THE ROWANS SCHOOL

BEHAVIOUR MANAGEMENT POLICY
(INCLUDING EXCLUSION POLICY)

INTRODUCTION

The Rowans School is committed to being a safe learning environment for all members of the extended school community. Each child is entitled to feel valued and respected, secure and able to take full advantage of the learning opportunities presented every day. The school has referred to 'Behaviour in Schools' (2024) and is aware of its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities.

This policy should be read in conjunction with the Safeguarding Policy, the Anti-Bullying Policy, the Health and Safety Policy, Special Educational Needs Policy and the PSHEE Policy.

PRINCIPLES OF OUR TRAUMA-INFORMED APPROACH

At The Rowans School, we recognize that all behaviour is communication. We understand that behavior is often an expression of underlying needs, trauma, or developmental stage, rather than simple defiance.

Our primary tool for managing behaviour is the relationship between staff and the child. We prioritize safety, trust, and connection, ensuring every child feels valued and secure. We aim to build emotional intelligence and resilience, acknowledging that children may need explicit, ongoing support to develop the skills to manage their emotions.

When a child struggles, our response is to seek to understand "what has happened?" rather than asking "what has the child done?". Our responses are intended to be restorative, helping children repair harm and learn from experiences.

We remain committed to inclusivity and reasonable adjustments, recognizing that for some children, standard expectations may need to be adapted to meet their unique developmental and sensory needs.

POLICY STATEMENT

In order for children to achieve their best, it is vital that they understand how to behave, play and learn together in a considerate manner. To achieve this, we believe it is important that children, staff and parents value good behaviour. In addition to the academic curriculum, we focus on instilling the importance of right, wrong, fairness and tolerance. Children learn best when they are in a safe and supportive community, when they are clear about what they are supposed to do and they are continually and consistently encouraged to do it.

This policy seeks to enable teachers to focus on the teaching and learning taking place within the school and develop a learning environment free from disruptions and that encourages and recognises effort, success, improvement and on-task behaviour. This policy applies to all children in the school, including EYFS. The person responsible for behaviour management in the EYFS is Miss Rose Fookes (Head).

AIMS

The strategies adopted are fair and consistent.

All staff aim to:

- Model and encourage behaviour which is courteous, tolerant, accepting, co-operational, respectful and caring;
- Develop the ability of children to respect, understand and accept the needs and feelings of themselves and others;
- Develop and foster an innate sense of self-esteem and self-discipline within our pupils;
- Encourage children to make sound choices about their behaviour;
- Encourage pupils to take responsibility for their own actions and realise that actions have consequences;
- Establish and maintain a high standard of behaviour and good citizenship;
- Assist each other in developing effective strategies and for dealing with pupil behaviour;
- Work in unison with parents/carers and other agencies if necessary, to establish and maintain consistent behavioural guidelines;
- Develop respect and pride in the school and the property within it;
- Make experiences for children and staff as enjoyable and positive as possible;
- Encourage the use of behaviours that will lead to a happy and safe school;
- Raise staff awareness through training so that the principles of the school policy are understood and responsibilities are known;
- Provide a support system for all pupils including those with special educational needs/disabilities.

CODE OF BEHAVIOUR

Children should:

- learn what good behaviour is;
- know the difference between right and wrong choices;
- be honest at all times;
- be polite, show care and consideration towards each other and to all adults at all times;
- learn to value friendship;
- develop self-confidence, compassion and self-esteem;
- be prepared to take responsibility for their actions;
- be prepared to look after their own belongings, uniform, pencil cases, etc, which they bring into school;
- walk inside the school building;
- wear the correct school uniform;
- arrive in good time for the start of school and be ready for registration, lessons and other school activities.

Parents/Carers

We believe the children will prosper when there is a strong school-home partnership. Parents are actively encouraged to be involved in the school through a variety of things including:

- Learning Journeys in the Early Years;
- Open communication including an open-door policy, direct e-mail contact;
- Parents' evenings and Curriculum Evenings;
- Parents' Handbook;
- Family and charity events;
- Parent helpers on outings;
- Invitations to concerts and performances throughout the year;
- Weekly newsletter.

It is essential that parents share a common philosophy and values with those held at The Rowans School. This helps the children to see that the rules and expectations set at school are reinforced and valued at home.

We ask that parents/carers should:

- recognise that an effective school Behaviour Management Policy requires close partnership between parents, teachers and children;
- participate in creating a safe, positive and respectful learning environment within the school;
- understand that learning and teaching cannot take place without sound discipline;
- work and co-operate with the school to resolve concerns involving their child/ren;
- show courtesy at all times in their dealings with all members of staff and other families within the school community;
- support their child/ren in regular attendance at the school;
- feel confident that their children are developing not only academically, but also personally and socially;
- ensure punctual delivery and collection of their child/ren;
- recognise the role they can play to prevent bullying, including when they are a bystander;
- are able to discuss issues in an open and positive manner.

The role of the Head and Deputy Head

The Head and Deputy Head expected to:

- be available to all children as a point of contact for pastoral or academic matters;
- provide opportunity for feedback at the weekly Children's Forum;
- ensure all staff are following the PSHEE curriculum and addressing issues as and when appropriate;
- liaise with parents and other agencies should the need arise;
- manage the transition of pupils between year groups and settings;
- take disciplinary action against pupils who are found to have made malicious accusations against staff.

ENCOURAGING POSITIVE BEHAVIOUR

Golden Rules

Our Golden Rules are used and displayed throughout the School and are also available on the parents' area of the website. There are six Golden Rules which guide the children to show kindness, consideration and respect for themselves, others and their property. They also embrace positive learning behaviours.

- Kind Hands
- Honest Hearts
- Thoughtful Words
- Caring Actions
- Listening Ears
- Busy Brains

The Golden Rules link to Golden Time, which is detailed below.

House system

The school operates a house system. All children are placed into one of three houses, with siblings remaining in the same house. House points are awarded for, amongst other things, academic

achievement and effort in learning, thoughtfulness, kindness, service to the school and other members of our community, and good manners.

The children collect individual house points when displaying the above behaviours. At the end of each week these are collated and contribute to the overall house points total. The house with the most points at the end of each half term is awarded the House Cup and receives a special prize.

House Captains are expected to model good behaviour and to encourage their team to show positive attitudes and behaviour.

Circle time
All children take part in Circle Time activities. These provide the foundation for the PSHEE curriculum. Children are taught to recognise the positive effect that their good behaviour can have on others, as well as identify strategies to help them avoid conflict, avoid problematic situations and understand how their behaviour and actions might provoke an incident.

In discussing these issues, we aim to raise self-awareness, develop skills in listening and effective communication and empower children to deal effectively with situations that arise.

Beau's Wheel of Choices (based on Kelso's Wheel)
Conflict with others is a normal part of life for children. Having different needs or wants, or wanting the same thing when only one is available, can easily lead children into conflict with one another whilst they are still developing the skills to avoid or resolve these issues.

Beau's Wheel of Choices teaches the children how to solve 'small problems' on their own. 'Small problems' include conflicts that cause 'small' feelings of annoyance, embarrassment or boredom caused by friendship disagreements. 'Big problems' always need to be taken to an adult. These are situations that might be scary, dangerous or ongoing.

Beau has six choices to solve 'small problems.' These are illustrated in the Beau's Wheel of Choices:
- Find another friend
- Share and take turns
- Ignore it
- Walk away
- Tell them you don't like it and ask them to stop
- Apologise

When a child comes to an adult to solve their 'small problem,' they will be asked to try one or two of Beau's Choices. If that does not work, then an adult will intervene to support and guide the children. By learning to manage conflict effectively, children's skills for getting along with others will be improved. Children are much happier, have better friendships and are better learners at school when they know how to manage conflict well.

Emotional Regulation

At our school, we support the emotional regulation of our children through the use of the Zones of Regulation framework. To make the Zones more relatable and engaging, we use a series of friendly badger characters, each representing the emotions found within the different Zones. This approach helps children to identify and understand their feelings in a developmentally appropriate way. The choice of badgers links closely with our playground tool, Beau's Wheel of Choices, which features our familiar badger character, Beau. This tool encourages children to independently solve low-level

problems using simple, clear strategies, reinforcing emotional awareness and self-regulation both in the classroom and during play.

Assemblies and displays
Children are encouraged to share their achievements from in and out of school, in assemblies, and their work is displayed on boards throughout the school.

Each week, a whole-school Celebration Assembly provides an opportunity for children from every class to be recognised for outstanding achievements. The children share their work with the rest of the school community and their work is displayed. They receive a Work of the Week certificate from the Head.

Any member of staff can also nominate a child for a Star Award; these are given out during the weekly Celebration Assembly. The awards recognise notable displays of good citizenship as well as individual achievements of personal targets.

Both of these are also recognised in the weekly newsletter.

School Council
Year 2 children form a School Council each term which meets weekly to discuss how to help the children in our school. They listen to their peers and feedback ideas to improve the school as well as modelling good behaviour to others.

Golden Time
Each class allocates 30 minutes of Golden Time on a Friday afternoon where children have a free choice of activities. If children do not display positive behaviour that is in line with the Golden Rules during the week, they may lose a minute of Golden Time for each incident of dysregulation. By exhibiting positive behaviour consistently, children can enjoy the full 30 minutes of Golden Time. If a minute is lost, this is written in the class Golden Time book/logged on SchoolBase with the reason recorded. This way, we can identify any patterns in behaviour which may need additional support. These are reviewed by SLT and together in a staff meeting at the end of each half term.

Other initiatives:
Recognising, highlighting and praising good behaviour as it occurs;
Ensuring we are firm but fair and criticism is constructive;
Model the behaviour we wish to see;
Awarding stickers, smiley faces, etc;
Sending positive messages home;
Learning about examples of good behaviour in assembly.

Levels of positive behaviour and rewards

Level	**Examples of Positive Behaviour**	**Rewards**
Level 1	Listening attentively. Thinking of others. Following class rules. Good manners.	Verbal praise. Stickers/pegs/smiley faces. Teacher's stamp. Sharing work with class. House points. Praise from other adults. Star Award.

Level 2	Exceptional effort. Consideration for others. Empathising with others.	Sharing work with another class. Verbal feedback to parent/carer. Praise from Deputy Head/ Head.
Level 3	Consistently showing examples from Level 2. Being a positive role model. Showing reliability when given positions of responsibility.	Star Awards. Work of the Week from Head (also sent home in weekly newsletters)

RESPONDING TO MORE CHALLENGING BEHAVIOUR
Staff will adopt an incremental approach when responding to unhelpful or on-going challenging behaviour from children.

Look or use of directional language
Tone of voice, eye contact, body language are all extremely important when it comes to establishing classroom management techniques.
The following are used:

- Assertive and positive language “Thank you, X, for sitting down so quickly and quietly”.
- Direct questioning “X, what should you be doing?”
- Using ‘when’ and ‘then’ “X, when you have put everything away, then you can go outside”.

Tactical ignoring
For minor behaviours, this strategy can be employed. It allows the child to self-correct any negative behaviour that they may be displaying without giving attention to it and simply highlighting when they revert to displaying positive behaviour again.

Using others as positive role models
This involves praising the behaviour of other nearby pupils to encourage positive behaviour from the ‘off-task’ child.

Simple choice
This strategy allows the child to make a choice as to how they wish to behave. It explains the consequences of continuing with ‘off-task’ behaviour and asks the child to consider which route they wish to take. “X, please continue with your work or I will move you”. If the child does not correct their behaviour then “X you have chosen not to get on with your work, so I will have to move you”.

Warnings
The child needs to recognise that there will be consequences to their actions, which reflect the severity of the behaviour.

Levels of dysregulation and subsequent consequences

Level	Examples of Negative Behaviour	Procedures/Consequences
Level 1	Persistent and inappropriate calling out. Distracting others e.g. fidgeting, talking, making noises, etc.	Tactical ignoring. Non-verbal signals. Rule reminders. Redirection. Focused questioning. Warning of loss of one minute of Golden Time.
Level 2	Being rude to an adult/another child. Refusing to comply with an adult's request. Refusing to attempt work, including homework. Making personal insults to others.	Loss of one minute of Golden Time. Exclusion from activity. Behaviour chart. Letter of apology. Time spent in another class. Visit to Deputy Head. Parent/carer informed and reasons given to explain the behaviour management procedures employed.
Level 3	Fighting. Swearing and other offensive language. Damaging property intentionally. Inappropriate use of school equipment. Confrontational behaviour. Bullying. Stealing. Racial incidents.	Visit to Head. Loss of school privileges. Formal contact with parent/carer. Behaviour contract/report. Letter from the Head. Temporary suspension.
Level 4	Repetitive behaviours from Level 3. One serious incident e.g. physical violence.	Parent/carer asked to collect child. Parent/carer meets with Head. Permanent exclusion from the school.

RULES and GUIDELINES

Classroom Expectations

All classes formulate a set of individual classroom expectations at the beginning of the school year. All children are involved in the formulation of these and a copy is displayed within the class.

The classroom rules are based upon such principles as:

- Respect others;
- Remember to use your manners;
- Raise your hand before speaking;
- Work hard and always try your best;
- Keep the classroom neat and tidy;

- To sit and listen attentively;
- To be smart and tidy.

The class teacher deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as consequences are concerned.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. Where a child has been identified with special educational needs/disabilities, reasonable adjustments will be made.

Parents are kept informed of their child's behaviour via informal meetings with teachers, emails and, where necessary, formal meetings.

Major breaches of discipline include bullying (see Anti-Bullying Policy), physical assault, deliberate damage to property, stealing, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is generally rare and it is the responsibility of the Head to deal with it.

Physical Restraint
Staff may use such physical restraint as is reasonable in all the circumstances to prevent a child from doing, or continuing to do, any of the following:

- injuring themselves or others;
- causing serious damage to property (including the child's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom or elsewhere.

A child may be restrained in an appropriate manner by a member of staff, when on the school premises, or when the authorised person has lawful control or charge of the child concerned elsewhere e.g. on a trip or other authorised out of school activity.

The child should be removed from the situation as soon as possible and taken to the Head or Deputy Head who will take immediate action to involve parents.

The incident should be documented, the situation discussed with the Head and the parents informed about it on the same day as the incident took place.

The Head will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological services, etc.

The School uses the DfE guidance on physical restraint of any child and it is part of the induction programme for all who work at the school.

At no point will physical or corporal punishment be threatened or used in dealing with inappropriate behaviour.

APPENDIX A – EXCLUSION POLICY
This should be read in conjunction with the Behaviour Management Policy

THE ROWANS SCHOOL

EXCLUSION POLICY

A decision to exclude a pupil, either for a fixed period or permanently, is seen as a last resort by the school.

The school is responsible for communicating to pupils, parents and staff its expectations regarding standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies;
- Persistent attitudes or behaviour which are inconsistent with the school's ethos;
- Other serious misconduct which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises;
- Risk of harm to the education or welfare of the pupil or others in the school;
- Breakdown of the relationship between the school and parents.

Other circumstances: A pupil may be required to leave if, after appropriate consultation, the Head is satisfied that it is not in the best interest of the pupil, or of the school, that he/she remains at the school.

Any exclusion will be at the recommendation of the Head.

Temporary exclusion
A temporary exclusion should be for the shortest time necessary; evidence suggests that one to three days is usually enough to secure benefits without adverse educational consequences.

Persistent or cumulative problems
Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the pupil;
- Time out during golden time;
- Discussions with parents;
- Mentoring (Class teacher, SLT);
- Checking on any possible provocation;
- Mediation;
- Counselling;

- Internal exclusion.

Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules), except where these are persistent and defiant.

Single incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence.

In such cases the Head will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head will check whether the incident may have been provoked, for example by bullying or racial harassment.

If necessary, the Head will consult the Executive Head of SHST.

Permanent exclusion

A permanent exclusion is a very serious decision and the Head will consult with the Executive Head of SHST before enforcing it.

As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Carrying an offensive weapon;
- Persistent bullying;
- Vandalism;
- Racial harassment.

The decision to exclude

If the Head decides to exclude a pupil she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil;
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return and procedures regarding appeal to the School Governors;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs on his/her return;
- plan a meeting with parents and pupil on his/her return.

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

The exclusion of a pupil from the school will not give rise to any refund of fees for the current or past terms and all arrears of fees and any other sums due to the School will be payable. However, in such circumstances fees in lieu of notice will not be payable and the Acceptance Deposit will be refunded.

Behaviour outside school
Pupils' behaviour outside school on school business e.g. on school outings, at sports fixtures, is subject to the school's Behaviour Management Policy. Poor behaviour choices in such circumstances will be dealt with as if it had taken place in school.

For behaviour outside the school, not on school business, the Head may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

Pupils with special educational needs and disabled pupils
The school must take account of any special educational needs when considering whether or not to exclude a pupil.

We have a legal duty under the Disability Discrimination Act 1995, as amended, not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the school's behaviour policy for that particular individual;
- developing strategies to prevent the pupil's behavior;
- requesting external help with the pupil;
- staff training.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Marking attendance registers following exclusion
When a pupil is excluded temporarily, he/she should be marked as Excluded (No alternative provision made).

Managed move
In cases where the Head and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably, the Head may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Head will assist the parents in placing the pupil in another school.

The Acceptance Deposit will be refunded in the event of a managed move and fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

Removal from the school for other reasons
The Head may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Procedure for appeal

If parents wish to appeal the decision to exclude, they will be referred to the School's Complaints Procedure where the procedure for appeal is clearly written.

Record Keeping, Record Retention and Information Sharing
Records of pupil behaviour, positive and negative are retained by the Head, as outlined in the School's Data Protection & Data Retention Policy and the Pupil Privacy Notices. The Head retains a separate record of any serious disciplinary consequences i.e. any temporary or permanent exclusions. Please do refer to the Pupil Privacy Notices in the About Us Section of the School Website for further details on this:

https://www.rowans.org.uk/

- The Rowans ensures that all records relating to rewards and consequences are securely stored.
- These records are routinely kept for a minimum of 7 years after the pupil they relate to has left the School.
- Subject to the circumstances around any consequence, it is possible for the records to be retained for longer, e.g. for 25 years from the date of birth of any pupils involved.
- If there are any safeguarding considerations in relation to any investigations around pupil conduct, it is possible that these records will be retained for longer as detailed in the School's Safeguarding & Child Protection Policy.
- In line with the School's Pupil Privacy Notice, details of rewards and consequences are shared with the Independent Schools Inspectorate, when they inspect the School and may also be shared with any future schools, if it is deemed to be in the best interest of the welfare of the pupil concerned.
- In certain very serious circumstances, information may be shared with the Police or other third parties e.g. the School's insurance company, in order to progress a claim.

This document will be reviewed annually
Policy Owner: TR Head, DH
Approved: TR Head
Date of last review: September 2026
Next review: September 2027