



Document Control	
Document Title:	Relationships, Ethos and Behaviour
Date of Last Review:	September 2026
Next Review Due:	September 2026 or as events or legislation change requires
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Relationships, Ethos and Behaviour Policy

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1. Aims of this Policy

Working in line with United Learning's behaviour strategy, Rowan's behaviour policy is built around relationships, response, and repair. We set clear and consistent routines that promote high standards and fairness for all pupils. At Rowan Preparatory School, we use Conscious Discipline as our approach to behaviour. Through strong relationships, emotional safety and explicit teaching of self-regulation skills, we support pupils to develop responsibility, empathy, resilience and problem-solving skills. Behaviour is viewed as an opportunity for learning and growth, with adults guiding pupils to reflect, repair and make positive choices within our School Family. We have chosen Conscious Discipline as our comprehensive behaviour management programme because it enables both teachers and pupils to build a classroom culture where everyone feels included, safe, connected, and valued.

This policy sets out how Rowan Preparatory School will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils are ready to learn and they are able to regulate their conduct.

It applies to all members of our school community, including those in our EYFS setting. The Relationships, Ethos and Behaviour policy document should be read in conjunction with the school's Positive Touch and the Use of Physical Intervention policy, Admissions policy, Exclusions policy and SEND policy.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs and our Safeguarding Policy where appropriate. Further details are available in the school's Equal Opportunity Policy. It should also be read in conjunction with Rowan's Policy and Procedures for Searching Pupils

and their Possessions as well as our Exclusion Policy and Positive Touch and Use of Restrictive Interventions Policy. Rowan seeks to implement this policy through adherence to the procedures set out in the rest of this document.

At Rowan Preparatory School, we have high behaviour expectations and ensure behaviour is well managed with the aim of providing a calm, safe and supportive environment which pupils want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in, is vital for all pupils to succeed personally and academically.

At Rowan Preparatory School, we believe that a consistent and clear approach to behaviour management, alongside nurture and opportunities for self-regulation, foster a positive climate for learning. This policy outlines our approaches and is intended to provide clarity for expectations, routines and systems that enable every member of staff to teach in a positive and supportive environment.

All pupils at Rowan Preparatory School have a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying in any form will not be tolerated, including online, or outside of school.

Mission Statement:

'Guided by Conscious Discipline, we create a community where every child and adult feels valued, connected and empowered. Through strong relationships and a culture of belonging, we nurture the skills and dispositions needed to be Ready to learn, Respectful in our relationships, Safe in our actions to grow and succeed.'

This document is a statement of the aims and strategies for Relationships, Ethos and Behaviour at Rowan Preparatory School. It seeks to reflect our School Motto *Hic Feliciter Laboramus* (Here We Work Happily) and to create a happy, friendly and purposeful environment where pupils feel physically and emotionally secure within our School Family.

All staff at Rowan have a responsibility to implement this policy through their interactions with the whole community. It is shared with all staff (including volunteers and support staff) upon employment, at the start of the year in the Staff Handbook, updates and through on-going training. All staff receive regular, in-depth training in Conscious Discipline to develop their understanding of self-regulation, connection and behaviour as communication. This shared training ensures a consistent whole-school approach that promotes safety, belonging and positive relationships.

2. Responsibility for implementing this policy

The senior leadership are responsible for:

The senior leadership team at Rowan Preparatory School are highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. They ensure all staff understand the behavioural expectations and the importance of maintaining them; that they adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents through CPOMS, reporting to governors and parents when required. School leaders consider any appropriate training which is required for staff to meet their duties within the behaviour policy. The person with overall responsibility for behaviour and discipline at Rowan Preparatory School is the Headmistress, Mrs Sarah Raja.

All staff are responsible for:

Through the principles of Conscious Discipline, all staff are responsible for creating a safe, calm and connected learning environment where positive relationships flourish. Staff consistently model self-regulation, respectful communication and effective problem-solving, recognising that behaviour is a form of communication. By teaching and coaching emotional regulation, providing opportunities for reflection and repair, and responding to behaviour with empathy and consistency, staff enable pupils to develop the lifelong skills needed to manage their emotions, make positive choices and contribute positively to the School Family.

Pupils are responsible for:

All pupils have the right to learn in an environment that is calm, safe, supportive and where they are treated with dignity and respect. At Rowan Preparatory School, pupils are taught and encouraged to uphold our school commitments of being **Ready, Respectful and Safe**. As valued members of our School Family, pupils are expected to take responsibility for their behaviour, choices and relationships with both peers and adults. Through daily interactions, explicit teaching and dedicated form time, pupils develop the self-regulation, communication and problem-solving skills needed to manage their emotions, resolve conflicts positively and contribute to a caring, connected and successful school community.

Parents are responsible for:

At Rowan Preparatory School, we value strong, positive relationships with parents and carers and recognise that partnership between home and school is essential in supporting children's social, emotional and behavioural development. As members of our School Family, parents play a vital role in helping children develop the self-regulation, responsibility and relationship skills that underpin positive behaviour.

Our expectations, values and approaches are shared through the Acceptance Form and Standard Terms and Conditions, information meetings, partnership events and ongoing communication. Parents are encouraged to become familiar with the school's Relationships, Ethos and Behaviour Policy so that they can actively contribute to and support the culture of the School Family. Working together enables children to experience consistent messages, expectations and approaches across home and school.

We encourage parents to reinforce the school commitments of being **Ready, Respectful and Safe**, whilst supporting their child to take responsibility for their choices, learn from mistakes and develop positive relationships with others. Parents are also expected to support the school's values in relation to attendance, punctuality, conduct, appearance, academic effort and participation in the wider life of the school.

Where concerns arise regarding a child's behaviour or wellbeing, we encourage parents to work collaboratively with staff to seek solutions and support positive outcomes. Rowan Preparatory School is committed to maintaining open communication with families, celebrating successes, sharing progress and providing opportunities for parents to develop their understanding of Conscious Discipline and the school's relational approach to behaviour.

3. Our Ethos

We believe that a positive school climate will enhance well-being for our whole community as well as positively impacting teaching and learning. It will foster cooperation, willingness and responsibility, thus building a sense of community, which we call 'The School Family'. The School Family is held together through strong relationships and communication which is taught through our whole school structures and routines, as well as through explicit teaching within the curriculum.

The purpose of our ethos is to:

- **Build caring, connected relationships** through warm, nurturing environments where every member of the School Family feels safe, valued, respected and a true sense of belonging.
- **Develop meaningful communication** by fostering a culture of connection, empathy and mutual respect, where pupils feel listened to, understood and confident to express their thoughts, feelings and needs.
- **Teach problem-solving and conflict resolution skills** by recognising conflict as an opportunity for learning, supporting pupils to reflect, take responsibility and work collaboratively to find solutions.
- **Maintain high expectations within a culture of safety and connection**, supporting pupils to make positive choices, learn from mistakes and understand the impact of their actions on themselves and others.

At Rowan, we believe in the importance of our own emotional intelligence and the importance of connection. This allows us to understand that every individual matters and we are part of something bigger, we are intrinsically interconnected to form a School Family. We base our ethos on Conscious Discipline and understand that the key to safety is a conscious, mindful adult.

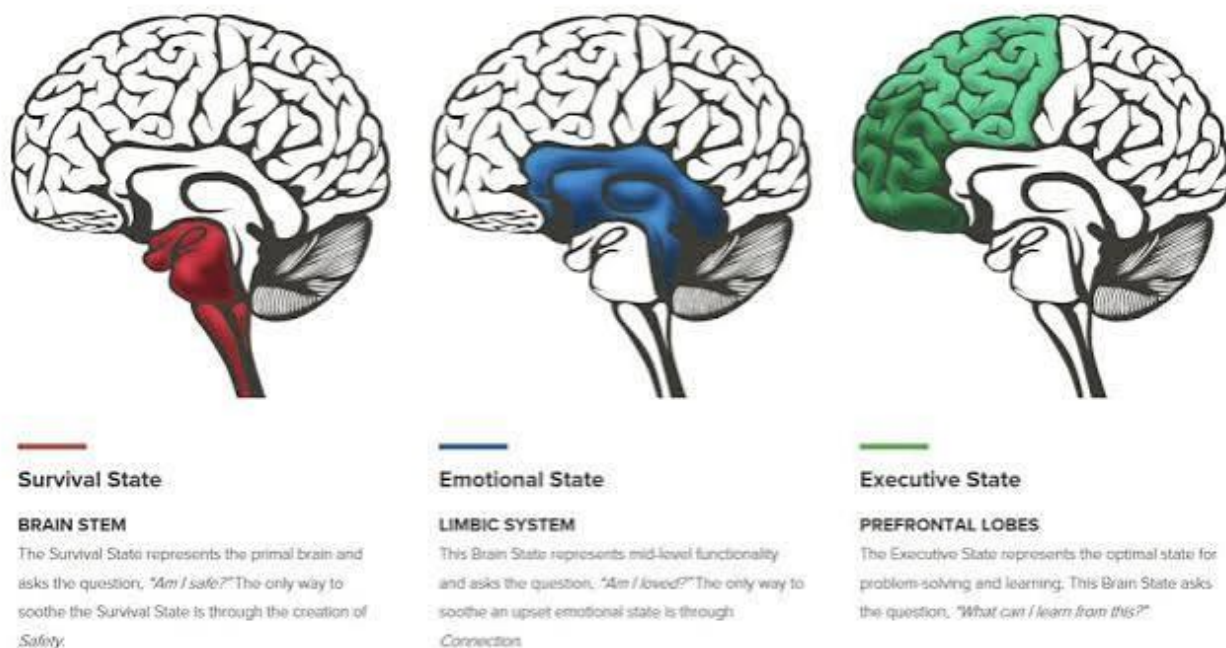
4. Conscious Discipline

Conscious Discipline is a relationship-centred approach to behaviour that recognises behaviour as a form of communication. It focuses on creating a culture of safety, connection and problem-solving, where children are taught the social, emotional and self-regulation skills needed to manage their emotions, make positive choices and build healthy relationships. Central to this approach is the understanding that behaviour is influenced by a child's brain state. Staff support pupils to move from survival or emotional states, where they may struggle to regulate their emotions and behaviour, into an executive state where they are able to think clearly, solve problems and learn. Through calm, consistent responses and positive adult role modelling, pupils learn to take responsibility for their actions, learn from mistakes and contribute positively to the School Family.

4.1 The Brain State

Conscious Discipline empowers us to be conscious of brain-body states in ourselves and children. It provides us with the practical skills to manage thoughts, feelings and actions. In taking this approach, we help children who are physically aggressive (survival state) or verbally aggressive (emotional state) to become more integrated so they can learn and use problem-solving skills (executive state).

CONSCIOUS DISCIPLINE BRAIN STATES MODEL: Safety, Connection, & Problem Solving



4.2 Conscious Discipline Approaches

Conscious Discipline is taught through explicit instruction, consistent adult modelling, co-regulation, Brain Smart Starts, Safe Places, restorative practices and daily opportunities for pupils to develop self-regulation, emotional literacy, problem-solving and relationship skills within our School Family.

a) Build relationships and connections

- **The School Family approach**, which builds a strong sense of belonging, responsibility and connection
- Value and appreciate each and every individual in our school community, focusing on their strengths and unique characteristics.
- **Classroom jobs** so that everyone has a role in the School Family
- **Wish wells** to support the importance of the School Family
- Act as 'Safekeepers' and understand that the adult role is to keep the pupils safe
- **Recognise kind actions and helpful behaviours** in each other through structures such as '**Ways to be Helpful Books/Boards**' and '**Kindness Trees**'.

b) Teach children how identify, and regulate their emotions

- **Brain Smart Starts** to build connection, safety and readiness for learning at the beginning of the day and key transitions
- **Explicit teaching of self-regulation skills**, helping pupils recognise their emotions and use strategies to regulate their bodies and feelings
- **Safe Places** within classrooms where pupils can practise calming and regulation strategies when needed
- **Teach the brain state model** and practical skills to manage thoughts, feelings and actions

c) Teach children to reflect upon their behaviour, discuss how to fix it and what they could do differently next time.

- **Provide visual representation of routines in pictures** which provide clear expectations for children
- **Consistent use of Conscious Discipline language and scripts** to promote emotional literacy, problem solving and respectful communication
- **Support children** to acknowledge and learn from their mistakes and accept the consequences
- **Use the Conflict Resolution Time Machine** to take pupils back in time to reflect on their choices
- **Modelling the Seven Skills of Discipline**, including composure, empathy, encouragement, assertiveness, choices, positive intent and consequences
- **Teaching natural and logical consequences**, helping pupils develop responsibility and learn from their experiences in a supportive way

4.3 Conscious Discipline Powers and skills

Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom.

These skills promote a peaceful inner state in children. From this state, children are free to learn, cooperate, and help each other to be successful (Conscious Discipline, 2000, Dr Becky Bailey). The table below shows the link between these powers and skills:

Skill	Power	Purpose	Brain Smart Tips	Emotional Development	Key Phrases
Composure Being the person you want your children to become	Perception No one can make you angry	Remain calm and teach children how to behave	The brain functions optimally in a safe environment	Anger management is integral for social competence	S – Smile T – Take a breath A – And R – Relax
Encouragement Building the school family	Unity We are all in this together	Create a sense of belonging	Social successes prime the brain for academic successes	Relationships are the motivation for learning	You did it! You _____ That was helpful
Assertiveness Setting limits respectfully	Attention What you focus on, you get more of	Set limits and expectations	Telling children what to do aligns their bodies with their willpower	Healthy boundaries are essential for all relationships	Did you like it?
Choices Building self-esteem and willpower	Free Will The only person you can make change is yourself	Empowers children while setting limits	Choice changes brain chemistry	Building self-esteem and willpower reduces impulsivity	You may _____ or _____ What is your choice?
Positive Intent Creating teaching moments	Love See the best in others	Create teachable moments especially for difficult children	Thoughts physically alter cells in the body	Positive intent improves self-image and builds trust	You wanted _____ You may not _____ When you want _____, _____ say
Empathy Handling fussing and fits	Acceptance The moment is as it is	Help children accept & process feelings	Empathy wires the brain for self-control and higher cognition	Empathy is the heart of emotional intelligence	You seem _____ Something must have happened
Consequences Helping children learn from their mistakes	Intention Mistakes are opportunities to learn	Help children reflect on their choices and change.	The brain thrives on feedback	Consequences help children learn cause & effect relationships	If you choose to _____ then you will _____

5. Behaviour Expectations



We have three **'Rowan Commitments'** to help pupils make good choices and enable everyone to learn in an environment that is safe, calm, supportive and respectful.

A variety of different interventions are used to support all pupils to meet these expectations, and a distinction is drawn between behaviour which intentionally breaches school policy and rules, and that which arises from a pupil's support needs. Within each area of our school, there are classroom rules displayed which give pupils clear pictures of what is expected and what is not expected.

5.1 Encouragement and Motivation

We teach children that all behaviours have natural consequences. We believe that through developing the school family, children will become intrinsically motivated to display kindness, helpfulness, cooperation and problem-solving skills taking responsibility for their choices.

We expect staff to 'notice' and give positive recognition when pupils show helpful behaviours, resolve conflict and turn hurtful situations into positive ones. Pupils who display helpful behaviours will be noticed and receive specific praise for their behaviour choice.

For example: *Thank you, (name) you sat in the Rowan Ready position straight away, this showed your class that you were ready to listen, that was helpful.*

Classrooms use structures such as the **Jobs Board/Ways to be Helpful Board** and **Kindness Tree/Book** to notice what is going well and honour kind and helpful acts. We actively encourage the ethos of learning from our mistakes through honesty and taking responsibility for the choices we make.

5.2 Choices

Visual rules are displayed in the school environment. These may include a visual representation of two positive choices and a negative choice. For example: *You may line up with you hands behind your back or you may line up in your own space, but you may not push others in the line. The choices will be calmly repeated until the pupil chooses the correct behaviour.*

If the child continues to behave in an undesirable way (e.g. pushing others), they will be directed to the Safe Place and given the chance to make a positive choice once calm.

If the child does not make a positive choice when offered the options, then a positive choice and a consequence may be given.

For example: (name) you have a choice. You may line up with your hands behind your back, or you will have to move to the back of the line.

5.2 Consequences

Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought. When there has been conflict between two children, the 'Time Machine' structure may be used to help the children to work through the incident again as a learning process.

When a member of school staff becomes aware of inappropriate behaviour they are expected to respond predictably, promptly, and assertively in accordance with the school behaviour policy. The priority is always to ensure the safety of pupils and staff and to restore a calm environment. Staff are expected to respond in a consistent, fair, and proportionate manner so pupils know with certainty that inappropriate behaviour will always be addressed.

Consequences aim to maintain the culture of the school and restore a calm and safe learning environment where pupils can learn, and teachers can teach without disruption. At Rowan Preparatory School interventions are designed to teach the expected behaviour and support a pupil to make a better choice. Rowan Preparatory School has a clear response to behaviour that intentionally breaches school policy and rules. All staff are expected to use the consequences consistently to establish clear boundaries of acceptable pupil behaviour.

5.3 Behaviour Response and Consequences

At the foundation of our behaviour response, lies **Relationships**. Relationships matter. Relationships provide a safe place for our pupils to feel connection and trust and for our pupils to be open and willing to learn new executive skills. Without relationships, our pupils will not take ownership of their behaviour and behave in new ways. Adults are children's safe keepers.

When a pupil displays an inappropriate behaviour choice, the following response is used:

Response	Language	Recording
R1) NOTICING + Two positive choices with time to think about it	You can x or You can x or y, You may not. Have a think and I will come back in x Minutes.	
R2) NOTICING + offer of safe space + pupil chooses again	You are... Use the safe place to take some time to calm/think through your actions then you can choose again.	

R3) Choices to Logical Consequences	<p>You have a choice! You can choose to ____ (helpful skill) and (positive consequence) or you can choose to (hurtful skill) again and _____ (negative consequence)</p> <p>I can see from your actions that you've chosen to.....(give logical consequence assertively).</p>	CPOMS and phone call to parents
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R4) Restoration

Restoring relationships and situations is an important part of our behaviour response and supports children by helping them to reflect on the incident, restore the relationship with adults and/or children and provides them with a fresh start. Restorative conversations should be had after any incident between two children and any incident between an adult and a child. These conversations cover questions such as:

- What happened?
- What were you thinking at the time?
- What happened right before?
- What should you do to put things right?
- What could you do differently next time?

A forced apology should not be the outcome of the conversation. "A forced apology doesn't teach humility; it simply underlines obedience." (Paul Dix). Although actions have consequences, children are not always acting out of choice. Sometimes they are engaging in survival behaviour and it is an unconscious process.

Minor Behaviours

Minor behaviours are low-level behaviours that may disrupt learning, relationships or routines but can usually be addressed through reminders, coaching, redirection and opportunities for reflection as per the flow chart above.

Examples include:

- Calling out without permission
- Not following instructions the first time
- Off-task behaviour
- Distracting others from learning
- Inappropriate noise levels
- Running indoors
- Misuse of equipment or resources
- Poor listening or interrupting others
- Minor unkindness or exclusion
- Inappropriate language that is not directed at others
- Refusal to complete a task after initial encouragement
- Leaving a learning space without permission
- Lack of respect for classroom routines
- Repeated forgetting of expectations
- Careless damage through misuse of resources

Response to Minor Behaviours

Staff will respond using the principles of Conscious Discipline by as per the flowchart guidance above by:

- Regulating first and maintaining connection
- Reminding pupils of agreed expectations
- Coaching appropriate behaviours and skills
- Reinforcing positive choices

- Giving logical consequences assertively
- Providing opportunities for reflection and repair
- Recording concerns where patterns emerge

Logical Consequences

A logical consequence should be:

- **Related** to the behaviour.
- **Respectful** and preserve dignity.
- **Reasonable** and proportionate.
- **Restorative**, helping to repair any disruption or harm.
- **Followed by reconnection**, so the child knows they still belong within the School Family

‘If the behaviour creates a problem, the consequence should help solve the problem’.

Minor Behaviours	Adult Response	Logical Consequences
	<i>Behaviour response flow chart R1-3 followed first before reaching a logical consequence.</i>	
Calling out	R1) Noticing + Two positive choices with time to think about it. You can....put your hand up. You can...think that in your head but you may not call out.	Practise the expected behaviour and try again. May also need to practise the expected behaviour at another time.
Talking during instructions		Complete missed instructions with an adult.
Off task during learning		Complete missed learning at an appropriate time.
Interrupting others		Allow the other person to finish and apologise if needed.
Not following a routine or instructions		Practising the routine again with adult support.
Running indoors		Return to the starting point and walk safely.
Leaving equipment out		Tidy and return equipment before being about to move on.
Damaging or misusing resources		Help repair, clean or restore the resource where appropriate.
Swinging on a chair/unsafe sitting		Sit safely or move to a safer seating space temporarily.
Low-level physical behaviour - Rough or unsafe behaviour		Restorative conversation and action to repair the relationship.

- Pushing, poking or grabbing, that has become a pattern		
Distracting others		Work in a quieter space for a short period.
Unkind words or deliberately upsetting others		Restorative conversation and action to repair the relationship.
Excluding others		Include the peer and engage in a restorative discussion.
Not looking after shared areas		Help tidy, clean or organise the area in own time.
Misusing playground equipment		Temporary removal from that equipment until safe use can be demonstrated.

5.4 Serious Incidents List

Serious Incidences are either;

- one-off incidences which take place usually on the playground, or when pupils are dysregulated due to a trigger.
- Stand-alone incidences

Children can be in survival state when committing a Serious Incident and in crisis.

Response	Language	Recording
R5) Serious Incidents <ul style="list-style-type: none"> - Make the situation safe. - Provide time and space away from others - Calm and measured approach - Provide direction and clear limits. - Approach with care and warmth 	<p>Always go to the victim first. “Did you like it?” “Tell her/him.....Next time.....”</p> <p>Describe</p> <p>Name the emotion “You seem....”</p> <p>Acknowledge and Problem Solve “You wanted.... So you..... You may not.....Next time, when you.....do this.....”</p> <p>“x or y.” e.g. safe place or classroom</p>	<p>Serious Incident to be logged on CPOMS along with the Intervention (Consequence)</p>

The following behaviours do not align with our **Ready, Respectful and Safe Commitments**. In each of these incidents, staff would follow the response flow chart above before applying a logical consequence and recording appropriately.

Serious Incidences	Logical Consequences
Persistently ignoring an adult's instruction <ul style="list-style-type: none"> - Serious acts of defiance or refusal where the child's action substantially compromise their own or other's safety 	Losing next breaktime to catch up on learning (Teacher to call) and CPOMS
Running around the school and/or absconding to the playground <ul style="list-style-type: none"> - Leaving a supervised area of school boundaries, creating a serious safety risk 	Call/Meet with family (Teacher, if more than once Phase Lead and member of SLT) Losing next break time to catch up on learning (with teacher) Recording on CPOMS
Bullying or serious emotional behaviour <ul style="list-style-type: none"> - Serious bullying or targeted intimidation - Threatening another person in a way that causes genuine fear or concern 	Time Machine (if appropriate) Loss of play (if happened at playtime) Contact with family (SLT to call) Internal Isolation with SLT Suspension Recording on CPOMS
Serious physical act on a pupil <ul style="list-style-type: none"> - Deliberately hitting, kicking, punching or otherwise hurting another pupil 	Time Machine Loss of play (if happened at playtime) Contact with family (SLT to call) Internal Isolation with SLT Suspension Recording on CPOMS
Serious, physical act on an adult <ul style="list-style-type: none"> - A serious or deliberate act of aggression towards a member of staff 	Time Machine Call/meet with family (SLT to call) Internal Isolation with SLT Suspension Recording on CPOMS
Swearing <ul style="list-style-type: none"> - Deliberately using discriminatory or highly offensive language 	Time Machine Social Story Teachable Moment Recording on CPOMS
Racist or homophobic incident (protected characteristics)	Call/Meet with Family (SLT) Meeting with Diversity Ambassadors Restorative Justice Recording on CPOMS
Breaking/destroying of school property or others <ul style="list-style-type: none"> - Significant damage to school property or another person's belongings 	Call/Meet with Family (Teacher) Meeting with Premises Team/Letter of apology Replace/fix item where possible Recording on CPOMS
Theft <ul style="list-style-type: none"> - Taking something that doesn't belong to them 	Call/Meet with Family (Teacher and SLT) Time Machine Replace the item, where possible

	Recording on CPOMS
Bringing in or using offensive weapons <ul style="list-style-type: none"> - Deliberately bringing in or using a prohibited or dangerous item 	Call/Meet with Family (SLT) Meet with Police Community Support Officer Recording on CPOMS

Children who require significant support with behaviour are placed onto the SEND Register under the SEND category - Social Emotional Mental Health (SEMH). They will have an Individual Support Plan and Risk assessment to provide all staff with clear steps on how to respond to behaviour. The plans will build consistency in response, so children are being treated fairly. Reasonable adjustments are made to the Behaviour Response above to support pupils with their additional needs. Pastoral support will be put in place and reviewed every other week at the Record of Concern meeting.

We recognise that children with additional behaviour needs are not always ready to learn new skills. They need **N.A.R.C.S :**

- Noticing
- Assertiveness
- Routines with pictures
- Composure
- Safe Place and Safe Keeper

6. Recognition

Pupils are recognised for their contributions to the school in a variety of ways. Our Rowan Star Qualities are the six school values that guide how everyone, in our whole school community, behaves, learns and works together. They help to create a positive school culture by encouraging pupils and staff to make good choices, treat others with kindness and take responsibility for their actions. Our Star Qualities are grouped within our three Rowan Commitments: Ready – Curiosity and Responsibility, Respectful – Collaboration and Kindness and Safe – Self-awareness and risk-taking. They are represented by 6 soft toy characters who help the children to remember the values and engage with them in a meaningful way. Stories about each character were written by the children and help to bring their characters to life. The Soft Toys are displayed in the halls in each building.



Pupils and staff notice when pupils demonstrate Star Qualities and this is shared verbally, with stickers, House Points and through commendations. Commendations are awarded to girls in the form of a certificate for one of our Star Qualities and announced at Celebration Assembly each week on both sites. The school acknowledges all the efforts and achievements of girls, both in and out of school, and these are recognised and celebrated in Class Meetings and Assemblies. House Points are collected in Houses, and the winning Houses are celebrated in assemblies and end of term/year celebrations.

The Headmistress' Award is the top accolade for a Rowan girl to achieve, and it reflects an outstanding achievement. The certificate is awarded in the Headmistress' study and then given at the weekly Celebration Assembly.

Where challenging behaviour is related to a pupil's disability, the additional use of positive discipline methods are used and are usually bespoke to the pupil to help manage the behaviour more effectively and improve their educational outcomes.

Rowan Preparatory School expectations for appropriate behaviour and discipline always apply when a pupil is at school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning Rowan or United Learning. Rowan Preparatory School pupils know the Rowan Commitments and are clear about the expectations. In Class meetings, assemblies and in general interactions with pupils, staff refer to the Rowan Commitments and our Rowan values.

Pupils joining the school are provided with a copy of the Rowan Pupil Agreement so they are clear about what is expected from the day they start at school.

7. Graduated Approach

We know that pupils will test boundaries, may sometimes find their emotions difficult to manage, or may have misinterpreted the rules. Pupils at Rowan Preparatory School are supported to understand and follow the rules. Additional support is always available from the Inclusion Team. Leaders go out of their way to ensure that pupils are not escalated through a system of sanctions and exclusions that can accelerate the route to permanent exclusion. At every stage of the process, leaders work together with the pupil and their family to identify triggers, personalise provision, offer support and find solutions. Rowan Preparatory School takes account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement,

experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

When it becomes clear that a pupil is being removed regularly from class or behaviour is significantly impacting learning, the pupil will be monitored and supported closely by the Inclusion team, Senior Leaders, and the class teacher. If required, a pupil will be placed on an Individual Support Plan under the SEND category SEMH. This helps the school to identify appropriate support and interventions to be put in place. The aim of this is to work together with families to address the difficulties and help the pupil to regulate and improve their behaviour. This also instigates fortnightly review meetings between families, the pupil and the class teacher. The regular communication forms a 'Team around the Child' approach and helps the pupil to see home and school, working together. Pupils will be discussed at the Record of Concern (RoC) meeting using CPOMS logs and observations to identify patterns, strengths, ongoing difficulties and actions.

Following this intervention, if the pupil's behaviour continues to increase and/or does not improve, they may be placed on Intensive Support (I.S). This will trigger a further period of assessment and intensive support which is personalised to the pupil and designed to help them to address the cause of their problems and to understand the behaviours expected of them as a member of the school community. During the time a pupil is on I.S, close contact will be maintained with the family, and pupils will be monitored closely by the Inclusion Team and by members of the Leadership Team. At each stage of Intensive Support, personalised approaches and solutions will be sought. All support and meetings will be recorded on CPOMS.

At Rowan Preparatory School and in line with our SEND Policy, response to support is targeted and depicted in a three-tier system:

Wave 1: Universal school and classroom-wide systems for all children and adults.

Wave 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition support for those with known behavioural difficulties or those deemed vulnerable.

Wave 3: Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, individual support plans, positive handling plans, and personalised timetables. These children are often the focus of discussion in RoC.

8. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at Rowan.

At Rowan Preparatory School we are committed to providing a calm, safe and supportive environment where pupils want to attend and where they can learn and thrive. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a "telling" school. This means that anyone who knows that bullying is happening, is expected to tell the staff.

The Rowan Preparatory School Anti-Bullying Policy outlines what happens to prevent and tackle all forms of bullying. Rowan Preparatory School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. The policy provides parents and pupils with clear procedures to follow if they believe their child is being bullied.

9. Contextual Safeguarding

At Rowan Preparatory School staff always consider the context and motive of a pupil's poor behaviour choice and whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Rowan Safeguarding Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay. Dysregulated behaviour might be the result of unmet educational need, or any other needs, and concerns will be raised with the pupil's parents accordingly and include any local or school specific arrangements.

9.1 Allegations against staff

Rowan Preparatory School takes its responsibilities for safeguarding extremely seriously; safeguarding is at the heart of all that we do. All members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Rowan Safeguarding Policy.

9.2 Malicious accusations against staff

Rowan Preparatory School may take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. This could include exclusion.

9.3 Positive Touch and the Use of Restrictive Interventions

Rowan follows guidance from the Department of Education, *Restrictive interventions, including use of reasonable force in schools* (2026) and further detail can be found in our Rowan, *Positive Touch and the Use of Restrictive Interventions Policy*.

Teachers and members of staff are authorised by the Headmistress to have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

If a restrictive intervention has been necessary, there will be a thorough investigation, and a meeting will be arranged with Parents within 24 hours.

Rowan Preparatory School ensures key staff receive training on Positive Touch including how they can deal with factors that must be considered in reaching a judgement as to the use of physical intervention. Our focus is always on de-escalation techniques and support, to help a child regulate their behaviour. All staff will inform the Headmistress immediately after s/he has used a physical intervention and the follow up process, detailed in the policy must be closely adhered to.

10. The Intensive Support Programme

10.1 Initial intervention following behavioural incidents- Intensive Support Programme

At Rowan Preparatory School there are a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. At times, there may be a small number of pupils who struggle to comply with the behaviour expectations, are unable to access the classroom, nor regulate their behaviour enough to be successful in school. Leaders go out of their way to ensure that pupils have been provided with opportunities of support, intervention and teaching and that they are not escalated through a system of sanctions and suspensions that can accelerate the route to permanent exclusion. At every stage of graduated

response, leaders work together with the pupil and their family to identify triggers, personalise provision, offer preventative support and find solutions.

When it becomes clear that a pupil is not able to successfully access the classroom due to behaviour and/or making choices that can hurt those around them, the pupil will be supported closely by the Inclusion Team and the Senior Leadership Team. At this point, a pupil will be placed on an Individual Support Plan and interventions to be put in place, as well as referrals to our Family Help Partners. The aim of this early intervention is to address the cause of the problem and help the pupil to regulate and improve their behaviour.

In line with our Inclusion processes and following early intervention, progress will be reviewed (after a maximum of one term). If the pupil's behaviour continues to increase and/or does not improve, they may be placed on the Intensive Support Programme (I.S. Programme). This will trigger a further period of assessment and intensive support which is personalised to the pupil and designed to help them to address the cause of their problems and to understand the behaviours expected of them as a member of the school community. During the time a pupil is on the I.S Programme, close contact will be maintained with the family, and pupils will be monitored closely by the Head of Inclusion and other members of the Leadership Team. At each stage of the Intensive Support Programme, personalised approaches and solutions will be sought. All support and meetings will be recorded on CPOMS. All meetings and feedback from each lesson will be shared with their parents.

10.2 SEMH Interventions

Reasonable Adjustments	Referrals
Now and Next Board	SEMH Team PCSO (Police Community Support Officer) Family Help Intervention Paediatrician CAMHS SALT OT Clinical Psychologist Psychotherapist Educational Psychologist
Visual Timetable (class and personalised)	
Visual Timetable	
Widget instructions	
Fidget Toy	
Chew Support	
Ear Defenders	
Key Adults	
Check-ins	
Movement Breaks	
Use of safe space	
Scheduled Calls Home	
Individual Support Plan	
Lego Therapy	
ELSA	
Nurture Group/Social Skills/Friendships	For Family Early Help Referral
Calm Club	
Preferred seating position	
Reduced distraction workspace	
Visual boundaries for work areas	
Flexible uniform adjustments	
Zones of Regulation board and resources	

Risk assessment/behaviour plan	
Non-verbal prompts/cues	
Social stories	
Comic book strips	
Reduction in demands	
Meet and greet on arrival	
Graduated return after absence/staggered start or finish times	
Home school communication book	

10.3 Intensive Support Programme:

10.3.1 Record of Concern Meetings

Record of Concern Meetings are held, in phases, every fortnight with teaching assistants, teachers, specialist teachers and the Senior Leadership Team, including the SENCO. During these meetings, children on the Intensive Support Programme will be reviewed internally. The Support Chronology Record will be used as a basis of discussion, and feedback will be provided on the most recent support, current interventions, and behaviour logs. During this meeting, next steps are put in place, and it is decided as to whether a child will move up or down the I.S. Programme.

10.3.2 Communication

When a pupil moves up or down the I.S. Programme, a meeting will be called by the school to inform the family of the justification for movement, and a letter will be sent to the family.

10.3.3 Family Help

While a pupil is on the I.S. Programme, we also work closely with our Family Help Partners.

- **Family Help Assessment (F.H.A)** – ensure an F.H.R has been completed or updated within the last 6/12 months
- **Team Around the Child (TAC)** – check all actions appropriate to the school are in place
- **Consent** – ensure data consent sharing form has been signed within the last 12 months, giving permission to the school to share information and to have discussions with Family Help Partners within Rowan.

10.3.4 Support

At every stage of the Intensive Support Programme, the following points will be checked:

- **Attendance** – agree any actions needed
- **Punctuality** – agree any actions needed
- **Timetable** – RAG for each lesson, identify issues and consider amendments to lesson and/or potential class change.
- **Break and lunch time** arrangements – offer alternatives where appropriate
- **Medication** requirements – check times and dosage
- **Uniform**
- **Equipment**
- **Literacy and Maths** – additional testing to be arranged if necessary and support implemented depending on results from tests
- **Personalised Timetable**
- **Interventions**

- **Pastoral programme** - revisited and any further actions put in place

10.3.5 Additional Support for the Intensive Support Programme

The support structures at each Stage are recommendations only and Headmistress uses these at her discretion based on the needs of the child. The Headmistress reserves the right to move the child through the stages as deemed appropriate. This may include missing stages or not completing the full programme. In these instances, this will be communicated to parents/carers.

Stage 1	<ul style="list-style-type: none"> • SENCO to meet with all adults involved with the pupil to discuss needs. • Strategy Meeting held with all adults working with pupil (RoC) • Regular discussions at Pastoral meetings to review needs • Key Adult assigned • Individual Support Plan written
Stage 2	<ul style="list-style-type: none"> • Consider referral to outside agency, where appropriate • Behaviour Plan / Risk Assessment written
Stage 3	<ul style="list-style-type: none"> • AHT Inclusion/SENCO to seek advice from the School Family Support Worker for recommendations on targeted external support • Consider a Managed Move • Consider applying for an EHCP
Stage 4	<ul style="list-style-type: none"> • SLT Mentor allocated • Pupil to meet with Headmistress • Headmistress to meet with the Director of Independent Schools to discuss all stages and actions
Stage 5	<ul style="list-style-type: none"> • A Stage 5 ISP Hearing will be held with the Headmistress and the Primary Independents Lead. A governor will attend. At the meeting, Final Warning will be given – both verbally and in writing. The pupil will be told that a further serious incident may lead to a Permanent Exclusion. The meeting will be formally minuted. • The Headmistress will contact the Exclusion and Reintegration Team to pre-warn them that a pupil is at ISP5 and is at risk of Permanent Exclusion (PEX). • A pre-meeting will be held between the Headmistress and Executive Head to review paperwork. This will also be sent to the Governor attending the meeting.
Permanent Exclusions	<ul style="list-style-type: none"> • If an incident of serious disruption reoccurs, the Headmistress and Executive Principal will meet to discuss a possible permanent exclusion. • A discussion will take place with the Primary Independents Lead.

11. Specific Behaviour Issues

11.1 Child-on-child sexual violence and sexual harassment

At Rowan Preparatory School every aspect of the culture ensures that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff know the importance of challenging all inappropriate language and behaviour between pupils.

11.2 Behaviour incidents online

At Rowan Preparatory School all activity online including all forms of social media both for school purposes and personal use that may affect the school, pupils or staff in any way will be addressed.

Instances of prohibited use:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks

Where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Any misuse of social media should be reported to the DSL and Headmistress.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

11.3 Suspected Criminal Behaviour

If it is suspected that a Rowan Preparatory School pupil is involved or is at risk of becoming involved in criminal activity in school or in the community, consideration will be given to the need to report to police and preserve evidence; whether a tandem report to children's social care is required. The Headmistress and DSL will follow KCSIE and the Rowan Safeguarding policy for further guidance, with recognition that children can be both victims and perpetrators of serious violence and may require safeguarding support.

Owner	Rowan Preparatory School
United Learning Independent School	
Reviewed	September 2026
Date Authorised	
Review Date	July 2027