

Appendix 1 – Statement of Behaviour Principles



Rosehill School



Written Statement of Behaviour Principles 2024 – 2025

Rosehill School is an inclusive school and we are committed to teaching and promoting positive behaviour, fairness, social inclusion and equality. We are committed to improving longer term outcomes and life chances for our children and young people.

The school is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to conduct and 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.

Our School Moto

Caring about learning, learning about caring

Our School Values

Recognise our personal achievements and reach our potential

Overcome our barriers to learning

Succeed in our aspirations and be safe and healthy

Enjoy school, have fun and make good friendships

Help and care for others and be active citizens

Interact and communicate positively with others

Learn well today and every day and prepare well for our futures

Live 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
- 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: Full Governing Body Meeting 16.10.2024

Review date: September 2025

Signed by Chair of Governors:  **29.10.2024**