention and will be celebrated by adults in school. At Roby Mill we believe that we can develop and maintain high standards of behaviour in our pupils through a positive, whole school approach. Children are praised and rewarded using house points, class team points, stickers and certificates. Our weekly proud assembly is a time where pupils can be praised for their achievements and successes.

Dealing with negative behaviours

When dealing with misbehaviour the nature of the behaviour, the age of the child and individual circumstances will always need to be considered, it is the behaviour we challenge and not the child. It is acknowledged that unacceptable behaviour does sometimes occur at Roby Mill. We believe that it is important for children to understand that there are consequences following their behaviour and that sanctions will be fairly applied for poor behaviour. To ensure a fair and consistent system that also gives staff confidence in dealing with a range of misbehaviours, three levels of seriousness and their consequences have been agreed. We follow a restorative approach where our children are listened to and an understanding of their actions is discussed.

Level 1: Trivial Behaviours	Mildly disruptive behaviours E.g. • Wasting time, being noisy • Wandering about off task, • calling out, • Interrupting teacher when talking to whole class, • Interrupting other pupils, • Ignoring minor instructions, • Talking with other pupils at inappropriate times, • Pushing in line.	These are dealt with by class teacher/teaching assistant using a range of age appropriate strategies with minimal interaction to remind or refocus child onto task.
Level 2: Moderately Serious Behaviours Repeated trivial behaviours or more serious, disruptive behaviours.	E.g. • Deliberately throwing small objects with the intention of breaking them or harming someone. • Damaging school or other pupils' property. • Leaving classroom without permission.	These would normally be dealt with by the class teacher but require firmer reminders or application of class-based consequences E.g. move places, Time Out Parents and Headteacher informed.

	• Repeated refusal to do set tasks. • Continued challenge to authority/refusing to comply with instructions. • Harmful/offensive name calling. • Bullying behaviour.	
Level 3: Very Serious Behaviours Very serious behaviours	E.g. . • Verbal or physical abuse to adults or other children, fighting, bullying. • Repeatedly leaving the classroom without permission. • Fighting and intentional physical harm to other children. • Throwing large or dangerous objects. • Serious challenge to authority. • Vandalism. • Stealing. • Persistent bullying. • Upskirting • Extreme danger or violence • Verbal/physical abuse to any staff • Running out of school	This requires the involvement of parents and the Headteacher with defined stages to inform pupils and their parents of the increased seriousness of behaviours. The final stage of these behaviours may be fixed term, or ultimately, a permanent exclusion.

Our Behaviour Steps

The Small School
Courage • Hope • Love
R M C E
with a Big Heart

1 Stage One

Verbal warning. An adult will remind you of our school rules and let you know what is expected.

Make the right choice and get back on track.

2 Stage Two

If the behaviour continues, your name will be added on the board.

You have a chance to change your behaviour and make a positive choice

3 Stage Three

Your teacher will speak to you at breaktime about your behaviour. We will talk about what happened, why it happened and how you can make a better choice next time.

Everyone makes mistakes.
You can always make a better choice.
Be Ready • Be Respectful • Be Responsible

Pupils with Special Educational Needs

Children may not respond to our general Behaviour Policy because they have particular difficulties – Learning, social, physical, and emotional. Concerns about particular pupils will be discussed with the Headteacher and SENDo and a Behaviour Plan drawn up in accordance with the SEN Policy. These IBPs will side-step the general nature of this behaviour policy. The Behaviour Plan should be shared with parents and pupils, and may require the support of outside agencies: - Educational Psychologist to develop strategies for emotional/behavioural problems - School Nurse who can have useful home contacts and medical information. -a specialist teacher to advise on Behaviour Plans and support pupils.

Searching pupils

Electronic items such as mobile phones are not allowed in school and if found will be taken from the children. Members of the teaching staff are able to confiscated goods and these are to be given to the Headteacher. They will be given back to the child or parent / guardian at the appropriate time. - Teaching staff can search a pupil for any item banned under the school rules, if the pupil agrees. - The Headteacher and SLT have the statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. These items include knives or weapons, alcohol, illegal drugs and stolen items. If they suspect knives or weapons, this must only be carried out by a member of the SLT and parents/guardians will be contacted. - When searching a pupil, the member of staff this has to be witnessed and documented in line with our safeguarding policy.

Discipline beyond the school gate –

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.

- Teachers can also discipline pupils for misbehaviour outside school. All criminal behaviour should be reported to the police. Any non-criminal bad behaviour and bullying which occurs anywhere off the school premises, by a pupil of the school, and which is witnessed by a member of teaching staff must be reported to the Headteacher. This applies to misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

- The Headteacher extends the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Bullying

At Roby Mill CE School Bullying is described as being, “a deliberate series of acts 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. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents.”

Bullying behaviour is considered totally unacceptable at Roby Mill CE School. It will always be viewed as a very serious matter and will be treated in line with the school’s anti-bullying policy which is listed below.

At Roby Mill CE Primary School, staff, governors, parents and children seek to work together to create a happy, caring and secure learning environment. Bullying in any form will not be tolerated. It is everyone’s responsibility to prevent occurrences of bullying and to deal with incidents quickly and effectively. Research indicates that the extent of bullying in schools is underestimated. Bullying can be brought to the attention of staff by the victim(s), their parents, friends or other concerned parties. All incidents of bullying should be recorded on CPoms and an agreed range of sanctions put in place as outlined in the school’s behaviour and discipline policy. Parents will be informed of all serious incidents or if a child is entered onto CPoms on 3 or more occasions.

Strategy for dealing with bullying behaviour

At all times we wish to stress that it is the bullying behaviour that is unacceptable, and not the person themselves. The following list of actions are 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 often why they bully.

- Discussions at length with the victim. This will require patience and undertaking. These discussions may have to be regularly repeated.
- Listen, believe, act.
- Identify bully or bullies.

It will be the responsibility of the headteacher to ensure that this policy is successfully implemented and that all those who work in the school understand what they are to do and have relevant training and support. The headteacher will ensure that appropriate action is taken in the event that this policy is not complied with. All staff have a responsibility for ensuring that the policy is implemented fully. The governors expect that all staff will know how to challenge bullying behaviour, both inside and outside the classroom. Teaching staff have a central role in promoting an anti-bullying ethos. The effectiveness of our policies will be judged by how successfully they encourage, support and enable pupils to reach their full potential; by how they ensure that pupils have a full and equal access to the curriculum and by how they promote anti-bullying behaviour through learning and teaching, the curriculum and the quality of care and guidance. The governors expect all staff, pupils and parents/carers to support us in this work.

Ethos

The school will fulfil its commitment to anti-bullying by:

- promoting an atmosphere of mutual trust and respect among all members of the school community;
- ensuring that all staff, parents/carers and pupils are treated with dignity;
- challenging bullying behaviour in all aspects of school life;
- encouraging classroom and staffroom discussion of ant-bullying issues which reflect and impact on learning;
- striving to eliminate sexual and sexist bullying and violence

Behaviour

The school will fulfil its commitment to anti-bullying by:

- monitoring pupil behaviour and exclusions;
- using the information collected to ensure that procedures are applied fairly and equitably to all pupils, ensuring their safety and security in the school;
- developing and implementing strategies to address any bullying behaviour.

Implementation

The process for implementation is as follows:

• disseminating this policy to the Governing Body, staff, volunteers, pupils, parents/carers and visitors to the school.

• developing a training strategy for all staff and governors

The school will monitor the implementation of the policy and evaluate its impact on pupils, parents/carers and staff by:

• collecting and analysing data and other information

• checking progress against the policy

• consulting with parents and carers and the school community.

Racial Harassment

All incidents relating to Racial Harassment will be taken very seriously. It will be made clear to pupils that such practices are unacceptable and will not be tolerated. All incidents will be recorded in accordance with LEA procedures.

Attendance

Good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school and parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Exclusions

The staff and Governors of Roby Mill are committed to Inclusion. It is anticipated that the ethos and management of our school, its environment, the partnership with parents, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded. Should exclusion prove necessary, procedures will follow strictly the guidance provided by the LEA and DfE.

Reasonable Force

This is only ever used as a last resort. - All members of school staff have a legal power to use reasonable force. In school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to professional judgement.

- Teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so. Where this is prejudicial to good order or safety, they will be physically removed.