



ROWAN WOOD
SCHOOL

BEHAVIOUR AND RELATIONSHIPS POLICY

Reviewed policy agreed by GB on:	Autumn 2025
Reviewed policy shared with staff on:	Autumn 2025
Policy to be reviewed again on:	Autumn 2026
Committee responsible for review:	Policy Committee

Rationale

The school actively seeks to promote and maintain a positive ethos for all children and young people. High standards of behaviour are expected of each child or young person. Due to the complex nature of their learning difficulties, many of our children and young people need significant support in the development of appropriate personal and social behaviours. This learning forms an integral part of the school's curriculum.

The school recognises that it is the behaviour displayed that challenges and not the person. We consistently take a positive approach; viewing inappropriate behaviours displayed as forms of communication. The school takes responsibility for providing learning opportunities and a school environment that minimises possible occurrences of challenging behaviour. We actively promote and support the development of appropriate behaviours. We look for the reasons behind inappropriate behaviours displayed rather than reacting to the effects of these behaviours.

This policy is fundamental to meeting the needs of our children and young people and should be read in conjunction with other key school documents - positive handling policy, curriculum statement, equal opportunities, race equality and child protection and Safeguarding policies.

Aims

- To promote a school culture and environment that reflects our positive attitudes, values and beliefs with respect for the child or young person at its centre
- To focus on the wellbeing of each child or young person as of paramount importance
- To provide a consistent whole school approach and clear guidance on management of behaviour
- To present positive strategies for developing and maintaining appropriate behaviour/relationships
- To work in partnership with children and young people, parents and carers and other relevant professionals in developing appropriate behaviours
- To ensure that each child or young person is respected for who they are, without prejudice
- To ensure the health and safety of staff when they are managing behaviour.

Equal Opportunities

Each child or young person must be accorded respect for their rights as individuals. Any response to behaviour displayed is based upon consideration of what is in the child or young person's best interests and what they would recognise themselves as in their own interests, were they of the age and capacity to make such decisions themselves (UN Declaration)

Each member of staff, without exception, has a part to play in responsibly developing and maintaining a positive, supportive, fair and inclusive school culture regarding management of behaviour. This includes having high but realistic expectations of all children and young people and having, and fairly demonstrating, respect for each child or young person. Staff have a professional responsibility to provide good social role models for all children and young people while continuously looking to celebrate achievement.

Bullying and Cyberbullying

Rowan Wood School is committed to promoting equality, diversity and an inclusive and

supportive environment for its children and young people and staff and affirms the rights of individuals to be treated fairly and with respect. We recognise that the most effective way of minimising bullying and cyber bullying is to provide a positive atmosphere of caring and friendship, through the ethos of the school. Every child or young person and member of staff at Rowan Wood School should be valued and be able to learn and work without anxiety or fear from prejudice-based and discriminatory bullying.

Bullying and cyberbullying are unacceptable at Rowan Wood School and as such we aim to:

- develop a school ethos in which bullying and cyberbullying is regarded as unacceptable and that everyone has a responsibility to be proactive in ensuring that both are challenged and reported
- provide a safe and secure environment where all can learn and work without anxiety, humiliation, harassment, oppression or abuse
- respond effectively to any bullying or cyberbullying incidents that may occur
- ensure all children and young people, parents, staff, governors and others connected with the school are aware of our opposition to bullying and cyberbullying and know that appropriate action will be taken if either occurs
- ensure that everyone takes responsibility for the prevention and elimination of bullying and cyberbullying in our school.

Bullying and cyberbullying are some of the most damaging forms of discrimination and at Rowan Wood all staff are committed to eradicating it.

Any form of bullying and cyberbullying such as verbal threats, physical injury, damage to property, rumour spreading, shunning or ridicule are not tolerated. Posting, sharing, emailing threatening and/or malicious information should be reported to the Head Teacher.

Intent

At Rowan Wood we recognise that any type of bullying or cyber bullying should be taken seriously but that it also requires additional thought due to our children and young people's level of understanding and cognition. To have an understanding of a child/young person's intent, is very important when deciphering meaning behind a behaviour. An understanding of Intent usually doesn't appear until a child/young person is 4/5yrs of age. Most of our children are cognitively working at an early developmental age and so it is important to bear this in mind when looking at the intentionality behind a behaviour or action. As stated above behaviour is seen as a form of communication and so it is important that we rule out and appropriately respond to behaviour with the right strategies/interventions and responses so that the child and young person can learn from the situation.

Child-on-Child Abuse

Following any report of child-on-child abuse either online or offline the school should follow the general safeguarding principles set out in 'Keeping Children Safe in Education (KCSIE)' especially part five. Each incident should be based on a case-by-case basis taking into account the child or young person's cognitive and social/emotional developmental levels as well as their understanding of 'intent'.

Any form of child-on-child abuse should be reported to the Head Teacher.

Challenging Behaviour

A behaviour that challenges is defined here as one that:

- Prevents / reduces participation in social educational and social activities
- Isolates the child or young person from his / her peers
- Affects the learning of themselves or others
- Places the child or young person and/or others in physical danger
- Causes serious damage to property.

Where a child is displaying these behaviour(s), a behaviour profile and, where necessary, positive handling interventions are completed. Behaviour(s) displayed are monitored either by a behaviour tracking form, or a behaviour monitoring form - all of which are found on sharepoint.

Positive Behaviour Management

All staff should continuously and consistently adopt a positive approach to improving behaviour to reward effort and application and build self-esteem. This approach ensures that preventative and early intervention is the norm. Development of good communication skills and careful management of the environment are essential in minimising the occurrence and impact of challenging behaviour. In order to promote consistent positive approaches to behaviour management the school seeks to:

- Ensure the learning environment is safe and reflects the needs and teaching of the children and young people within it.
- Get to know each child or young person well, develop and maintain strong positive relationship base on trust, respect and dignity.
- Value each child or young person, having high but realistic expectations of them
- Find out why a child or young person behaves as he or she does by looking at the context in which the behaviour occurs and looking particularly at functionality of behaviours displayed
- Understand the factors that influence a child or young person's behaviour
- Discuss and share behaviour management issues with parent(s), working with them to reduce occurrences of inappropriate behaviour
- Provide a consistent teaching approach, set clear boundaries and manage change within a secure, stable and predictable environment
- Teach using motivating curriculum activities appropriate to the child or young persons' age and ability
- Ensure that lessons always start on time
- Provide children and young people with learning opportunities where they can make choices and respect choices made
- Teaching by example, providing positive role models for children and young people
- Consistently support children and young people in learning to develop positive self-images
- Support children and young people in learning to develop strategies to manage their feelings and emotions in as far as they are able to
- Support children and young people in learning to take responsibility for their actions in as far as they are able to
- Support children and young people in developing a sense of social responsibility in as far as they are able to
- Communicate clearly and appropriately in a mode that is understood by the child or young person
- Give each child or young person the time they need to process information
- Give time to listen to children and young people
- Teach children and young people appropriate ways to communicate their needs and feelings in as far as they are able to

- Provide positive feedback, rewards and praise as appropriate
- Notice and give attention when children and young people are behaving appropriately
- Recognise and celebrate appropriate behaviour in class / school assemblies and share this with parents
- Identify early warning signs that indicate foreseeable behaviours are developing
- Consistently use non-confrontational approaches in body language, gesture, action and words
- Teach positive alternatives, redirecting to more appropriate activities/ behaviours rather than focusing and giving attention to inappropriate behaviours
- Negotiate and compromise
- Always offer the opportunity to 'start again'
- Provide space and opportunity for honourable exits and stand-downs
- Offer simple choices, where appropriate
- Think about using humour to diffuse situations, only if considered appropriate
- Avoid the use of sarcasm
- Ensure that staff always keep own self-control, moving away from situations where they may feel they are losing self-control (ensuring that the child or young person is continuously and appropriately supported by another member of staff)
- Ensure that staff are able to support each other in a co-operative climate, asking for / offering assistance and being able to move away when assistance is not required
- Ensure that staff skills are regularly updated through Team Teach Training.

Behaviour Profiles

A behaviour profile is written if a child or young person is displaying behaviour that requires general management

A behaviour profile targets specific behaviours that a class team want to decrease and stop.

A behaviour profile should be written and reviewed termly or when a child or young person's behaviour changes. All staff members working with the child or young person should be involved in the writing of the profile and should know where the profile is kept. Behaviour profiles are tailored to the individual child's needs and clearly identify a staged approach from identifying triggers and preventative strategies to and early intervention and reactive measures.

Where necessary, other agencies should also be involved in the writing of a behaviour profile so that it is a collaborative and holistic profile. The profile should also be shared with parents so that they are aware of what is being done to support their child or young person.

If a child or young person displays behaviour that requires a physical intervention, then the positive handling section of the behaviour profile should be completed (please refer to the 'Positive Handling Policy'.

Risk Assessments

Informal and dynamic risk assessment should be a routine part of life for staff working with children and young people that display very challenging behaviour. Staff should always think ahead to anticipate possible incidents; should a proposed activity or situation involve unacceptable risk, then the correct decision is to do something else.

All children and young people at Rowan Wood have an individual risk assessment completed on them which will reflect their needs, control measures and strategies to be used with them and any other important information.

Each child or young person will be risk assessed to ensure that the use of restrictive physical interventions / restraints is suitable and appropriate for use with each individual child or young person.

Rewards

The school recognises that careful and systematic use of rewards is a positive means of promoting good behaviour. Rewards are to be appropriate, meaningful and genuinely satisfying for children and young people.

Rewards used may include:

- verbal praise
- messages to parents through contact books or by telephone
- helping a class or member of staff
- having jobs or responsibilities
- having favourite toys or games
- individual and class reward charts e.g. star of the day, star charts, behaviour charts, visual reinforcement systems - 'I'm working for' cards for children and young people with Autism.
- certificates given in assembly and taken home
- star of the week / term celebrating achievements in assembly / sharing time
- sticker
- choosing time
- opportunities for self-initiated activities
- positive physical feedback e.g. cuddles especially at Foundation Stage.

Sanctions and Consequences

Individual sanctions - the withdrawal of privileges, may only be used where a child or young person genuinely has the cognitive understanding of the relationship between the sanction and inappropriate behaviour(s) displayed and where the sanction is consistently effective in reducing the inappropriate behaviour and should be recorded on the behaviour profile.

Management of inappropriate behaviours displayed may be dealt with by short periods of withdrawal from the group if this is considered appropriate and effective. Such withdrawal must always be managed in a positive, calm way and the child or young person withdrawn must always be observed / supervised and not left alone. Where appropriate and / or necessary, classrooms should develop a 'quiet / calm area' or use an adjoining 'small room' where children and young people can go to have space if needed and / or to calm down in with adult support / supervision.

The school recognises that the appropriate use of sanctions in conjunction with rewards has an important role to play in encouraging children and young people to take responsibility for their own behaviour. We recognise that sanctions can easily become abusive if applied for too long or with inappropriate use of threat / emotional intensity. Corporal punishment and after school detentions are never used as sanctions.

Where it is considered necessary to use a sanction, staff implementing are to always remain calm and give very clear information to the child or young person concerned as to the expectation(s) being made of them, using appropriate non-threatening language that is sensitive to the particular needs of individual child or young person.

Where sanctions are used, this is to be written up as part of the child or young person's behaviour profile.

A behaviour profile template can be found on SharePoint under 'templates'. Completed behaviour profiles are to be reviewed at least once every term. Incident forms should also be completed when an incident has taken place (please find on SharePoint under 'templates'. Parents will be sensitively informed of incidents resulting in sanctions and their views taken into consideration in the decision-making process.

Removal from classroom

Removal is where a child or young person, for serious disciplinary reasons, is required to spend a limited amount of time out of class at the instruction of a staff member. Removal should be distinguished from the use and access of spaces such as sensory rooms / ball pools / small room for the use of non-disciplinary reasons. For example, if a child and young person is taken out of class and to the small room to regulate his/her emotions because of identified sensory overload as part of a planned and supervised response.

Removal of a child or young person for discipline is a serious sanction and should only be used to maintain the safety of all children and young people and to restore stability after a serious disruption. Sometimes a child or young person causing disruption may need to be taken to a place where they can calm down and continue with their learning allowing the child or young person to regulate and calm down in a safe space. If removal for discipline is required, it needs to be highlighted on a child or young person's behaviour profile.

Recording / reporting / monitoring behaviour

Where it is considered necessary to use sanctions, they are to be:

- realistic, sensitive, enforceable and just
- used in a planned way in situations where a child or young person has prior knowledge and understanding of the consequences of their behaviour
- applied equitably and consistently
- appropriate to the individual child or young person, the behaviour displayed and circumstances
- as far as possible, contemporaneous i.e. applied as soon as possible after inappropriate behaviour(s) has been displayed.

Sanctions that may not be used include:

- time out by putting a child or young person out of sight and hearing of staff
- verbal threats or verbal abuse
- use of threats or fears or phobias
- humiliation in front of peers / staff
- use of 'naughty chair / corner',
- the use of distinctive clothing or clothing worn inappropriately e.g. wearing coats back to front as a restraining method
- forcing a child or young person to eat / drink something they dislike
- withholding of food and drink
- The school recognises that there may be occasions where restricting the amount, type or choice of food / drink may be appropriate. This should only be used if the child or young person concerned clearly understands what is happening and why.
- withdrawal of children and young people from routine curriculum activities e.g. swimming / PE. The only occasions where it would be considered appropriate for a

child or young person to miss a curriculum activity is where there is a genuine assessed risk of injury to the child or young person/ other children and young people/ adults / risk of serious harm to property.

Sanctions that may be used are as follows:

- verbal expression of dissatisfaction at behaviour(s) displayed focusing on what behaviour you want to see
- putting a situation right e.g. a child or young person clearing up a mess they've made
- restricting choice where a child or young person genuinely understands this restriction as a sanction
- Pausing a transition or activity if the child or young person is unsafe
Planned ignoring as part of a low-level response to behaviours that are safe to be ignored.

Parent Consultation

Discussion with the parent can result in agreements about sanctions the parent can impose if the school sanctions are not working. A phone call or meeting can sometimes be very effective and so can a letter home.

Making Restitution

Children and young people are given the chance of making reparation e.g. cleaning marks off walls, picking up items that have been thrown. Staff should ensure a 'clean slate' approach after an incident and ensure relationships remain positive and supportive.

It is important to teach children and young people other ways of managing their behaviour through communication strategies and sensory processing activities. It is also critical to help children and young people debrief and repair the situation using the most effective communication tool for them.

Referral to Head Teacher or Deputy Head Teacher

Exclusions

A record of such referrals will be kept.

Exclusion for a fixed period please reference (Greenwich Guidelines)

We use this extremely rarely. We anticipate difficulties where possible and draw up a home school contract if a child or young person is excluded twice for fixed terms or is likely to be permanently excluded. We then plan a re-integration meeting with parents to ensure a positive and planned transition back into school and daily routines.

Permanent Exclusion (see the Exclusions Policy)

We only invoke this when it is clear that we cannot meet the child or young person's needs and he /she has become a danger to him/herself and to others in the school.

Physical Contact

We recognise that many children and young people require physical prompts to participate in activities and that some necessary physical contact occurs daily when meeting children and young people's basic needs and in the process of learning.

A physical prompt is a co-active movement, supporting a child or young person to complete an action / activity. When physically prompting, one is never, therefore, acting

against the will of a child or young person. Staff must always keep in mind that a prompt is something to be faded out as soon as a child or young person is demonstrating the emerging skill with some independence.

At Rowan Wood we believe that appropriate physical contact can be used positively to promote learning and to develop and reinforce relationships. The relationship between staff and child or young person is a professional one and over familiarity and over involvement are not appropriate within the context of our work in school.

Appropriate Physical Contact is defined here as "everyday acts of communication by physical means to indicate approval, sympathy or affection". This can be a positive reinforcement when relating / providing comfort in times of stress or distress.

Staff must be mindful of how and in what context they have such physical contact with children and young people. They should be aware that it could be misinterpreted by the child or young person / parent observer. There are some children and young people for whom any physical contact is unwelcome, and this must be respected at all times.

Positive Handling and the use of reasonable force

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviours. Included in the 'Positive Handling' policy are a small number of responses which may involve the use of force, to control, or restrain a child or young person.

Rowan Wood acknowledges that physical intervention is required at times to keep both children and young people and staff safe and so has adopted Team Teach as its behaviour framework

Physical intervention however should only be used when it is a reasonable and an absolutely necessary response.

The term 'physical restraint' is used when force is used to overcome active resistance. This is referred to as 'Restrictive Physical Interventions' in National Guidance (DFES/DOH 2002). A clear and consistent positive handling policy supports children and young people who are extremely dysregulated or are struggling socially and emotionally with their behaviour; within an ethos of mutual respect, care and safety.

'Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom' (Behaviour and Discipline in schools. Advice for headteachers and other school staff Jan 2016)

Rowan Wood's Positive Handling Policy has been developed in response to Circular 11/07 The Use of Force to Control or Restrain Children, issued following the enactment of Section 55OA of the 1996 Education Act., as well as the 'The Use of Reasonable Force July 2013. 'Behaviour in Schools Advice for headteachers and school staff July 2022'. It also takes into account DFES and DOH letters of guidance, Education Act 2006, and the DOH/DFES GUIDANCE 2002.

(Please refer to Positive Handling Policy for further information)

Consent

For children and young people under the age of 16 we will always approach parents to discuss behaviour profiles strategies to be implemented and the use of restraint. School staff have a duty of care to ensure the safety of all children and young people and restraint will only be used when in the best interest of the child or young person and only when absolutely necessary.

For young people of 16 yrs there are further considerations around decision making as they enter adulthood. When developing a behaviour profile we must consider their capacity to consent to the profile and the interventions within it. As with all children and young people we have a duty of care to ensure their safety with foreseen and unforeseen risks but equally must take the necessary steps to involve the young person when the use of restraint becomes a foreseen need and put in a plan.

Extra safeguards are needed if the restrictions and restraint used will be seen as confining a young person or depriving them of their liberty. Depending on the young person's circumstance, the authorisations may need to be sought from the courts. Information and guidance would be sought on a case-by-case basis.

At Rowan Wood, once a young person is 16 yrs old we will always seek guidance around capacity / decision making of that young person from them, their parents and other professionals involved with the young person to ensure a person-centred approach to planning behaviour support and restraint if necessary.

The Mental Capacity Act Code of Practice 2005 states

'anybody considering using restraint must have objective reasons to justify that restraint is necessary. They must be able to show that the person being cared for is likely to suffer harm unless proportionate restraint is used. A carer or professional must not use restraint just so that they can do something more easily. If restraint is necessary to prevent harm to the person who lacks capacity, it must be the minimum amount of force for the shortest time possible.'

Please follow the link below for further information

[Mental Capacity Act 2005 | Foundation for People with Learning Disabilities](#)

Roles & Responsibilities

- The Governing Body has overall responsibility for this policy
- The Headteacher is responsible for overall management of the policy
- All staff are responsible for the day-to-day implementation of policy
- The person with responsibility for behaviour management provides leadership in the development, planning and implementation of appropriate behaviour management strategies for children and young people across the school.

Recording and Reporting

All incidents and accidents should be recorded and reported using the school forms and log books.

Any incident or accident should be recorded and reported on the same day that it happened.

Parents should always be kept informed of any incident or accident their child or young person has been involved in either by a phone call or message in the contact book.

Monitoring & Evaluation

This policy will be reviewed by all staff and the Governing Body every year. The policy will be updated accordingly in the light of practice and local / national initiatives.

Where a staff member continually fails to comply with the policy, the Headteacher and SLT will review the situation and decide on the most appropriate course of action to take.

Related Documentation

DfES 2006 – Improving Behaviour and Attendance; Guidance on Exclusion from Schools and Child Referral Units

DfES July 2002 - Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders

DfE July 2013 – Use of Reasonable Force Advice for Headteachers, staff and governing bodies

DfE Circular 11/07 and 04/12 –Section 550A of the Education Act 1996: The Use of force to Control or Restrain Childs (Summary of Contents)

Greenwich LEA Guidelines for the use of Care and Control in Schools Section 550A of the Education Act 1996

DfE Jan 2016 - Behaviour and Discipline in schools – Advice for Headteachers and other school staff

DfE Reducing the need for restraint and restrictive intervention –June 2019

*DfE Behaviour in Schools: Advice for Headteachers and School Staff
Feb 2024*