

Behaviour, Inclusion and Relationships Policy

Policy Written/Reviewed by	Fiona May
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Aims and Promoting a Culture of Positive Behaviour

The Rowans AP Academy will work to ensure the education pupils receive is tailored to meet their individual needs and designed to give them the qualifications and skills to improve their life chances. The Rowans is a place where young people can learn through supportive interaction, experience and success. We provide a safe environment for both pupils and staff so that the emphasis can be placed upon growing, learning and fulfilling the potential that exists. We are committed to removing barriers to participation and achievement. Our aim is to create a secure and inspiring environment where each pupil is supported holistically to enable them to take ownership of their lives, their learning and their decisions. The development of the pupil's personal integrity, self-respect and citizenship is central to all work.

At The Rowans AP Academy we are committed to understand the complex needs of our pupils and how this contributes to their ability to self-regulate, build resilience to manage their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners. The Rowans recognise that behaviour may be impacted by SEND. The school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, The Rowans will anticipate, as far as possible, all likely behaviour and de-regulation triggers and put in place support to prevent these from occurring.

The aim of this policy is to provide a framework in which there is an understanding of attachment and trauma, extending our knowledge and response to adverse childhood experiences so that pupils can heal, thrive, learn and make progress, recognising that behaviour strategies are developmentally and trauma-informed. All staff will work hard to be consistent in the application of this policy, keeping clear boundaries and maintaining high expectations thus promoting trusting and mutually respectful relationships.

We aim to instill in each young person an understanding of their inherent value and the value of others and to enable them to go on to live in the World as independent people and meet the challenges of the 21st Century.

At The Rowans AP Academy we believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour. Many pupils at The Rowans AP Academy find learning difficult: learning new behaviour is a task, just like learning to read or write.
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement.

- As adults, we must consider the learning styles and needs of the pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours.
- Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide our pupils to get it right.

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. The Rowans offers a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour, Inclusion and Relationships Policy emphasises the importance of acknowledging academic, social and emotional progression involving pupils, parents and carers to provide a safe, welcoming and inclusive environment. Working in partnership with stakeholders is a very high priority. We believe that parents know their children best and we are committed to working in partnership to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

Encouraging Positive Behaviours

All staff are responsible for adhering to positive practice that promotes holistic pupil progress. This based on the understanding that pupils make optimum progress when staff are fair, flexible, trusting, respectful and model positive relationships.

“The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others.”

Trauma Informed School UK, 2019

- Staff model expected behaviour
- Staff have high expectations of pupil's behaviour
- All lessons encourage positive behaviours and anything unacceptable is challenged
- The entire curriculum is planned to ensure coverage of personal, social and emotional issues that may affect pupils at The Rowans.
- Staff are continually catching pupils 'being good' and 'making positive contributions' to school life.
- Displays around the school are vibrant and show all pupils in a positive manner.
- Positive interaction and communication with home and external agencies is of paramount importance.

The staff team will:

- Ensure that the Rowans is a place where everyone is accepted for who they are, we are tolerant and understanding of each-others differences.
- Strive to ensure a calm, purposeful and orderly learning environment
- Endeavour to develop positive and supportive relationships with all pupils
- Plan each activity to ensure the aims and instructions are clear
- Communicate on a regular basis with each other to ensure difficulties are contextualised and that well-focused support strategies are implemented
- To implement restorative justice meetings between pupils where possible
- Share and cascade good practice

- To create a safe and secure environment for all, ensuring that all classroom and corridor displays are vibrant and motivating and all opportunities to show pupils' progress and thirst for learning are exploited.
- Foster close links with parents/carers to ensure mutual and effective support for all pupils
- Ensure both formally and informally, the maintenance of close links between home and school
- Work closely with external agencies to provide support for all pupils

School Values

The Rowans' core values are kindness, commitment and resilience, built on mutual trust and respect for all. These are; evident throughout school life, displayed around the school, referred to as part of scripting used by staff, are on the day sheet and celebrated each week at assembly.

Everyday pupils have a day sheet where they collect points. Positive behaviour for learning is a priority throughout the school and is underpinned by our rigorously applied expectations, which are tracked and monitored by the day sheet.

- To attend on time and engage in all lessons
- Learn and make progress
- Be kind and respectful to all
- To behave appropriately

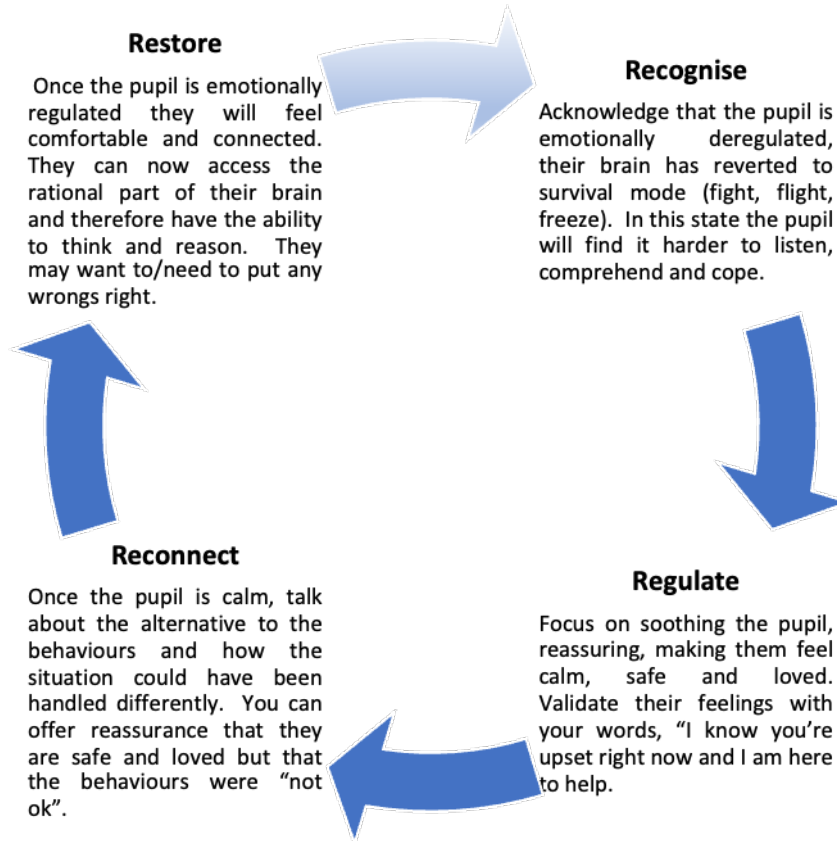
If pupils reach their points target then they leave school 15 minutes earlier and are awarded a smiley sticker which contributes towards the termly Values Day. Values Day is tiered with all pupils participating in a range of activities, building upon the pupils' ability to demonstrate an understanding of the school's core values of kindness, commitment and resilience.

Values points also make up part of the wider House System within school. Each pupil is assigned to a house, Gladiators, Titans, Warriors or Spartans. This instills a sense of belonging and a team ethos, the weekly values totals are used by staff to encourage pupils to be the best that they can be. There are also termly whole school house events relating to different areas of the curriculum.

Trauma-informed approach

The Rowans operates within a trauma-informed approach, where there is a recognition that pupils are emotionally de-regulated, staff support pupils to regulate, often through co-regulation, then relationships are re-established through reconnection. Part of this process will also be to remind the pupils that there will be a consequence for their choice of behaviour. Strategies for supporting pupils displaying challenging behaviours and displays of anger, are based on: an understanding of the functioning and development of the brain, the reminders of the link between choices and consequences, the role that trauma and adverse childhood experiences has on development and the importance of an emotionally available adult to support with the 4Rs – Recognise, Regulate, Reconnect and Restore.

Processes for supporting a pupil through a period of emotional de-regulation or challenging behaviour:



Trauma-informed practice for The Rowans AP Academy means:

- Building and maintaining positive relationships
- Having the confidence and ability to own your own mistakes in front of the pupils – allowing them to feel safe when they make mistakes
- Knowing the individual pupils and the contextual information in their background
- Being emotionally available to pupils
- Sharing what trauma is with the pupils so that they are self-aware
- Using more trauma-informed appropriate language to help the child understand
- Important that the pupils are not blamed for their ACEs
- Modelling healthy relationships
- Opportunity to access therapeutic interventions and counselling
- Empowering pupils, giving them control where and when appropriate
- Clear and firm boundaries in place
- Taking care of yourself and your colleagues
- Having the time to reconnect with pupils and help heal hurt

Restorative Approach

Wherever possible, The Rowans will seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others' behaviours with a view to providing a positive outcome for all involved. Following an incident, the pupil/s and their parent/carer are invited to a meeting at which it is decided whether the Restorative Approach should be offered.

A Restorative meeting may then be arranged at which the pupil is encouraged to think about the following:

- what happened
- how they felt at the time
- who was affected by what happened

- how they feel about it now
- repair and the future

This process may be repeated with as many pupils as were involved and it may culminate in a group session where everyone is encouraged to contribute to the repair process. By using this approach, pupils are taught to reflect and take responsibility for their own actions.

Recognising Achievement

In addition to the day sheet system, other ways of recognising pupils' everyday achievements are by:

- Displaying work
- Sharing success within lessons
- Informing parents
- Postcards and stickers
- The giving of values points
- Weekly celebration assemblies
- Each week a pupil of the week is selected, having 'hot chocolate with The Head'.
- Interventions star of the week and Attendance Star of the Week

Where difficulties persist, the form tutor or Leadership group will become involved once the class teacher has followed classroom behaviour procedures and used a range of strategies. The following sanctions/strategies may be employed, ensuring that the consequence selected is appropriate to the problem encountered;

- Temporary removal from the group to re-establish standards required of the pupil (Teacher or TA).
- Use of time out and reflection
- Sanctions at break and/or lunch time
- Phone call to parents
- Stay to the end of the day or later, in agreement with parents
- Marked down on the day sheet
- Meeting between school, pupil and parents
- Agreeing a conduct agreement
- Period of inclusion, being supported 1:1
- Suspensions and exclusions in line with current legislation and exclusion policy. (This is to be used as a last resort)

Incidents of challenging behaviour that warrant a response beyond the use of the day sheet should be recorded by all staff on Arbor. Sometimes, decisions about behaviour incidents are made during the end of day staff briefing, to encourage shared decision-making. Form tutors are responsible for writing and sending home to parents a weekly report summary of the pupils learning, engagement, attitude and behaviour.

Procedures for Damage to Property/Equipment

At The Rowans AP Academy pupils learn to be accountable for their actions, therefore if a pupil damages property or equipment, they are expected to pay a contribution towards the repair or replacement. When damage to property occurs staff are to write a report on Arbor and inform the Principal. After evaluation of the incident and damage a decision will be made by the Principal if a contribution will be requested from parents/carers. A letter will be written to the parents/carers informing them of the damage and requesting either the full cost or a contribution. There will be a series of three reminder letters, the final one of which will make it clear that the pupil will not be included in enrichment week until the payment has been made.

Positive Handling

The Rowans Behaviour, Inclusion and Relationships policy requires all staff members to work with pupils in such a way that positive handling is used as a last resort, and in emergency situations to control or restrain

pupils, where the usual methods of discussion, guidance and negotiation are not appropriate. When reasonable force has to be used, it should be applied using the minimum amount of force for the minimum amount of time, having done a dynamic risk assessment. It should always be used in a way that maintains the safety and dignity of all concerned.

Incidents of positive handling are recorded in the serious incident book and reported to the Governors on a termly basis.

Situations may arise in school whereby the police need to be called. This judgment is to be made by the Principal, in her absence the Deputy Head Teacher will make the decision. In the absence of both the Head and Deputy Head, the SENCO and or Associate Leaders will make a decision based on safeguarding of the pupils and staff. Please refer to the Rowans' Positive Handling Policy for full details.

This policy acknowledges our legal duty under the Equality Act, 2010 alongside the need to safeguard pupils and staff and support those pupils with specific vulnerabilities, including SEND, mental health needs or medical conditions.

Searching, Screening and Confiscation

The Principal and authorised staff have a statutory power to search pupils and their possessions, without consent, where they suspect that a pupil has brought a prohibited item into school. Where practically possible, the member of staff carrying out the search will be of the same sex as the pupil and there will be another member of staff present as a witness to the search.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

The school has a metal detector wand and this could be used in the first instance.

Prohibited items are;

- Knives or any other weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes and vaping liquids
- Fireworks
- Pornographic images
- Any item that the member of staff reasonably suspects, or is likely to:
 - Be used to commit an offence
 - Cause personal injury to, or damage to the property of, any person (including the pupil)

The pupil will not be required to remove any clothing other than outer clothing. A pupil's possessions will only be searched in the presence of the pupil and with another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practical to summon another member of staff.

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded on CPOMS.

Staff will always inform the pupils' parents/carers when a pupil has been searched for a prohibited item (as listed above). They will be informed immediately if alcohol, illegal drugs, stolen items or potential harmful substances are found.

Staff may retain or dispose of a pupil's property and items will not be returned to the pupil. In addition;

- Weapons or items which are evidence of an offence will be passed onto the police.
- Controlled drugs will be passed onto the Rowans' school police officer.
- Staff will contact the police to deal with any stolen items.
- Pornographic images may be disposed of unless they constitute an offence (ie. extreme or child pornography). In these cases, they will be passed onto the police.

Strip Searches

Staff do not have the authority to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

The school will contact parents/carers and inform them that the police are going to strip search the pupil. Parents/carers will be offered the opportunity to attend school and be present, acting as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.

After a strip search, the pupil will always be offered and given appropriate support. The search will be reported to the DSL and recorded on CPOMS.

Drug or alcohol related incidents

It is the policy of the Rowans AP Academy that no pupil should bring any illegal drug onto the school premises. We take very seriously the discovery or misuse of any illegal substances or alcohol. The parents/carers of any pupils involved will always be notified. The police and social services may also be informed. Any pupil who is found to have brought to school any type of illegal substance will have a consequence and will need to have a

reintegration meeting with a senior member of staff to re-establish boundaries and expectations. If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken to hospital or home, with the advice to seek medical attention and relevant agencies informed.

Mobile Phones

The Rowans AP Academy is a mobile phone free environment to optimise learning, avoiding distraction and interaction with those outside of the Academy during lessons. The school has its own mobile phone policy, with all pupils giving in their mobile phone during form time each day. Pupils are allowed to collect their mobile phone for use during lunchtime, if they wish.

Weapons

If a pupil is found to have brought a weapon (knife, gun, or other item intended to cause harm) into school, even if it is found to be imitation, the police will be called immediately.

Bullying

The Rowans has a separate Anti-Bullying Policy which explains in detail steps that we will take to deal with any behaviour that involves bullying. **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Sexual Harassment and Sexual Violence

The Rowans will always respond to any incidents of sexual harassment and or violence. The response will always be proportionate, considered, supportive and decided on a case-by-case basis. The Rowans has clear safeguarding procedures in place within the Child Protection Policy for managing allegations or concerns regarding a child's safety or wellbeing.

Principal

The Principal has the ultimate responsibility for setting the standards of behaviour in school. The Principal is committed to ensuring that there is a purposeful working environment, that teachers can teach and pupils can learn. The Principal will ensure that all staff have training to support pupils in modifying their behaviours and in the practice of restorative conversations and meetings to support reflection.

The Principal must be kept informed of pupils' behaviour and attendance.

Suspension and Exclusion

Most pupils have experienced suspension and or exclusion and the emotional damage caused by it. The Rowans AP Academy will, where possible, use alternatives to suspensions, such as changing the hours of the school day or providing education off site with a member of staff. It is understood by all stakeholders that suspensions and exclusions will be used as a last resort and in serious circumstances where a clear message is being given that for a temporary period of time, the pupil is not welcome to be part of the school community as their choices and actions have been harmful and hurtful. The Principal has the right to impose the ultimate sanction of permanent exclusion in accordance with current legislation. Where a pupil is dual registered with a mainstream school, the Principals will work in partnership, and within current legislation, to suspend or permanently exclude a pupil, only as a last resort.

Staff Induction, Training and Support

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The use of positive handling, including doing a Team Teach course
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

All staff are issued with a copy of The Rowans Behaviour Handbook. Behaviour management also forms part of the programme of continuing professional development.

Monitoring this policy

It is the responsibility of the Governors to monitor the effectiveness of the policy and to support the Principal and Leadership Group. The Governors understand that in the extremely rare circumstance of an extended fixed term exclusion or permanent exclusion then they will convene a 'Behaviour Committee' to hear exclusions, in accordance with current regulations. The policy will be reviewed annually.

Legislation and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for Principals and school staff, 2024](#)
- [Behaviour in schools: advice for Principals and school staff 2024](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

UN Convention on the Rights of the Pupil

This policy takes into consideration the following Articles:

Article 19 - Governments should ensure that pupils are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – All pupils and young people have a right to primary education, which should be free. Discipline in schools should respect pupils' human dignity Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 – Education should develop each pupil's personality to the full. It should encourage pupils to respect their parents, and their own and other cultures.