



## Whole school relationships and behaviour policy

(This policy should be read in conjunction with the Rose Hill Anti-Bullying Policy)

### Behaviour is communication

At Rose Hill we aim to provide a safe and nurturing environment where children can learn. We have high expectations for our children - both in their learning and their behaviour – throughout the school day, Breakfast Club and after school activities. We have high expectations of all adults to recognise that children’s behaviour is communication: through behaviour children (and adults to a lesser extent) let others know their feelings, and perhaps their underlying needs. Adults recognise these needs and feelings while helping children to understand and manage their own behaviour.

To make our school a happy and safe place where we can learn, we will

1. Agree three simple class rules, phrased positively, which will be agreed with children and published on the classroom wall as a ‘Class Charter’.

These rules will be based on rights and responsibilities; e.g. ‘we all have the right to learn’ and ‘we all have the responsibility to make the classroom somewhere we can learn’, so the rule might be ‘we put our hands up for a turn to talk’ etc. Other rights and responsibilities include keeping everyone safe, being individuals, and being part of the class and school community.

2. Agree whole school rules e.g.:

Everyone has the right to be treated respectfully, and so adults will not shout at children, and children will speak politely to them.

We will keep ourselves and others safe

We will take care of the school environment to make learning possible and pleasant

These rules will be displayed around school and children will be clear about the meaning through discussions in class, in assemblies, and through regular reminders.

All members of the Rose Hill Community are expected to be polite and respectful. Our Equality Policy is very clear about our stand against racist and sexist language and every instance of this is recorded. Verbal and physical abuse will not be tolerated. Our Anti-Bullying Policy details our preventative and reactive approach to bullying.

All aspects of our Policy apply not only to children and staff but also to parents and others in school, at all times when they are on school premises.

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All parents and carers are informed of updates to the Behaviour and Relationships Policy.

We understand that learning, behaviour and achievement are intertwined. We are committed to teaching a Personal Social Health and Citizenship Education curriculum that is based around values and supports children in-

- ☆ developing self- awareness, management of feelings, motivation, empathy and social skills
- ☆ celebrating children's achievements.
- ☆ helping children overcome obstacles to learning.
- ☆ nurturing self-esteem, personal responsibility, tolerance of difference and positive relationships.

### Rewards and sanctions

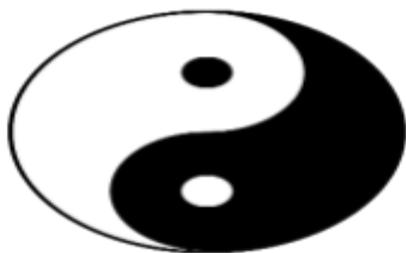
External reward systems (e.g. stickers and charts) are not used in school. Children are motivated by the positive and specific attention paid to their efforts and achievements by adults who care for them and know them well. They are encouraged to persist through difficulties, and the work set for them is at the right level for their sense of challenge and success.

Consequences are not seen as punishments. Children as well as adults in school understand that the consequence imposed for inappropriate behaviour needs to :

- If necessary keep others safe for a while if the behaviour has been dangerous or disruptive
- Allow the child to put their behavioural mistake right
- Allow the child to make reparation to the teacher or another child if necessary
- Help the child to understand why the consequence is in place
- Help them to feel motivated not to repeat the behaviour

Adults, while expecting consistent adherence to agreed rules, are aware that some children have differentiated needs for support to follow adult expectations.

### Zones of engagement- the links between engagement in appropriate learning, and settled behaviour



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We believe in a clear learning and engagement structure for students and staff in order to promote the highest quality of learning opportunity for all. The vehicle we use to structure this is the 'zones of engagement' model.

The coloured Learning Zones make the link between teaching, learning, behaviour and engagement clear and accessible to all.

Gold Zone is used for especially high moments of engagement and creativity, extra resilience when things are hard.

Green Zone is the term used with children when they are on task and working hard

Amber Zone is for when a child slips off task- teachers will support them to try to get back into green zone, or call for a member of Amber Zone team to work with the child, in the classroom or out, to explore the difficulty and help them back into engagement. This is not seen as a sanction, it is designed to be supportive.

Red Zone is a very specific consequence of hurting another child in the playground, and results in staying in at playtime the following day. During a red zone session, the child is asked to reflect on the incident and suggest something that might be a restorative action.

These zones are represented in a diagram on classroom walls and referred to, but they are used for talking about engagement only (e.g. no child's name is ever written on the board as a sanction).

### **Parents' Role**

Parents have a crucial role. They need to

- ☆ Know the policy
- ☆ Reinforce the policy with their children
- ☆ Raise any concerns with their child's class teacher in the first instance
- ☆ Positively support any consequences that might be needed
- ☆ Attend meetings as appropriate

### **Special Educational Needs**

The behaviour policy is for everyone. However, some children have particular emotional and behavioural needs that require personalised behaviour management programmes. In these cases we follow the LA's Code of Practice. We have a strong social inclusion team in school who ensure the policy is upheld with fairness and consistency. We also receive support from outside agencies - e.g. an Educational Psychologist and the Behaviour Support Service when appropriate.

### **Exclusions**

Fixed-term exclusions are used as infrequently as possible, but are available to SLT if there has been an incident which requires a 'breathing-space' for a child and perhaps planning around their future provision.

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Behaviour which has a negative impact on others, especially physical hurting, is understood usually as an expression of a child's emotion: however at times, other children and staff need to feel that the impact on them is recognised.

Every step will be taken to prevent the need to permanently exclude a child, including working with parents and outside agencies to support a child with the provision they need at Rose Hill.

### **Physical intervention**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

Physical restraint will never be used as a form of punishment.

Parents will always be informed of any physical intervention, and the incident recorded in behaviour logs.

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### **Searching children and confiscation of property**

Any prohibited items found in children's possession will be confiscated. These items will not be returned to children. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate. Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

The law allows for this in certain circumstances: Please see legislation below

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## Misbehaviour beyond the school gate

We have considered how to respond if there are incidents outside of the school premises:

Any unkind or anti-social behaviour when the child is:

- taking part in any school-organised or school-related activity: the same policies as within school will apply, including if possible making reparations to any member of the public (or school community) who is affected
- travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school: the child and parents /carers will be spoken to and if necessary there will be efforts made to make reparation to any member of the public (or school community) affected by the incident

Any unkind or anti-social behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In these circumstances the child and parents /carers will be spoken to and if necessary there will be efforts made to make reparation to any member of the public (or school community) affected by the incident.

In the case of very serious incidents school will seek the support of the local linked Police and Community Support Officer or Police officer.

## Pastoral care for staff accused of misconduct

Please refer to RLT policy

<https://docs.google.com/document/d/195501-pgnqjCgXtdXW9LVl6jFjocTGHIY2LTnVO7Gk/edit>

Date reviewed: January 2021

Next review: **January 2022**

Chair of Governors

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