



Behaviour Policy

2025 - 2026

OUR TRUST'S PRAYER

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

Our Christian Vision is:

“Teach children how they should live, and they will remember it all their lives.”

Proverbs 22:6

Our vision is reflected in our school behaviour and relationships and inspires us to lead by example. At Huyton with Roby, we are committed to guiding our pupils by modelling kindness, respect, honesty and responsibility in all that we do. Through consistent expectations, meaningful relationships and a nurturing environment, we help our children develop strong values that lay the foundations for a positive future, equipping them to make good choices and thrive in all areas of life.

Purpose of our LDST Policy

The purpose of this policy booklet is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

Everyone in LDST is dedicated to:

- Developing the highest standards of learning and teaching
- Enabling every pupil to achieve their full potential
- Enabling every pupil to become a responsible member of society

Legislation, statutory requirements and statutory guidance:

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Objectives of the Policy (alongside the behaviour principles outlined by the LDST)

- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.

- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

All those involved in the life of our school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

Our School Aims

- To provide high quality teaching
- To deliver a broad and rich curriculum
- To develop positive attitudes to learning
- To create a pleasant and stimulating environment
- To develop the school's place within the community
- To ensure equal opportunities for all
- To communicate effectively
- To develop and celebrate strong relationships
- To allow all children to develop as individuals

Equal Opportunities Statement

Huyton with Roby CE Primary School believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To uphold the school rules at all times.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner.
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

Expectations of All Parents/ Carers

- To support the school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents' evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

Expectations of All Children

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously

To help us maintain high standards of behaviour we have agreed a set of child friendly rules. Every pupil is expected to follow these rules and every adult is expected to uphold at all times.

The Huyton with Roby Code of Conduct

I am:

- Ready
- Responsible
- Respectful
- Safe
- A Star Learner

We can use our hand to help us remember these rules. (The Huyton with Roby high five)

School Wide Rewards

At Huyton with Roby CE Primary School we believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. Praise, reward and celebration of achievement are very important aspects of the school's approach to promoting good behaviour.

Some of the rewards are listed below:

Verbal Praise – staff to tell pupils why their behaviour is good and link this to our school rules.

Various weekly certificates in Celebration Worship.

As well as these rewards the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of dojo points. Class Dojo points is an online system where students can receive Dojo points. Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and are related to our school code of conduct. When awarding the Dojo point the member of the staff should reinforce the good behaviour. Eg. You can have a dojo point for being 'respectful' and using manners.

Once awarded a Dojo, it should never be deducted.

A maximum of 2 dojos can be awarded at any one time, unless a child has achieved something exceptional in which case a super star dojo will be awarded (5 points)

As a class pupils will receive the rewards shown in the appendix.

Note on Rewards and Sanctions

Reasonable adjustments are made to expectations, rewards and sanctions to fit the needs of individual pupils. Staff are made aware of where this may be applicable and apply professional judgement.

School Wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied using **adult discrepancy based on the seriousness** of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Step 1	Redirection	Non-verbal warnings, silent signals/polite but firm request.
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Step 2	Warning	Remind the children of the rules. Consider repositioning/separating etc.
Step 3	Final warning	Deliver a final reminder to the pupil and outline the consequences if they continue.
Step 4	Time with	Pupil should be sent to another classroom for 10 minutes to calm down and reflect without disturbances. Parents to be informed.
Step 5	Missed playtime	Pupil to miss 5-10 minutes from morning playtime which is supervised by the class teacher.
Step 6	Referral to Behaviour Lead/Middle Leaders	Pupil should be referred to Behaviour Lead/Middle Leaders.
Step 7	Referral to SLT	Pupil should be referred to Pastoral Care Manager, Assistant Headteacher, Deputy Headteacher. This incident should be recorded by the class teacher/teaching assistant on CPOMs. Consider a Target card brokered with the child.
Step 8	Head Teacher/Deputy Headteacher	Parents invited to school to discuss child's behaviour.
Step 9	In the case of regular misbehaviour – tailored sanctions need to be considered these could include: <ul style="list-style-type: none"> • bespoke target card • behaviour contract • exclusion from activities (Eg: whole class dojo rewards) • internal exclusion or fixed term exclusion (long or short term) • permanent exclusion. 	

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

The headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Detention
- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

Trauma Informed Approaches

At Huyton with Roby, we prioritise fostering a relational environment that reflects the core values and ethos of our setting. This approach relies on emotionally regulated adults who can offer vital calmness and control to support children when they feel overwhelmed by events, situations, or their emotions.

We use WINE sentence stems for reflective conversations with children. (I wonder, I imagine, I notice, empathy)

- I wonder if... (e.g. it felt like no one understood you).
- I imagine... (e.g. that was horrible when that happened).
- I notice... (e.g. how you perked up when you said you felt close to your brother).
- I felt moved when you said... (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and feel freed from a terrible burden).
- That sounds... (e.g. painful because you were all on your own). [Empathy]
- I respect you for... (e.g. your courage).
- Will you help me to understand...? (e.g. what it was like for you when your mum went into hospital?).

Notes for Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult.

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day. They need to make sure accidents are recorded and that behaviour is dealt with appropriately. Children can be asked to have some 'thinking time' or can be asked to stay with an adult. Children should never be sent in on their own- either to missed play or to see a member of SLT.

The teacher outside is also responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the playground **under any circumstances** until all classes have been collected. **If you know you are unable to do this duty, please ensure you have a replacement.**

This involves the supervision of football or other ball games which children play on a rota. Children who argue, or are overtly competitive, will be asked to leave the game and may miss the next game.

Lunchtime Rules

Lunchtime supervisors are able to award dojos for good behaviour in the dinner hall and on the playground. Lunchtime supervisors are also required to keep a written log of any significant incidents of behaviour on CPOMS. The Pastoral Care Manager will also liaise with the SLT when children are causing concern because of regular misbehaviour or about serious incidents. Persistent misbehaviour may result in a pupil being excluded from school at lunchtimes.

Dining Hall Rules

1. We line up and walk calmly.
2. We speak quietly to those around us.
3. We keep our table clean and use good table manners.
4. We are respectful and polite to everyone.

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil in Year 5/6 does require their mobile phone for this reason, parents/carers must sign the permission form at the beginning of the year. The phone must be handed to the teacher upon entering school. It will remain locked away in the school office until the end of the day.

Behaviour Leads

- Mrs Stratford (Headteacher)
- Mrs Whitehouse (Deputy Headteacher)
- Mrs Wade (Pastoral Care Manager)
- Mrs Prescott (SENCO)
- Mrs Matthews (Behaviour Lead)

Staff induction

All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year. Staff will each receive a copy of 'Teaching Walkthrus' by Tom Sherrington. This text is central to our behaviour culture.

As a school, we have created the following 'cluster' of behaviour Walkthrus for all staff to follow which staff receive training on.



Banned Items – As stated in guidance from the DfE

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- anything banned in the school rules
- pornographic images
- fireworks
- anything that has been, or is likely to be used to caused injury or commit an offence

What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

Metal detectors

Schools can make pupils go through a metal detector - they do not have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they may be searched by a member of staff.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk will take place every half term and feedback will be provided to all staff. Behaviour records will also be monitored weekly at staff meetings.

Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories.

All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying.

Parents should also be informed of any language or behaviour displayed within school or around the school grounds.

Child-on-Child Abuse

We recognise that child-on-child abuse can occur in any setting. With this in mind, we aim to prevent incidents occurring through the delivery of our curriculum. This provides developmentally appropriate PSHE and RSE which develops children's understanding of acceptable behaviour and keeping themselves safe. This helps in creating a culture where pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to. Our curriculum also provides a robust online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.

If an incident is reported, a member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

For more guidance please see our Child Protection Policy

Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

To be reviewed: July 2026

Review Schedule

Policy Author	Elise Matthews
Policy Approver	
Current Policy Version	
Policy Effective From	September 2025
Policy Review Date	July 2026

Revision Schedule

Version	Revisions	By whom

APPENDIX

Whole Class Dojo Awards

Dojo Points	Reward choice
100	Early play time by 5 minutes or sitting on chair instead of carpet
200	10 minutes extra play before playtime or afternoon extra
300	Lunch with class teacher or pick own seats for a lesson
500	Non-uniform day or PJ day
750	30 minute parachute games
1000	Extra slot on ball court or climbing frame time for KSI
2000	Class games or toy afternoon
3250	No homework pass (one week) or movie afternoon
4500	Class DJ's or craft afternoon
5000	Dress Up Day - football kit, sparkly outfits or non-uniform day
7500	Glow in the dark dodgeball or parachute games
10,000	Pizza party or ice - cream party

