



Expectations & Relationships Policy

Rosebrook Primary School

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1. Statement of Intent

This policy gives guidance to staff on the importance of relationships and positive whole school behaviour for learning, school culture and rewards and consequences and should be read alongside the Staff Handbook and the following policies:

- Restrictive Intervention Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Curriculum Policy
- Online Safety Policy
- Anti-bullying Policy
- PSHCE & RSE Policies

The Expectations & Relationships Policy is therefore designed to support the way in which all members of the Rosebrook Team can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our policy aims to promote positive behaviour which is encouraged and recognised. We recognise positive actions before we see the negative ones.

We have three rules: ready, respectful, safe. Our Expectations & Relationships Policy is not primarily concerned with rule enforcement. It is a means of promoting strong relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of the school community to behave in a considerate way towards others.

We treat all pupils fairly and apply this Expectations & Relationships Policy in a consistent way.

This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of society.

We recognise good behaviour which is “over and above”; we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote outstanding behaviour, rather than merely deter behaviour that challenges.

The Expectations & Relationships Policy reflects the consensus of the Local Academy Committee, teaching staff, pupils and parents.

All staff, pupils and parents will be made aware of this policy and it will be available to read on our school website.

2. Legal Framework

This policy has been reviewed against legislation and current Department for Education guidance applicable to schools in England for the 2026–2027 academic year. It should be read alongside any subsequent statutory updates:

- Education Act 1996, including the statutory duties relating to education and school attendance.
- Education Act 2002, including section 175 safeguarding duties.

- Education and Inspections Act 2006, including sections 88–94 relating to behaviour, discipline and publication of the behaviour policy.
- Equality Act 2010 and the duty to make reasonable adjustments for disabled pupils and to avoid unlawful discrimination.
- School Standards and Framework Act 1998 and associated regulations, where applicable.
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years.
- Children’s Wellbeing and Schools Act 2026, including provisions relevant to school behaviour and pupil movement as they come into force.
- Keeping Children Safe in Education 2026, in force from 1 September 2026.
- Working Together to Safeguard Children 2026.
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024).
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, effective 26 July 2026).
- Searching, Screening and Confiscation in Schools (DfE).
- Mobile Phones in Schools (DfE statutory guidance; schools should follow from 1 September 2026).
- Use of Reasonable Force and other Restrictive Interventions guidance and relevant legislation.
- Working Together to Improve School Attendance (DfE, updated July 2026).
- Preventing and Tackling Bullying guidance (DfE, updated July 2026).
- Supporting pupils at school with medical conditions and other relevant statutory guidance.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of children.
- Section 175 of the Education Act 2002 (<https://www.legislation.gov.uk/ukpga/2002/32/section/175>) which outlines a school’s duty to safeguard and promote the welfare of its learner.
- Sections 88-94 of the Education and Inspections Act 2006 (<https://www.legislation.gov.uk/ukpga/2006/40/section/88>) which require schools to regulate learners’ behaviour and publish a Expectations & Relationships Policy and written statement of behaviour principles, and give schools the authority to confiscate learners’ property.
- DfE guidance (<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy>) explaining that maintained schools should publish their Expectations & Relationships Policy online.

3. Rationale

Rosebrook is committed to the creation of a teaching and learning environment where the learning, social and personal needs of young people are adequately addressed. We aim to empower children to achieve in an atmosphere of safety and mutual respect. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

At Rosebrook we seek to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual young person. In doing so, we believe we will enable every individual to fulfil their potential and become successful young people.

We believe that the most effective teaching and learning takes place in a well-managed environment: one that is calm, happy and safe for the whole school community. Our vision and ethos is to develop pupils who are “ready, respectful and safe”.

Our Expectations & Relationships Policy is hinged on the importance we place on the relationships we build. We are here to teach children academic subject matter but also to teach them how to develop as responsible members of society. Just as we would teach them how to read or count when they first come to us - by letting them practise and getting it wrong, by encouraging and praising them, by guiding and coaching them - so too do we see it as our role to support them in these very same ways to develop their behaviour. We support and guide and coach and praise. When the children make mistakes, we concentrate on the relationships affected and support the child to repair them. We focus on what the child can learn from it about how to behave more appropriately. We talk about the consequences and place emphasis on each person’s own responsibility for their choices and actions. This is our relational, restorative approach which builds self-esteem in each child and an understanding that they are responsible for their behaviour and in doing so, builds a school community with respect and empathy at its heart.

By cultivating a safe and supportive learning environment, Rosebrook empowers its pupils to take risks, learn from their mistakes, and support one another. This fosters the intrinsic motivation that is central to the school’s vision and values.

4. Values

At Rosebrook, we value and celebrate the unique qualities every child and young person possesses. Our aim is to nurture those qualities by providing a broad, balanced, and holistic education bespoke to the individual needs of the child.

We are an inclusive, trauma-informed school that recognises the impact trauma has on the emotional and psychological development of children. Our aim is to create an environment in which children feel loved, supported, and safe so that they overcome their barriers to learning and thrive academically.

We have high expectations and aspirations for our pupils and believe that every child should leave Rosebrook fully prepared for life in an ever-changing world. We believe in our pupils; they are unique, talented, and extraordinary. Making them recognise this, lies at the heart of everything we do.

We are a caring school community, whose **DREAM** core values of **determination**, **respect**, **enthusiasm**, **ambition** and **(growth) mindset** are embraced by all.

5. Personal Development

Our aim at Rosebrook is to instil intrinsic motivation in our pupils to want to learn and behave well. We do this through our core values and our personal development curriculum which aim to teach our pupils to be responsible, mature members of the community. We provide a myriad of opportunities for pupils to develop as leaders and build character traits through our Commando Joa character curriculum.

6. Rewards & Consequences

We recognise, praise and reward pupils for good behaviour in a variety of ways and in accordance with our three rules and five core values. We acknowledge all the efforts and achievements of pupils, both in and out of school.

Teachers congratulate, reward and praise pupils verbally. Staff use classroom recognition boards to celebrate the successes within the classroom.

Children will work with staff to agree a personalised weekly goal linked to demonstrating the school expectations of being ready, respectful and safe. Staff will support children throughout the week to help them achieve success; however, where a child is not yet able to meet their agreed goal, dedicated time will be spent with a trusted adult to reflect, revisit and explicitly teach the expected behaviours and strategies needed to support a more successful outcome the following week.

Incentives such as House Points, stickers, stamps and certificates are used to reward pupils for behaviour that is beyond expected.

We celebrate the class 'Pupil of the Week', attendance, participation in events and demonstrating the core values in a weekly assembly.

Pupils are encouraged to take on leadership roles in a range of areas across school including assembly monitors, mini medics and sports leaders.

The school uses a graduated and relational approach to behaviour support, recognising that behaviour is a form of communication and that children may require support to regulate before they are ready to reflect and repair. Staff will respond calmly, consistently and respectfully, using the following staged approach where appropriate:



1. Redirection

At the earliest stage, staff will seek to redirect behaviour positively using relational and restorative approaches, including RIP and PIP strategies, with a clear focus on the behaviour we want to see. De-escalation techniques may include a change of face, space, activity or timing, opportunities for quiet regulation, sensory support and specific praise. Staff will avoid responses that may escalate distress, including raised voices, negative language, public reprimands or the removal of privileges wherever possible.

2. Reminder

If behaviour continues, a calm scripted reminder conversation will take place privately with the child. This will reinforce expectations, provide reassurance and support the child to make positive choices while maintaining dignity and preserving relationships.

3. Reset

Where a child begins to show signs of dysregulation, staff will support them through a reset period focused on co-regulation and emotional safety. This may include sensory input, movement breaks, time with a familiar adult or a quieter environment. Staff will use PACE approaches (Playfulness, Acceptance, Curiosity and Empathy) to help the child feel safe, understood and ready to return to learning.

4. Reflection

Where further support is needed following an incident, the child may take part in a structured reflection session supported by a member of the Senior Leadership Team. This may take place during lunchtime and will include restorative and reflective activities designed to help the child understand the impact of their behaviour and identify positive next steps. Incidents and outcomes will be recorded on CPOMS. Any missed learning may be completed at home where appropriate. To support successful reintegration, the child will be collected by a familiar member of class staff following the reflection session.

5. Repair

Following reflection, a restorative repair conversation will take place with the member of staff involved at the Redirection and Reminder stages. The purpose of this conversation is to rebuild relationships, restore trust and support the child to move forward positively and successfully within the school community.

6.1. Incidents of Persistent Disruptive & Unsafe Behaviour

While all proactive and restorative approaches outlined in this policy will be used consistently to support positive behaviour, there may be occasions where additional measures are needed to ensure the safety and wellbeing of the child, their peers and staff. In line with current guidance on supportive and restrictive practices, the school may provide short periods of supported time away from the classroom with a familiar adult to help a child co-regulate and return to learning safely. Where necessary, a child may also spend time learning in a supervised alternative space within school as part of a planned supportive response. Parents and carers will be involved throughout to work in partnership with the school to help regulate behaviour and identify effective strategies. In exceptional circumstances, and where safety concerns remain despite extensive support, suspension may be considered in line with statutory guidance.

Children who require this level of support on a regular or ongoing basis will have appropriate planning documents in place to ensure a consistent, supportive and safe response from all staff. These may

include an individual risk assessment, a behaviour support plan and, where appropriate, a positive handling plan. These documents will be developed collaboratively with staff, parents/carers and relevant professionals, and will be reviewed regularly to ensure strategies remain effective, proportionate and centred on the child's needs.

7. Record & Respond

At Rosebrook, all staff use CPOMs to log any safeguarding concerns and behaviour deemed by staff to warrant an official response. Staff use CPOMs to record the following information:

- Safeguarding
- Child protection
- Serious breaches of this policy
- Meetings
- Information
- Correspondence between agencies

All recordings of safeguarding, serious incidents and physical intervention are recorded on the same day of the incident and shared with parents and trustees. SLT are verbally informed as soon as possible after the incident/disclosure.

Parents/Carers are informed of the incidents on the same day. We also ensure any agencies working with a pupil, such as social workers, are informed.

Further information can be found in the Restrictive Intervention Policy 2026.

8. Trauma-Informed Practice

Forming the basis of our approach to building relationships and managing inappropriate behaviour, is trauma-informed practice. This means our staff receive regular CPD (such as from the EP and Head of Virtual School) which develops their understanding of what might be at the root cause of the behaviours we see.

8.1. What are ACEs?

ACEs are adverse childhood experiences that harm a child's developing brain and leads to changing how they respond to stress and damaging their immune systems so profoundly that the effects show up decades later. ACEs cause much of our burden of chronic disease, most mental illness, and are at the root of most behavioural difficulties.

ACEs comes from the CDC-Kaiser Adverse Childhood Experiences Study (1997), a groundbreaking public health study that discovered that childhood trauma leads to the adult onset of chronic diseases, depression and other mental illness, violence and being a victim of violence, as well as financial and social problems and severe behavioural difficulties in childhood. The 10 ACEs the researchers measured:

- Physical, sexual and verbal abuse
- Physical and emotional neglect
- A family member who is: depressed or diagnosed with other mental illness; addicted to alcohol or another substance; in prison
- Witnessing a mother being abused
- Losing a parent to separation, divorce or other reason

Subsequent to the ACE Study, other ACE surveys have expanded the types of ACEs to include witnessing a sibling being abused, witnessing violence outside the home, witnessing a father being abused by a mother, being bullied by a peer or adult, involvement with the foster care system, living in a war zone, living in an unsafe neighbourhood, losing a family member to deportation, etc., all impact a child's development and adult onset of mental illness.

Growing evidence that increasing numbers of children experience intersecting vulnerabilities is noted by Gill et al. (2017). These include SEND, poverty, unsafe family environments, mental health, low attainment, gender and being from a minority ethnic background. Alone, each puts them at higher risk of exclusion.

8.2. What is PACE?

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

<https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>

At Rosebrook, the whole staff team are trained in the PACE approach and are encouraged to use PACE-informed scripts when having conversations with young people, which connect with their feelings, thoughts and intentions. The aim of using this approach is to de-escalate situations more quickly and increase trust between staff and pupils.

8.3. What is Physical Intervention?

Many staff are trained in de-escalation and positive handling (see Positive Handling Policy).

This gives the knowledge, practical skills and confidence to help staff to support pupils in times of emotional dysregulation through crisis prevention and de-escalation. Having a supportive staff and organisation, means that pupils from all walks of life will be supported, following plans specifically designed for them.

Our intention to incorporate all the above approaches into our daily practice is to:

- Create a trauma-sensitive environment where pupils and adults are safe and feel safe
- Pro-actively prevent and/or deescalate potential crisis situations with pupils
- Manage a crisis in a therapeutic manner, and, if all other strategies have been exhausted, intervene physically in a manner that reduces the risk of harm to pupils and staff
- Process the crisis event to help improve pupils' coping strategies

9. Additional Support

Including social and emotional interventions:

- Forest School
- Forest School nurture groups
- SafeSpace
- ELSA
- Play therapy / counselling
- Expanded Inclusion Team

- Mentoring by SLT
- Character curriculum
- Personal development & PSHCE curriculum
- Sensory room
- EP Support
- Use of visuals
- Trust SEND Specialist

10. The Role of Adults Working Directly with Pupils

It is the responsibility of class teachers, teaching assistants and other adults in charge of or supervising the class to ensure that the school rules are enforced in and around the classroom, and that pupils always behave in a responsible manner.

All adults should demonstrate high expectations of pupils with regard to behaviour and strive to ensure that all pupils work to the best of their ability, without being distracted or distracting others.

Positive reinforcement techniques are used: first attention to best conduct (meaning we catch pupils doing the right thing).

Positive language is used e.g. instead of “stop running” we confirm what we want the pupil to do: “please walk sensibly” or “show me your best walking”.

The behaviour support steps system is applied consistently.

Adults treat each pupil fairly and enforce the school rules consistently. They treat all pupils with respect and understanding. Each day is a fresh start.

Class teachers are responsible for ensuring support staff under their direction follow the Expectations and Relationships Policy, using school systems and procedures.

If teaching staff think there may be an academic, social or emotional issue connected to a pupil’s behaviour, they will discuss the pupil with the SENDCo or record their concerns more formally on CPOMs. The SENDCo will refer pupils to appropriate external agencies; support and guidance will be given from the best resources possible within school or the local authority.

The class teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. They should also be the first to discuss any behaviour issues with parents on an informal basis.

11. The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Inspection and Framework Act 2006, to implement the School Behaviour & Relationships Policy consistently throughout the school, and to report to the LAC, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misconduct, bullying and racial incidents. These incidents are recorded on CPOMS.

The Headteacher has the responsibility for giving fixed period suspension to individual pupils for serious acts of misconduct. For repeated or very serious acts of anti-social behaviour, the Headteacher may recommend to the Governing Body that they permanently exclude a pupil. These actions are extreme and very rare as we work closely with the local authority and cluster schools when pupils exhibit very challenging behaviour. We may ask another local school to assist us by accommodating pupils at risk of exclusion in a managed move or other temporary arrangement.

12. Roles & Responsibilities

12.1. Inclusion Team

The Inclusion Team (SENDCo, PSA, Safeguarding Advisor, Attendance Officer):

- Supports teaching staff by providing advice and guidance regarding pupils' behaviour, by implementing and monitoring the impact of behaviour diaries and by formally recording serious incidents.
- Assists in the transition process by supporting individual pupils in a number of ways including forming nurture groups and organising early transition to secondary school.
- Provides access to alternative provision when needed, either on site or off.
- Organises and transports pupils who need to use outside agencies because of inappropriate behaviour.
- Monitors attendance by being responsible for first day response, home visits and escorting reluctant pupils into school.
- Liaises with parents and outside agencies.
- Signposts parents to relevant agencies.
- Ensures pupils with social, emotional and mental health needs (SEMH) receive the support, as needed, for them to be fully included and receive the same learning opportunities as their peers.

12.2. Parents

We collaborate actively with parents, so that pupils receive consistent messages about how to behave at home and at school.

The School Rules are always applied and our Behaviour & Relationships Policy can be found on our website.

We expect parents to support their child's learning, and to co-operate with us, as set out in the Home-School Agreement. We actively seek to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If we have to use reasonable sanctions to punish a pupil, we expect parents to support the actions of the School. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher, followed by a member of the Senior Leadership Team (SLT). If the concern remains, the Headteacher should be involved, and finally, if still unresolved parents should contact the School Governing Body and Trust. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

If after-school detentions are not supported by parents, the School is legally within their rights to temporarily exclude the pupil for the next school day.

12.3. Local Governing Body

It is their responsibility to:

- Approve and monitor this policy.
- Notify the Headteacher if they want the Behaviour & Relationships Policy to include particular measures.
- Consult with the Headteacher, parents, staff and pupils on the Behaviour Policy.
- Convene a Welfare Committee if a particular pupil is persistently prejudicing the maintenance of order and discipline (i.e. is at risk of exclusion) to meet with parents and discuss the risk of exclusion.

13. Fixed Period Suspensions (FPS) & Permanent Exclusions (PEX)

See the following Government guidance:

<https://www.gov.uk/school-discipline-exclusions>

<https://www.gov.uk/government/publications/school-exclusion>

Suspensions may be necessary, therefore the school has therefore adopted the standard national list of reasons for exclusions and suspensions, and the standard guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642577/Guide-to-exclusion-statistics-05092017.pdf (pages 17 and 18)

We refer to this guidance in any decision to exclude or suspend a pupil from school.

Only the Headteacher has the power to exclude or suspend a pupil from school. A pupil could be suspended for one or more fixed periods, for up to 45 days in any one school year. In the case of a suspension, documentation is delivered to the home (or sent directly to the parents' inbox) of the pupil on the first day. A reintegration meeting takes place with the parent and pupil before the pupil is returned to class.

In extreme and exceptional circumstances, the Headteacher may recommend to the LAC and Trust that they agree to a pupil being excluded permanently. It is also possible for the Headteacher to convert a fixed period suspension into a permanent exclusion, if the circumstances warrant this and further information has come to light.

If the Headteacher excludes or suspends a pupil, parents, Local Authority (LA) and the Trust are informed immediately, stating reasons. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the LAC and Trust. The school informs parents how to make any such appeal.

The Headteacher informs the LA, the LAC and Trust about any permanent exclusion, and about any fixed period suspensions.

Neither the LAC nor Trust can exclude a pupil or extend the exclusion period made by the Headteacher.

The LAC has a Pupil Welfare Committee which is made up of between three and five members. This Committee considers any exclusion appeals on behalf of the LAC.

When an Appeals Panel meets to consider exclusion, they consider the circumstances under which the pupil was excluded, consider any representation by parents, the LA and the Trust, and consider whether the pupil should be reinstated.

If the LAC Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Headteacher will keep a record of their own actions and those of other staff.

If a pupil is failing to comply with the rules and expectations of the school, the Headteacher may decide that the pupil and his/her peers would benefit from the said pupil spending a period in another setting. If this is the case, the Headteacher will decide on an appropriate length of time for the dual registration period, and appropriate work will be provided by the class teacher if requested, matching work within class as closely as possible.

14. Drug & Alcohol Related Incidents

It is the policy of this school that no pupil is permitted to bring any drug, legal or illegal, to school. If a pupil needs medication during the school day (minimum of 4 times daily), the parent or guardian should notify us and ask permission for the medication to be stored and administered. For further guidance, please refer to the School's Medicines Policy.

Any pupil who is found to have brought into school any type of illegal substance will be subject to a FPE or possibly a PEX, depending on the severity. The pupil will not be re-admitted until a parent or guardian of the pupil has visited the school and discussed the seriousness of the incident with the Headteacher and the Police where applicable.

If a pupil is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the pupil will be permanently excluded. Police and Social Services will also be informed.

We will take the misuse of any harmful substance very seriously. The parents or guardians of any pupil involved will always be notified. A pupil who deliberately brings harmful substances into school for the purpose of misuse will be punished by a FPE. If the offence is repeated, the pupil will be permanently excluded, and in both instances the Police and Social Services will be informed.

If any pupil is found to arrive at school and be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home and Social Services will be contacted.

15. Screening, Searching & Confiscating Items

School staff can search a pupil for any item banned under school rules. The DfE Guidance of February 2014 enables a member of staff to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. School staff have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons, knives, illegal drugs and extreme pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Mobile phones are not permitted at this school for pupils; however, if pupils bring them in accidentally or are instructed to by a parent, they will be held securely until the end of the day by class teachers.

16. Monitoring & Review

We keep comprehensive records concerning incidents of misconduct using a central communication system (CPOMs).

The Headteacher keeps a record of any fixed period and permanent exclusions. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the School Behaviour & Relationships Policy is administered fairly and consistently. It will pay particular attention to matters of racial equality; it will seek to ensure that the School abides by the guidance of the Equality Act and that no pupil is treated unfairly because of race, gender, disability or ethnic background.

Appendix A: House System & Core Values

The Five Houses of Rosebrook
"We can be Whatever we Dream"

It is based on the principle that children, staff, and parents can work together as an extended family to achieve more than originally thought possible. By being part of a House, we want each person to learn the value of teamwork within the larger school community, ensuring that Rosebrook is a place that promotes team spirit, security, support and friendship.

The idea of star constellations came about after consultation with the entire world, then our staff. The final say went to our School Council: *the Rosebrook Imagineers*. It was decided to combine our two favourite ideas: animals and star constellations.

Why constellations you might ask? They represent what can be achieved when stars work together.

Individually we shine, but together, we create something that shines much brighter.

The selection of star constellations as House names also aims to extend pupils' knowledge beyond what is already known. Furthermore, they link to the name of our Multi-Academy Trust, Ad Astra, meaning *"to the stars"*.

The Trust's strapline *"stars in the making"* reflects an ambitious vision within each school community that every child and every staff member can be the best that they can be.

Our **DREAM** Core Values

Children across all classes in school discussed the values which were most important to them and the qualities they would want to see in a friend. After consultation with the Rosebrook Imagineers, it was decided that our core values should stem from our strapline: *"We can be whatever we dream"*.

Rosebrook's core values underpin our ambitious vision for every child and member of staff. We believe each and every one of us can be a happy, respectful, successful citizen by understanding how to develop these personal qualities and beliefs: **DETERMINATION**, **RESPECT**, **ENTHUSIASM**, **AMBITION**, **GROWTH MINDSET**.

Our core values are central to our beliefs, which are shared, understood and demonstrated by every member of our school community.



The Five Houses of Rosebrook



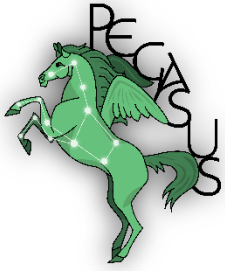
The determination of Ursa Major, the Great Bear, allows it to overcome any obstacle in its track. This beast symbolises strength and tenacity, and with these qualities, anything is possible.



Soaring majestically through the skies, Aquila the Eagle commands respect, but also reminds us of its fragility as an endangered species. It cries out the need for respecting the planet, each other and ourselves.



Draco the Dragon is an energetic and fiery creature who ignites passion and a zest for life. It is the perfect symbol of enthusiasm and motivation.



Pegasus the Flying Horse is a striking, mythical creature; a symbol of inspiration and ambition. It reminds us that if we aim high, and shine bright, we can be whatever we dream!



Leo the Lion is a symbol of positivity and strength - of both body and mind. Leo reminds us that by being positive, resilient and having a growth mindset, we can face any challenge we encounter.

*At Rosebrook, we **dream**!*

*We are **determined**, **respectful**, **enthusiastic**, **ambitious** and we are developing a **growth mind-set**.*

These are our core values.