

## **Appendix 1 – Statement of Behaviour Principles**



**Rosehill School**



### **Written Statement of Behaviour Principles 2025 - 2026**

Rosehill School is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the headteacher and the governing board, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

#### **Principles**

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community.

**[Updated]** The school upholds clear and effective policies with clearly defined rules. These reflect and are consistent with the messages taught across the curriculum. Staff recognise the difference between sanctions, consequences and reparation and aim to choose the most appropriate way for pupils to recognise that they have done wrong and learn from their behaviour that challenges. Policies, rules and strategies are applied consistently and fairly by all staff. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the headteacher and governing board, and is clearly set out within the school's Positive Behaviour Support and Physical Intervention Policy.

The school has adopted CPI training principles, which focus on a de-escalation framework emphasising calm, empathy, respect for personal space, and focusing on feelings to avoid physical confrontation.

## **Our School Moto**

*Caring about learning, learning about caring*

## **Our School Values**

**R**ecognise our personal achievements and reach our potential

**O**vercome our barriers to learning

**S**ucceed in our aspirations and be safe and healthy

**E**njoy school, have fun and make good friendships

**H**elp and care for others and be active citizens

**I**nteract and communicate positively with others

**L**earn well today and every day and prepare well for our futures

**L**ive fulfilling lives and look forward to tomorrow

## **Our Behaviour Principles**

- All pupils, staff, visitors and other members of the school community have the right to feel safe at all times at Rosehill School
- Governors expect all members of the school community to behave responsibly and to treat each other with respect
- The Governors believe that high standards and expectations of behaviour lie at the heart of a successful school
- Children and young people have the right to learn and achieve their full potential
- The school does not tolerate offensive or insulting language or violence, in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, threatening behaviour, abuse, violence or sexual harassment are not tolerated, online or offline. The school effectively addresses such behaviour in the Behaviour Policy/ Child Protection and Safeguarding Policy. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively
- Any kind of violence, threatening behaviour or abuse by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution
- Pupils are held to high standards of attendance. The school will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively
- As a school we believe in positive behaviour support, using the philosophy of the [Autism Education Trust](#). Positive behaviours should be acknowledged to encourage good behaviour in the classroom and elsewhere in school
- School rules should be clear and all members of the school community will have high expectations of pupils' behaviour. Policies, rules and strategies are applied consistently and fairly by all staff
- The Governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive
- The school's legal duties, in order to comply with the Equality Act 2010, are reinforced through the Positive Behaviour and Anti-Bullying Policies

- The Governors believe that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to use their discretion in their use – for instance positive reinforcement of good behaviour should be personalised for each individual pupil and underpinned by classroom reward systems, special moments, star of the week certificates and gold awards
- Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary. Sanctions are used minimally and are individualised to suit the level of understanding of the pupils. Time away from the class is for the minimum amount of time necessary to allow pupils the time to calm and reflect on their behaviour
- Staff model and nurture positive behaviours by having clear expectations and are astutely focused on supporting pupils to learn to manage their own behaviours
- Pupils are encouraged to make good choices and are given clear guidance about the consequences of the behaviours they choose
- Strategies to reduce anxiety, communicate clearly and calming techniques are employed to support individual pupils as required
- Staff have a duty of care to keep people safe and must act in the best interests of all pupils they are supporting. Guidance on the use of physical intervention will be agreed upon by the headteacher and governing board, and is clearly set out within the school's Behaviour Policy (CPI – Trauma informed approach). Physical Interventions will only be used to support behaviour as the last resort and for maintaining a safe environment. Key staff will be trained in Positive handling techniques: Crisis Prevention Institute (CPI Training), to support pupils who are known, on occasion, to pose a health and safety risk to themselves or others. This will be monitored through CPI trainers and staff must at all times work within the boundaries of this training
- The Governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive
- We work collaboratively with parents/ carers and other agencies to ensure consistency in supporting positive behaviour
- The Governors strongly feel that exclusions must only be used as the very last resort

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

**Approval date:** Approved at full Governing Body meeting 15.10.2025

**Review date:** September 2026

**Signed by Chair of Governors:**

