



## Behaviour, Conduct and Discipline Policy

<b>Member of Staff Responsible</b>	<b>Deputy Head Pastoral</b>
<b>Date of Policy</b>	<b>September 2025</b>
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<b>Distribution:</b>	<b>All</b>

We aim to ensure that all boys show respect for each other and those they meet inside and outside school. We have high standards and expectations for behaviour and support all boys to achieve them. Parents and carers are asked to cooperate in achieving the highest standards of behaviour from the boys and to support the school in maintaining these standards. It is hoped that parents/carers will read this policy carefully and discuss it with their sons.

Where applicable, we have paid due regard to the DfE document 'Behaviour in Schools (2022)'.

### 1. General principles

- Rokeby aims to encourage all boys to develop honesty, good manners, self-discipline, open-mindedness and proper respect for others – essentially, to be kind.
- Rokeby values both effort and achievement and recognises every positive contribution that a boy makes to the school.
- Where behavioural concerns become apparent, Rokeby wishes to act swiftly to ensure that each boy learns from the experience and rectifies their behaviour accordingly.

### 2. Honesty

- Boys are expected to be honest and to tell the truth at all times.
- If a boy finds some money or property that does not belong to him, he must hand it back to the owner or give it to a member of staff as soon as possible.
- Boys must not borrow other boys' property without their permission and must always return something they have been allowed to borrow as soon as possible.
- Boys must show honesty in their work and, unless instruction is given to the contrary, produce work that is entirely their own.

### 3. Good manners

- Rokeby boys are often complimented on their good manners, and this is to be encouraged.
- Boys should always greet visitors politely and be prepared to help them if necessary.
- Boys should show courtesy and politeness to each other and all members of the teaching and non-teaching staff at all times.

#### **4. Self-discipline**

- Boys should take pride in their school and show respect for the environment in which they play and work.
- Boys should take care not to create any litter, and if they see it in the classroom or the playground, pick it up and dispose of it properly.
- Boys must respect those areas that they are not allowed to enter.
- Vandalism and graffiti-writing are in no way tolerated and are regarded as serious breaches of discipline.
- If boys discover some damage to property (their own, someone else's or the school's), they should report it immediately to a member of staff.
- Boys must remember that their behaviour should be a credit to the school at all times, whether in the school itself or at matches, on school coaches or public transport. They should be aware of other people in all these situations and always consider the consequences of their actions.

#### **5. Effort and achievement**

- In the classroom, in sports, and in all extra-curricular activities, boys are not only individuals but members of a team. Effort and high standards are encouraged, and every boy should behave in a way that reflects well on himself and the school.
- Boys are expected to participate fully in the classroom by listening carefully, making sensible contributions and cooperating both with the teacher and with their fellow pupils.
- Each boy should play his part in creating a positive atmosphere in which teachers can teach, and all pupils can learn. There should be no "put-downs", and boys should learn to appreciate each other's attributes and talents.

#### **6. Rewards**

- Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. At Rokeby, we look for opportunities to reward positive behaviour.
- Boys are rewarded wherever and whenever possible in order to give them encouragement. Younger boys (Reception-Year 2) have weekly awards, which are presented in a Celebration Assembly. A Work of the Week certificate, dining room award and Star Badge are awarded to individual boys. There is also a Behaviour Cup, which is awarded half-termly
- EPraise is used for boys in Years 3-8 to award and monitor House Points, Accolades and Achievements.
- We positively encourage the boys to share their successes out of school and reward them appropriately, for example, via achievement icons on EPraise, in celebration assemblies and via the newsletter.
- Rewards may take the form of a sticker, kind words and appropriate verbal or written praise to recognise particular effort made in work, art, music, sport, behaviour, etc.
- Boys will be awarded house points for especially good work or effort in other areas (including general conduct), and these contribute towards the success of their house. The boys can track their personal and House progress via EPraise. At the end of each term, a cup is presented to the House whose boys have gained the most points and another to the boy who has himself gained the most house points during the term.

- Special achievement awards are given to boys who have produced several pieces of very good work and/or something of special merit. These are recorded in the boys' homework diaries.
- Outstanding effort and/or achievement or a series of special achievement awards (see above) may be rewarded by a Red Book Certificate. Staff recommend boys to show a particular piece of work to the Headmaster, who will look at it and then decide whether to write the recipient's name in the Red Book and present him with a certificate in assembly. The Headmaster may also award these certificates to boys who have done something outstanding in any area of school life and to those whose performance in examinations or half term grades is especially good and/or has made a marked improvement.
- Exceptional act(s) demonstrating good character, such as kindness or teamwork, may be rewarded with a 'Blue Book Certificate'. Acts which support the environment or charitable work may be rewarded with a 'Green Book Certificate'. Boys are nominated either by staff or pupils. The Headmaster/Deputy Head Pastoral will then consider the recommendation and decide whether to award it; if they do, the recipient's name is written in the Blue Book, and he is presented with a certificate in assembly. These certificates are also recorded on EPraise.
- Exceptional kindness can also be rewarded with the RPC Award, which is awarded by the School's parent body on a half termly basis to any boy (or group of boys) who has demonstrated an appreciation of the RPC values of charity with a specific focus on 'acts of kindness' and 'thinking of others'.
- At the end of each term, a special final assembly awards various prizes, including Sports Prize Giving. There is a full Prize Day for Years 5-8 in the summer term on the Saturday of the final weekend of term, and parents/carers are invited to attend this.
- Boys in their final year who show leadership qualities may be made Prefects, and there is a Head Boy. These are nominated by the staff, with the final decision made by the Headmaster.

## **7. Dress**

- Boys should take pride in their appearance and ensure they always look neat and tidy.
- School uniforms must be worn throughout the school day, for official school activities in the evenings and weekends, and for school outings (unless special arrangements apply).
- Hairstyles should be smart and moderate, keeping hair out of boys' eyes. Dyed hair and shaved lines are not permitted. Long hair should be tied back. Jewellery is not permitted.

## **8. Language**

- The use of bad language is unnecessary and offensive. It is not tolerated, and boys are liable to be punished for using it.

## **9. Bullying (see separate Anti-Bullying Policy)**

- Bullying is not tolerated at Rokeby, and any indication of it will be swiftly dealt with.
- Bullying can come in various forms and is sometimes insidious and less easily detect. Verbal and online taunts, as much as physical attacks, are regarded as bullying and will be punished as necessary.

- No boy or group of boys must bully another in any way, and if any boy is the victim of bullying or sees that someone else is, he should immediately inform a member of staff and/or his parents/carers.

## **10. Rules**

- In addition to the general points above, the Headmaster may at any time introduce specific rules as he sees fit for the good running of the school.
- Such rules (which might include banning certain games and toys) may be deemed necessary for the safety and well-being of everyone in the school community.
- Any school rules imposed apply at all times when boys are at school, representing the school or wearing school uniform.

## **11. Sanctions**

- School sanctions are designed to make each boy aware of his misbehaviour and to recognise that misbehaviour has consequences. The intention is that he learns from the experience and that he can then move on to a better place. Good behaviour in and out of lessons makes for a happy and successful learning environment and social experience for all.
- Where a trend of misbehaviour is observed, the appropriate staff will meet to decide on the best course of action. There may be underlying issues that need to be addressed, or a more comprehensive Behaviour Management Plan may need to be created. For example, the behaviour may indicate unhappiness at home, mental health concerns or other influences. Further information can be found within the School's Safeguarding and Prevent Policies. A register of sanctions is recorded and kept on the school system.
- In addition, corporal punishment is neither carried out nor threatened at Rokeby.
- When deciding on sanctions, reasonable adjustments are made for children with SEN or mental health issues.
- Any pupils who are found to have made malicious accusations against staff will be disciplined accordingly with the involvement of the Headmaster.

## **12. Support Systems**

- There are several systems in place at Rokeby. The whole school uses zones of regulation to support boys' emotional self-awareness and self-regulation. There are trained ELSAs who work with boys who need some extra support.
- For everyday support and guidance, including all matters related to behaviour, conduct and discipline, the Form Tutor is the first port of call. Should further support be required, the relevant Year Head will become involved. The Form Tutor/Year Head will then implement strategies to address the matter. These include regular meetings with the relevant pastoral staff, traffic light systems, sticker charts, communication with parents/carers and behavioural reports.
- Support regarding the transition to the next year group or senior school takes place in the form of transfer meetings between pastoral staff, move-round afternoons and parents' information evenings.
- Where applicable, the school will liaise with parents/carers and advise additional support via outside agencies. These could include Occupational Therapists, Educational Psychologists, Clinical Psychologists, Police, Counsellors and other relevant organisations.
- The information in the following two sections provides details on how the school deals with misbehaviour. Although an escalation of sanctions is outlined, a more serious

action may be applied without prior use of other sanctions if the misbehaviour warrants it.

### (Reception–Y2)

- On occasion, the boys may forget how to behave appropriately and be inconsiderate towards others. In the majority of cases, after a discussion with all parties, a firm reminder will be sufficient to prevent it from happening again.
- All classrooms have a behaviour management chart where the boys' names are all displayed. Most boys are expected to stay on the sunshine, with exemplary behaviour being rewarded by boys going up to the rainbow or the pot of gold. Please see below:

<b>Behaviour Management</b>	
<b>GOLD CARD</b>	 Repeatedly excellent behaviour! <i>Visit Mrs Sanderson for a special sticker</i>
<b>The Rainbow</b>	 You have done something great!
<b>The Sunshine</b>	 Good behaviour <i>Each boy starts the day here.</i>
<b>The Cloud</b>	 Low level disruption <i>Has a chat with their teacher</i>
<b>The Thunder Cloud</b>	 Repeated disruption or serious incident <i>Teacher speaks with parent Mrs Sanderson is informed</i>

- If a boy misbehaves, his name is placed on the cloud. If the misbehaviour continues, he must then put his name on the thunder cloud.
- Getting on the thunder cloud requires the teacher to speak with the boy's parents, and Mrs Sanderson is informed. Depending on the nature of the misbehaviour, golden time can be taken away – up to 10 minutes.
- Very occasionally, in cases of violence towards others or a serious incident, boys can move straight to the thunder cloud, regardless of their place on the behaviour chart.
- If inappropriate behaviour continues, then a meeting will be held with the Head of Lower School and the parents. An action plan is then created.
- Every boy will start each new day on the sunshine, no matter what has happened the day before.
- When deciding on interventions and sanctions, reasonable adjustments are made for children with SEN or mental health issues.

### **(Years 3-8)**

- We will always challenge misbehaviour and take a restorative approach. Discussions take place about what is expected in line with the school's aims, what has caused the problem and why the unwanted behaviour has occurred. Boys are supported to consider the impact of their actions on others and the consequences. Incidences of unwanted behaviour are recorded via ePraise and monitored by the pastoral teams.
- Where boys break the rules, a sanction may be applied. The general principle is to apply a sanction swiftly and for it to be carried out as soon as possible; after this, the matter is considered closed. Sanctions always include an element of self-reflection and considerations for what could be done differently in the future. When deciding on interventions and sanctions, reasonable adjustments are made for children with SEN or mental health issues.
- The boy's age, stage and personal circumstances will be considered when applying sanctions. Boys in Year 3 do not receive formal detentions but may spend time with their class teacher during break instead of playing with their peers.
- Some boys may be repeatedly disruptive on a low level. For low level disruption, teachers use a three clear warnings approach, whereby a pupil who receives three warnings in a given lesson will have a twenty-minute lunchtime detention before lunch is eaten. A teacher takes the detention class, and self-reflection work is set. The boy is registered, and a note and the reason for the detention are kept. Detentions are monitored via ePraise. A child may also receive a lunchtime detention if he commits a more serious offence that does not warrant a more severe sanction.
- Any boy who has amassed three lunchtime detentions will automatically be issued an after-school detention if he is issued a fourth in any given term. Parents/carers will be informed of both lunchtime and after-school detentions. Three after-school detentions will lead to parents/carers being called for a meeting with the Year Head. At the end of each term, all records of lunchtime detentions are reset to zero, but not those set for after school.
- If a serious offence were to be committed or if a boy had already received an after-school detention for a similar offence, the next sanction that may be used is an internal exclusion or removal of privileges, such as playing in a match or taking part in a major activity, whichever seems more appropriate to the school.
- Year Heads will decide the best course of action in agreement with The Deputy Head (Pastoral)/Head of Middle/Lower School. Ongoing sanctions may well involve the withdrawal of privileges such as playing in a match or participating in another club, activity or event. It will also involve a weekly report to be signed at every lesson and presented to Form Tutors each week. Report cards may be issued to monitor both academic and/or behavioural issues. If there is no improvement at this point, the matter will be referred to the Deputy Head/Head of Middle/Lower School and the parents/carers will be involved once again. Continually disruptive behaviour will not be tolerated, and a boy in this situation will find his place at the school in jeopardy once the Headmaster is involved.
- The school has a central register of serious sanctions imposed upon pupils in order that patterns can be identified.
- If a boy were to commit a major offence or repeatedly commit serious offences, then the Headmaster would consider Suspension, Exclusion and Required Removal in

consultation with the Chair of Governors (or in his/her absence, the Vice Chair) before notifying the parents/carers concerned.

### Management of notable unkindness or bullying

No./Ref.	Stage/level	Description/ key criteria	Concern referred by*:	Concern referred to:	Policy/ procedure to follow	Action taken	Recording required	Staff member(s) to be notified
1a	Low-level	Some indications of poor relationship/ unkindness or alleged bullying	Any member of staff, parents or boy	Form tutor of 'victim'	Anti-bullying policy	Boys spoken to by class or form teacher, guidance given, restorative conversations and agreed actions	ePraise demerit and intervention by reporting staff. Updated by relevant form tutor or other teacher involved	Form tutor of alleged perpetrator
1b	Low-level	Continuing indications of poor relationship or alleged bullying after warnings/interventions	Any member of staff, parents or boy	Form tutor of 'victim'	Anti-bullying policy	Investigated by form tutor – restorative conversations and agreed actions Lunchtime detention given	MC Note and outcome by victim's form tutor	Form tutor of alleged perpetrator Year Head Parents of (alleged) victim & perpetrator are notified
2	Significant	Any repeated behaviour which makes the boy feel uncomfortable or threatened	Any member of staff or boy	Form tutor of 'victim' and Year Head	Anti-bullying policy Behaviour Policy	After-school detention given Anti-bullying Action Plan	MC Bullying Register – Year Head	Form tutor of alleged perpetrator Year Head of victim Head of Lower/Middle School/Deputy Head as appropriate Parents of (alleged) victim & perpetrator are notified
3a	Serious	Ongoing bullying or an act of cruelty	Any member of staff or boy	Deputy Head or Head of Lower/Middle School	Anti-bullying policy Behaviour Policy	Internal Exclusion, or removal of privileges	Meeting with parents and recorded on MC Bullying Register – HoMS or Deputy Head	Year Heads of alleged perpetrator and victim Head of Lower/Middle School/Deputy Head as appropriate Headmaster Parents of victim and perpetrator are notified

3b	Serious	Ongoing / considerable breach of school ethos and rules of conduct worthy of immediate and strong intervention	Any member of staff or boy	Deputy Head informs Headmaster	Anti-bullying policy Behaviour Policy	Temporary Exclusion	Meeting with parents and recorded on MC	Headmaster Chair of Governors Parents of victim and perpetrator are notified
3c	Serious	Ongoing / serious breach of school ethos and rules of conduct worthy of immediate and very strong intervention	Any member of staff or boy	Deputy Head informs Headmaster	Anti-bullying policy Behaviour Policy	Permanent Exclusion	Meeting with parents and recorded on ISAMS	Headmaster Chair of Governors Parents of victim and perpetrator are notified

\* Evidence expectations: triangulation of issues

(a) Alleged/ Witnessed by staff

If staff present the allegation, this is considered to be 'top level' in terms of evidence and actions taken as above.

(b) Alleged Witnessed by other adults, including parents

(c) Alleged/ Witnessed by other boys

If parents or the boy victim/ other boys present the allegation this is to be considered along with any other evidence and additional witnesses are helpful in terms of providing additional information

