



Behaviour Policy

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Legislation and Statutory Requirements

Our policy takes account of:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation at School
- The Equality Act 2010
- Supporting Learners with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014
- Restrictive Interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026)

Definition

In accordance with the DfE advisory document 'behaviour and discipline in schools', The Rowan School has produced a policy and guidance for learners, staff, and partner agencies to underpin The Rowan School's core beliefs and guidance. This behaviour policy will be reviewed at least once per year, be available on The Rowan School website (School Information (England) Regulations 2008) and provided to parents where required.

At The Rowan School, we aim to meet the diverse needs of our learners through the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries, and an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.

Our general approach which we aim to embed throughout The Rowan School, centres around an unconditional positive regard for all learners, acknowledging and addressing any inappropriate behaviours which may arise. It is through this learner-centred and inclusive approach that learners will learn to understand, manage, and improve their own behaviour, and to build positive relationships with adults and other learners.

Consequently, all learners at The Rowan School have the right to a recognition of their unique identity and individual consideration of their needs and be treated with respect and dignity and feel valued members of the learning community, learn and work in a safe environment and be protected from harm, violence, assault and acts of verbal abuse.

The Rowan School recognises that poor behaviour can have wider implications on other learners who attend. Core principles of The Rowan School include:

- making sure all adults in the room know how to respond calmly and effectively to learners with special/specific needs.
- ensuring that learners receive rewards every time they have earned them and receive a sanction every time behaviour falls below expectations.

Staff follow these guidelines and support a consistent approach to managing behaviour, both in the classroom and around The Rowan School. When learners know that teachers will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

Key Principles to Support Positive Behaviour

- Ensure that this behaviour policy is clearly understood and followed by all staff, parents, learners and visitors.
- Display school rules clearly around the building. Staff and learners should know what they are, "Kind Hands, Kind Feet and Kind Words".
- Display the rewards in each class (GTBG card system (as appropriate per child needs), golden tickets, and kindness tokens, tuck shop). (See Appendix A)

- Ensure that other senior leadership team members are a visible presence around The Rowan School.
- Check on behaviour outside The Rowan School.
- Check the building is clean and well-maintained.
- Ensure that staff praise positive behaviour and work.
- Ensure that staff understand special needs of learners.
- Put in place suitable support for learners with behavioural difficulties.
- Build positive relationships with the parents of learners with behaviour difficulties.
- Meet and greet learners when they come into the classroom.
- Have a system in place to follow through with all sanctions and rewards (e.g., stop and think, warning cards).
- Have a visual timetable displayed in all classrooms.
- Ensure that all resources are prepared in advance.
- Praise the behaviour we want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Teach children the class routines.
- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.
- Identify and understand the needs and specific strategies for each child as recorded in their ESP (see Appendix B).

Emotional Support Plans (see Appendix B) - The Rowan School ensures each learner who attends The Rowan School has an Emotional Support Plan (ESP). This document records the typical behaviours staff may expect from each learner, including what can prompt positive/poor behaviour and how the behaviour is managed/key personnel etc. This document is compiled in partnership with the learner, teacher, support staff and the SLT work together to promote the best possible behaviour. It also documents what to expect when behaviour falls below what is expected and how this is managed effectively. This is a 'live' document open to change throughout the time a learner spends within The Rowan School.

Support and Communication

To promote and support appropriate behaviour, The Rowan School is committed to ensuring that staff to learner ratios are kept as high as possible. However, there may be occasions when staff working with learners feel they require additional help and support, over and above the classroom team. In these cases, on hearing a call for cover – all available staff should directly walk to where cover has been requested or make sure other support staff are made aware of the request.

Staff Support

Working in an environment that can sometimes be challenging can be stressful. As such we like to make sure that staff are supported in all possible situations and outcomes. The senior leadership team play a big part in managing behaviour and will be available whenever possible to support staff and deal with poor behaviour.

Working in high stress and challenging situations can have a detrimental impact on staff mental health. Following incidents or instances of high stress and challenge, staff can take time for themselves to support their own wellbeing and mental health.

Staff are encouraged to take time away in safe spaces if required and have access to their support network if appropriate. We are committing ourselves to ensure Mental Health First Aid trained staff are available who can offer further support if required.

Other examples of staff support, and wellbeing can be addressed through, but are not limited to:

- Weekly/termly wellbeing activities.
- Tailored CPD, relevant to the individual and discussed at length with the senior leadership team.

- Access to wellbeing support, Headspace, Listening Ear.
- Membership of Westfield Health.

Instances of malicious accusations made against school staff will be investigated thoroughly and dealt with accordingly, with appropriate action being taken.

At The Rowan School we meet with staff regularly to share best practice through a debrief. Discussion of incidents and case studies take place to ensure staff are upskilled continually and have a good knowledge of which strategies work well with each learner, further training or assistance or the sharing of best practice.

The senior leadership team have an 'open-door policy' which encourages the flow of information and can highlight areas of support or where improvements can be made.

Expectations

Our school's expectations set out the expected behaviour of learners and staff and constitutes the rules to maintain a good working environment. These are displayed around The Rowan School in different formats.

Learners should:

- Be helpful and supportive of one another.
- Respect everyone, the school, and its property.
- Be the best version of themselves.
- Be kind and considerate.
- Understand the expectations placed on themselves and on those learning and working within The Rowan School.
- Keep lines of communication open and two-way.
- Keep each other safe and feeling secure.

Staff understand:

- The behaviour is NOT the child.
- All behaviour is a form of communication about how the child is feeling at that point in time.
- Positive communication equals positive relationships.

Behaviour and Actions

Continual Positive Reinforcement

Each member of staff within The Rowan School is encouraged to use their own interpretation of positive reinforcement to maintain a natural and friendly relationship with learners. Guidance is given and generally reflected across The Rowan School with teachers, senior leaders and support staff all utilising positive reinforcement in building relationships with learners (see Appendix A).

Informal rewards include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the learner or groups of learners.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Additional responsibilities.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books, home communication books.
- Displaying good work.
- Work towards an activity chosen by the learner.
- Recognition and celebration of learning.
- Stickers.
- Certificates.
- Themes for Rewards in Class.

Formal rewards are targeted and individualised according to age and need, celebrated with the peers and the whole school as appropriate e.g., certificate presentations in assemblies for progress. A focus on restorative approaches to addressing and changing behaviour. Staff recognition of positive behaviour is clearly based on learners' level of development, their needs, and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Consistency of praise and appropriate challenge is essential in giving both learners and staff an understanding of how learners should behave. Clear definitions and sharing of best practice are important in making sure The Rowan School's vision is shared between learners, staff, partner agencies and parents. All learners need to be aware of the rules and routines and the consequences of meeting or not meeting rules and expected standards of behaviour.

Choice and Consequence: Rewarding Positive Behaviour

Behaviour that leads to rewarding consequences are more likely to be repeated if:

- All staff are actively involved in consistently rewarding positive behaviour.
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- The types of consequences used across The Rowan School reflect the individual nature of class groups and learner.

Informal consequences may include, but are not limited to:

- Use of planned ignoring, where possible.
- Use of another member of staff/SLT/support staff/Safe Face.
- Facial expression of disapproval.
- Verbal warnings and reprimands.
- Loss of privileges or rewards.
- Restorative conversations and discussions.
- Temporary withdrawal from the learning environment/working with another support member of staff/class.

Formal consequences are implemented following due consideration of any incident and the learner's age and needs:

- Loss of behavioural or reward points (Good to be Green points).
- Agreed withdrawal of privilege (in accordance with sanctions list).
- Meeting with the SLT/ Parents/ Partner agencies.
- Restorative methods – repairing damage, writing letters of apology, verbal apology.
- Suspension: the use of fixed term exclusion.

Team Teach

At the Rowan School, we aim to provide a learning environment that is free from fear and safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our learners.

We are an independent school that tries to meet the needs of all our learners regardless of their level of support need and therefore, from time to time, some learners may present us with challenging behaviour. Our health and safety commitment to learners and staff means that we will carry out a risk assessment to foresee and reduce the risks presented occasionally by their behaviour.

We strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – our staff are trained in

skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

In exceptional circumstances, staff may need to act where the use of reasonable and proportional force using Team Teach handling techniques may be required.

Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder. As a rule, we do not use physically intervention with our learners. However, there are exceptions to this, which are as follows:

- if we believe that the learner would themselves suffer harm without this kind of intervention; or.
- that they would or are likely to harm somebody else without this kind of intervention.

In these cases, restraining would be exercised under (and in line with) the statutory rights of government's April 2026 guidance "Use of reasonable force in Schools", please see our "Use of Restrictive Interventions Policy, Including Reasonable Force and Seclusion" Policy.

All incidents of positive handling are reported, recorded, monitored and evaluated onto CPOMS. Parents are informed of any that involve a child being held with a restrictive holds. Any injury sustained during an incident involving positive handling is also reported to the parent/guardian.

Graduated Approach to Support Behaviour

Should staff become concerned about a learner's behaviour over a period of time, Staff will follow a graduated approach to support behaviour. All meetings follow a restorative framework as outlined further below. The meetings should not be deemed punitive but restorative in nature to provide additional support to all parties involved.

Stage 1 – meeting with support staff

This initial meeting could be prompted by a rise in level one behaviours and is in place to share concerns and offer early intervention within the classroom. This meeting can be completed over the phone, virtually, on a home visit or at school at an appropriate time.

Stage 2 – meeting teacher

This meeting would be prompted in a rise of level one and level two behaviours and/or if a stage 1 meeting were unsuccessful OR deemed inappropriate due to behaviours shown.

Stage 3 – meeting with Senior Leadership Team

This meeting would be prompted by unsuccessful stage 1 and/or 2 meetings OR a rise in level two behaviours or Level three behaviours. These may prompt a learner to be placed on a Behaviour Agreement to monitor and support positive behaviour and/or explore other strategies.

Suspensions or Permanent Exclusion

When a learner is sent home due to negative behaviour, it will be marked as a suspension on our register unless there are extenuating circumstances. Children will be collected by parents unless a plan has been discussed with the parents due to extenuating circumstances.

On occasion, for health and safety reasons or if there is continuous negative behaviour, it may be necessary to send a learner home. Parents are called prior to child being sent home. The following day the child will be offered a fresh start following a conversation with a member of the senior leadership team and/or having attended a restorative meeting.

Any incident, which breaches The Rowan School's code of conduct, is liable to result in a suspension and/or withdrawal of placement.

Supportive Strategies

Safe Faces/Safe Places

Building relationships is a key part of the development of learning and support for learners within The Rowan School. By having positive relationships with staff, we can help learners work through any issues that may arise by offering a supportive approach to their individual need.

Safe faces are learner nominated key members of staff who learners feel they have the best relationship with and can support them if they are feeling unhappy, anxious, if they are emotionally challenged or in crisis. Each learner will nominate up to 3 safe faces within The Rowan School and, if required, the learner can have access to these staff where practicable (See Appendix B). We recognise that sometimes this may not be available all the time so work with 3 'safe faces' for each learner. We will also record 3 'safe places'. An environment where the learner feels most safe and where they are more likely to be able to regulate their emotions.

Emotional check ins

On a daily basis each class will ensure they carry out an emotional check in with learners to ascertain how they are feeling and to give learners a voice. In turn this also allows staff a more in-depth perspective to how learners are feeling and what approach to take with that learner.

Restorative Practices

Wherever possible The Rowan School will adopt a restorative approach when challenging or sanctioning of poor behaviour.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practice involves helping the learner think through their behaviour, its consequences and what they can do to make it better.

How do The Rowan School implement restorative practices?

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it. The Rowan School can work through key questions to aid the restorative approach.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Searching of Learners

The Rowan School reserves the right to search learners prior to entering The Rowan School or at appropriate times should the need arise. Any search for weapons or prohibited items must be done in accordance with the DFE guidance "searching, screening and confiscation advice for schools 2022" respecting the lawful rights of the learners. Any refusal to search would see the learner refused entry to The Rowan School or sent home. There will always be 2 members of staff present if a learner is searched, this would only take place if the learner has expressed that they will bring a dangerous item into school, parents will be informed. Random bag checks can take place when we suspect a learner has bought something into school that they should not have.

Mobile Phones

Mobile phones are prohibited on The Rowan School site. There may be times when learners are found with mobile phones in their possession and if this occurs, they will be required to

hand this into school staff where it will be stored safely until the end of school day. If a learner refuses to hand in their phone, then efforts must be made to work on compliance and in worst cases parents will be called to pick up the mobile phone from school. If a learner fails to comply, we do not let allow the learner into the classroom for safeguarding reasons.

Parental Involvement

Parents can play a vital and significant role in making sure that The Rowan School principles of behaviour and policy are upheld. Parents will have the ability to contact directly and the lines of communication with The Rowan School, we will be open at all times including 'out of school hours' supported by the senior leadership team.

Parents are encouraged to support The Rowan School and work in partnership to get the very best outcomes in behaviour.

Parents will be invited into school regularly to discuss learner progress with their child's teacher.

Use of single assessment/early intervention – school will take a lead role in supporting parents with issues outside of The Rowan School and will be a conduit to getting increased help and support from outside agencies.

Use of Specialist Support

The Rowan School recognises that in some instances further support may be required for our learners that requires specialist intervention. School makes sure these areas are covered wherever possible.

Speech and Language Therapy

External specialists will be sourced to support any learner with speech, language, or verbal communication difficulties.

Educational Psychologists

External specialist who will support with further strategies to ensure success at school.

Referral to External Services:

Where appropriate referrals to external providers, such as CAMHS, GP, OT will be made to support.

Recording and Reporting

The Rowan School uses CPOMS to record Behaviours and PI's. Positive behaviours are also uploaded to SharePoint using the engagement data tool. The information is gathered timely and consistently, which enables the senior leadership team to analyse and review positive trends, informing learning and strategic development. Incidents are reported timely and are reviewed by the senior leadership team. This is completed within 24 hours of any incident with any follow up actions actioned as soon as possible.

Data is collated and analysed to inform strategy and practice, highlighting any additional support needs. Behaviour data is collated each month and shared with all relevant stakeholders.

Links With Other Policies:

- Staff Code of Conduct and Behaviour Policy
- Anti-Bullying Policy
- Disciplinary Policy
- Use of Restrictive Interventions Policy

Appendix 1 – Behaviour and Action Log		
Levels of Behaviour	Types of Behaviour	Rewards/Actions
Positive Behaviour	Being kind / caring to others Following instructions Requesting help Completing classwork and homework Achieving targets / learning objectives Respect for self, others, and equipment Positive engagement in lesson / activity Positive school day / school week Positive school term / school year Positive attendance record Using agreed strategies	Kindness token Postcard home Golden tickets / Golden Time Positive calls home Attendance Rewards Food reward for class Management praise - verbal or written Certificate, stickers Class prizes (e.g., board game) Extra breaktimes (choosing time) Tuck Shop
Level One Behaviour	Poor Attitude Being rude on purpose General swearing / verbal aggression Refusal to follow instructions Low level disrupting others learning Being unkind to others / name calling Refusal to work Drawing on furniture	Verbal warning Use of an agreed strategy from ESP Ask for a movement break Take 5 minutes Behaviours logged and monitored Change of face/space/activity Use of Stop and think/warning/consequence Loss of minutes at break/golden time Loss of Tuck shop coins
Level Two Behaviour	Walking out of class Swearing at someone directly / verbal abuse / learners Minor damage to property / throwing items on the floor Repeated level one behaviour Persistent non-compliance Classroom disruption Causing an unsafe environment for others	Verbal apology Restorative intervention Teacher/Support staff to address issues with parent Intervention - time out Discussion with parents Supervision with SLT

Level Three Behaviour	Persistent Level 2 Behaviours Throwing items with intent to cause harm Theft Making threats towards other Serious damage to property Discriminatory comments (*9 protected characteristics) Bullying Intimidating and threatening behaviour Causing a severe health and safety hazard in The Rowan School environment Physically hurting someone / assault Possession of controlled substances or weapon Disruption on transport when on a visit/trip with The Rowan School staff Incitement Walking out of school / absconding Refusal to hand in / switch off phone or other personal device	Parent requested to attend meeting Implement support mechanisms Parent charged for damage / replacements Intervention - time out Police advised Short term suspension / exclusion (up to 48 hours, 1-2 days) Long term suspension / exclusion (over 48 hours - 3-5 days) Short term suspension End of placement or Permanent exclusion
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Appendix B

Individual Emotional Support Plan

Name	
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Safe Faces	1.
	2.
	3.
Safe Places	1.
	2.
	3.
Safe Activities	1.
	2.
	3.

I FIND IT DIFFICULT TO CONTROL MY EMOTIONS WHEN... (INCLUDE DATE)	THE EMOTIONS / ACTIONS I MIGHT DISPLAY ARE...	MY GOALS THAT WILL HELP ME IN THE FUTURE ARE...	WHAT STAFF CAN DO TO HELP THIS
LEARNER VOICE – MY GOALS FOR THE YEAR TO IMPROVE MY ATTITUDE AND ENGAGEMENT IN SCHOOL.			
STAFF COMMENTS			

Restrictive Physical Intervention Report Form							
Reason for Restrictive Physical Intervention	Danger to self			<input type="checkbox"/>			
	Danger to others			<input type="checkbox"/>			
	Significant damage to property which presents an immediate to child or others			<input type="checkbox"/>			
Techniques Used: Non-reportable not reportable on own. Only indicate the use of non-reportable below if it led to a higher-level technique being used.							
Team Teach Techniques	Reportable	Technique	Used	Duration			
	No	Turning	<input type="checkbox"/>				
	No	Guiding	<input type="checkbox"/>				
	No	Secure Comfort Hold	<input type="checkbox"/>				
	Yes	Turn, Gather, Guide	<input type="checkbox"/>				
	Yes	Single Elbow Hold	<input type="checkbox"/>				
	Yes	Single Person Double Elbow	<input type="checkbox"/>				
	Yes	Two-person Figure Four	<input type="checkbox"/>				
	Yes	Two Person Double Elbow	<input type="checkbox"/>				
		Half Shield	<input type="checkbox"/>				
Supplementary							
	Yes	Drop Elbow, Pump, Conductor, Clock, or crossover	<input type="checkbox"/>				
	Yes	Seated Hold	<input type="checkbox"/>				
	Yes	Change of Face	<input type="checkbox"/>				
	Yes	Hair response	<input type="checkbox"/>				
	Yes	Neck Response	<input type="checkbox"/>				
	Yes	Clothing Response	<input type="checkbox"/>				
Small Holds		Sitting on chair with change of face	<input type="checkbox"/>				
		Response to Deadweight	<input type="checkbox"/>				
Injuries/First Aid							
Please detail any injuries sustained by the learner(s):							
Please detail any injuries sustained by the staff:							
Was first aid required for learners or staff? (Complete first aid record)							
Additional Information							
Please detail any damage to property (which presented an immediate danger to learner and / others):							
Post Incident Restorative meeting offered to learners(s):			Post Incident debrief offered to staff:				
Date:		By whom:		Date:		By whom:	

Learner Name	Date	Day	Supported by:
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Learner Self-reflection form

How were you feeling before or at the time of your physical intervention? (Circle the face)

(Use the below space to write your feelings).



How are you feeling now?



What could we do next time, so that we do not have to use a Physical Intervention? This must be reasonable and appropriate.

Sensory Toy

Time out

Quiet time

Walking Time

Other

NOTE: if a learner would like to say how they felt, or are unable to write themselves, a member of staff can transcribe in the space above please remember to add quotation marks, a learner may wish to draw their reflection and explain to an adult who will transcribe.

Learner Signature:	
Date:	