



# Positive Behaviour Support (PBS) and Anti-Bullying Policy

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## Positive Behaviour Support (PBS) and Anti-Bullying Policy

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### 1. Mission Statement

That all students should aspire to be:

- successful learners
- confident individuals
- responsible citizens
- and effective contributors

### 2. Vision Statement

As a specialist school that supports pupils with a range of complex special educational needs (SEN), we endeavour to employ a highly-skilled, flexible workforce who will provide support which intends to meet the aspirations of our mission statement, working closely with a range of stakeholders and partners to enhance student outcomes.

### 3. Ethos and Values

The school aims to be positive, innovative and demanding with high expectations while balanced with high levels of support for each pupil's well-being. The values we believe are needed to attain this ethos include:

- teamwork, partnership and support to ensure the best possible learning environment is created
- personal responsibility and leadership to ensure everyone understands their roles within the school and feels a sense of belonging and achievement
- innovation, creativity and change to ensure that the school remains at the cutting edge of teaching and learning and behavioural development
- resilient, optimistic and positive to ensure all pupils learn to cope with success and failure, to develop self-esteem
- challenge, opportunity and recognition to ensure all possible avenues for development are investigated and achievement rewarded
- honesty, trust and compassion to ensure we become an emotionally intelligent community capable of understanding the feelings of others



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### 4. Aims and Objectives

A clear PBS policy, consistently and fairly applied, underpins effective education. To achieve this, the behaviour policy sets out measures which aim to:

- promote good behaviour, self-regulation and respect
- prevent bullying or discrimination of any type
- ensure that pupils get the best opportunity to access learning in order to progress and succeed
- strengthen accountability among all stakeholders

Schools can, and do, make a difference. They have the capacity to lead, support and encourage pupils to develop good behaviour and learn to play a responsible role both within school and in the wider world. The following key aspects of school practice that, when effectively implemented, contribute to improving the quality of pupil behaviour and access to learning.

### PART A – Positive Behaviour Support

#### 5. Introduction

Without an orderly atmosphere, effective teaching and learning cannot take place. Good behaviour, trauma-informed practice and Positive Behaviour Support underpin the ethos of Rowhill School. The values that reinforce this ethos include respect for others and for property, honesty, trust and fairness, and the virtues of self-respect and self-discipline. Pupils are taught that as they grow, they take on duties and responsibilities in the community that go hand in hand with their rights. The overriding task is to provide all pupils with the skills, knowledge and positive mindset to be able to manage their behaviour in a range of social situations through high expectations, clearly defined rules and processes and an emphasis on personalised interventions for those in need of such support.

*“Positive behavioural support is characterised by educational, proactive and respectful interventions that involve teaching alternative skills to problem behaviours and changing problematic environments. It blends best practice in behavioural technology, educational methods and ecological systems change with person-centred values in order to achieve outcomes that are meaningful to the individual and to his or her family.”*

*Reference: Bambara, L, Dunlap, G, and Schwartz, I, (eds) (2004) Positive behavioural Support: Critical Articles on Improving Practice for Individuals with Severe Disabilities. Austin, Texas: Pro.ed*



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The Rowhill School Positive Behaviour Support Policy is comprised of a set of shared values, key principles, aims, support systems, student and staff expectations.

### **6. Rationale**

#### **6.1 Why do we support the behaviour of our students and young people?**

We support the behaviour of our students and young people to improve their quality of life. As we support them through their learning across the curriculum we also support them in the way they develop and maintain friendships, the way they relate to adults, and the way they manage social situations. Supporting our students to cope with disappointment, adapt to change, understand their feelings and the feelings of others, and find strategies to cope with anxieties and life's challenges, are all part of the education they receive at Rowhill.

At Rowhill School we believe passionately in facilitating and enabling our students to reach their full potential. In order for them to do this the learning environment we provide must be safe, supportive and caring. Our philosophy is centred around nurturing positive relationships, with staff trained to support from a trauma-informed and therapeutically minded position. Our staff and students alike take a shared responsibility for the emotional well-being of those around them.

#### **6.2 Child-centred philosophy**

We acknowledge that all children are individuals and that the needs and level of support for each child differs accordingly. Staff working closely with each child will use their professional judgement to introduce reasonable adjustments where needed. We will also seek support from our wider therapeutic team, who have the expertise and skills to support thinking about pupils through a trauma-informed lens, to ensure we establish pathways of support that are person-centred and targeted, responsive to an individual's need. Where a child may be experiencing external difficulties that impact their wellbeing and their ability to manage their behaviour, including class routines and rules, reasonable adjustments around staff expectations will be considered. While staff are encouraged to be consistent with expectations, the consistency is in line with each individual child's ability and needs, and we recognise the need for flexibility.

Where a child may have low self-esteem, which impacts their behaviour, supporting them through structured access to special rewards or opportunities may be appropriate. We all acknowledge that this may form part of a powerful programme of Positive Behaviour Support.



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We acknowledge that the journey a young person may go through to develop the skills and confidence to interact appropriately with peers and adults, and to learn ways to manage their feelings, friendships and anxieties safely, will take time.

We must, while managing day-to-day challenges, never lose sight of the bigger picture. Each child is experiencing a transient moment within their lives, and the way we act and the decisions we make can have a profound effect on their path. We work on affecting positive change not just by resolving day-to-day difficulties but also by tracking the life-long progress our students may make.

### **6.3 Behaviour is communication**

We understand that all behaviours happen for a reason. It is our duty as professionals to find the reasons for or the function of the behaviour, in order to understand why it happens and if and how we may support to reduce it. When we understand what our pupils are trying to communicate, we can work to support them to reduce the need to engage in these unhelpful and challenging behaviours.

Behaviour is almost always understandable in the context of a young person's difficulties and their environment.

If we try to control or manage the behaviours, the cause is not being understood and addressed, and our young people are not being supported to find more appropriate and safe ways to manage their feelings and needs.

## **7. Our Expectations**

At Rowhill School, we expect all staff to be kind, respectful and courteous at all times. Staff will model this through a positive use of language and a respectful approach. We expect in return that pupils will speak respectfully and conduct themselves in a kind and courteous manner.

We endeavour to support pupils to listen and follow instructions and to engage with class activities and school events as positively and as enthusiastically as they can.

## **8. The roles we each play across the school**

We all have a collective and collaborative responsibility to support pupils, nurture their well-being, and in turn, support behavioural needs. In addition to this, we have our own responsibility to support pupils and to supervise them to ensure their safety and well-being.



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Within each class, the teacher has the overall responsibility for supporting challenging behaviour with the TA team that they manage, playing a supportive role. The positive relationships that staff members nurture with their students provide the backbone for supporting challenges that may occur.

If incidents were to escalate, staff are to follow the protocol outlined in Section 18 and call on the near neighbours for additional support. If decisions need to be made that staff teams, feel unable to make under the circumstances then Behaviour Team or SLT can be called to assist.

### **9. Day-to-day practices**

Staff play a crucial role in nurturing pupil well-being and bolstering self-esteem; building positive and strong relationships with pupils will encourage them to trust and be confident with staff.

We encourage staff to use positive reinforcement by giving verbal praise throughout the school day as part of routine interactions, using visual reward charts in the classroom, and by recording positive reward points on Class charts. The criteria for succeeding are explained clearly to all students.

Remember that as an adult in Rowhill School, you are a role model; pupils will mirror your body language and manner so it is important to remain calm and positive.

If you need to discuss a student with another adult in front of them, do so in a way that includes the young person.

### **10. Processes**

#### **10.1 Rewarding bad behaviour?**

Despite the challenges some children display, enriching their day with positive reinforcement, praise, and opportunity can provide the building blocks upon which a long-term positive change can be built. These opportunities can bolster trust, self-worth and a sense of belonging which are some of the ingredients for happy, stable, and respectful relationships. We recognise the need to look beyond a mere sense of 'right and wrong'. These are often concepts that need to be learned, and before this can be achieved, there needs to be trust and positive relationships.

This approach may not be appropriate for all pupils and is considered on an individual basis.



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When a child is becoming dysregulated and their behaviour is deteriorating, it can be a powerful and effective strategy to introduce an individualised, preventative motivator to help deescalate a difficult situation. If there is potential for extreme distress or even injury, it could be negligent to omit strategies or options on the basis of it seeming 'unfair'. If a child is in a behavioural crisis, we recognise that the situation is likely to have moved beyond preventative motivators, and staff will offer emotional support while maintaining the physical safety of the pupil and others, until the situation has diffused. At this point, individualised motivators will be introduced, alongside exploration of the moments that led up to the behaviours of concern (understanding the function).

### **10.2 Recording behavioural incidents – Class Charts**

At Rowhill School, we use Class Charts for recording both positive and negative behaviour. When a behavioural incident occurs, staff enter the details regarding the incident directly into the database, logging all relevant information. Class Charts can be used to analyse data that helps us to identify patterns and trends. The software is set up in a configuration that is bespoke to Rowhill School.

Analysis of this data is used to implement new strategies and interventions, inform provision planning and help to develop new positive pathways through Team Around the Class (TACL) Meetings. This information is freely communicated to parents/carers and helps to improve behaviour in a range of contexts.

Where appropriate, further, more detailed behaviour analysis tools may be used for particular pupils to support a positive change in behaviour. See Appendix B.

### **10.3 When do staff need to record?**

- When behaviour is positive and needs rewarding
- When behaviour is challenging, confrontational, dangerous and is impacting on the good order of the school; see class charts categories or MyConcern
- Serious incidents will be recorded and followed up with the senior leadership team (SLT)
- Where a child is exhibiting continuous negative behaviours that are low, medium or high level, then these need to be recorded on a MyConcern so they can be addressed quickly by the behaviour support team and senior staff
- The behaviour support team and senior staff will meet on a daily basis (usually between 3.10 & 3.40 PM) to discuss behaviours that challenge and how these behaviours will be supported and followed up.



### **11. Classroom management**

Each class at Rowhill School will employ some level of additional support to meet the needs of the pupils. Classrooms are audited annually by our SENCO, with the support of the Therapeutic Team, to ensure they are organised in a way that is informed by the evidence base. This includes recommendations and best practices to meet the needs of the pupils, including but not limited to the use of quiet areas, workstations, individualised visual displays and timetables, access to sensory resources, and clear language and communication. Staff teams support individuals appropriately depending on their level of need, some pupils receive specific support during the start of a lesson while the rest of the class receives whole class teaching, for instance. There is a huge range of possible approaches staff may take, and staff use their creativity and resourcefulness to devise plans that best meet individual learners' needs.

### **12. Protocol for managing a crisis in class**

It is vital that the students recognise the staff team within their class as jointly responsible for their safety and well-being. Their perception of the class team as containing and 'in charge' is extremely important in so far as their sense of feeling safe and supported. It is, therefore important that a class team manages difficulties that occur in their class themselves or draws in support from their department and/or the Behaviour Support Team when necessary.

Near neighbours, i.e., the class team next door will represent the support network around the class and give a strong sense that all adults in the vicinity are part of the same team. The additional support this gives will make each team stronger. It will empower Teachers and TAs to take ownership of their classes not just through learning that takes place but also through challenges.

At times, however, it may be necessary to call for additional support. The protocol is as follows, call upon:

- colleagues in the department
- behaviour support team
- SLT

Calling senior staff to assist with low-level or moderately disruptive behaviour will unfortunately only give a sense that you and the other adults around cannot manage and the situation has to be deferred to adults that are not often around. This may serve to undermine your position and make managing future difficulties more challenging.



### 13. Transitions and unstructured times

We recognise that unstructured times and times of transition, such as between lessons, and break and lunch time, can result in difficulties for many of our pupils.

To support with transitions, TAs escort pupils to their next lesson.

Staff on duty and SLT will supervise specific spaces around the school during transition and break times, where we recognise there is a greater footfall and possibility of conflict.

Supervision of pupils during playtimes and lunch-play, out on the playground or in other communal play spaces means that:

- appropriate supervision is crucial to safeguard all our pupils and staff
- each play space will have a known and recognised 'leader'; this person has the responsibility to oversee all other members of staff and ensure all staff are actively supervising pupils and taking individual responsibility for their specific duties
- all staff, while on duty, will have a professional mindset and an acknowledgement that while the pupils are having a break or at play, they themselves are on supervising duty
- staff members must not assume that pupils out of your field of vision are being supervised by other staff
- where there are larger areas or spaces where there are 'blind spots' or annexed spaces, staff will be allocated to ensure the distribution of supervision covers all necessary areas

For all staff on duty to actively supervise; active supervision is defined by the Head Start programme:

*'Active supervision requires focused attention and intentional observation of children at all times. Educators position themselves so that they can observe all of the children: watching, counting, and listening at all times. They also use their knowledge of each child's development and abilities to anticipate what he/she will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.'*

Reference: [Active Supervision | HeadStart.gov](https://www.headstart.gov/active-supervision) (accessed February 2025)



### 14. Searching and Screening

If school staff have a reasonable and justifiable concern that a pupil may be in possession of an item, object or substance that is illegal, dangerous or in any way a threat to themselves or members of the school or wider community, we reserve the right to search pupil's pockets, bags, etc. This right is in place to ensure that the safety of all concerned is maintained. The school also has the ability to 'wand' pupils if there is a risk of weapons being brought into school.

### 15. Seclusion and Time Out

Students must not be made to spend time alone in a space they cannot leave; this is called seclusion and may be unlawful. If the behaviour of a child is dangerous and you consider seclusion to be the only way to ensure others' safety, then this may be permissible, however, it is a form of positive handling and must be recorded as such.

If this kind of intervention occurs more than once, a strategic meeting will be arranged that will involve multiple stakeholders, including but not limited to the class team around the child, therapeutic staff, a member of senior leadership, the pupil and their parents/carers. The intention of such a meeting is to ensure that staff are able to consider multiple perspectives and ideas regarding the situation and are not relying on crisis management.

If a child chooses to be in a space on their own and they are able to leave the space if they choose, this is not seclusion. Exiting a student to an alternative space, however expansive, such as the playground would still constitute seclusion if they are on their own and want to come back in but are unable to do so.

Some students are able to self-regulate, so leaving them on their own can be a positive method of support. This should be an agreed strategy as part of that child's individualised support plan.

Students experiencing restricted access to certain spaces around the school through the use of high handles or code locks does not constitute seclusion if the student is sharing the space with an adult or other students. Time out may be part of an agreed therapeutic plan for supporting behaviour. Time out is when the pupil in question has adult support at all times, and there is not a physical barrier preventing them from exiting the space. Time out, when offered as a choice to students and presented as positive support rather than as a punitive measure, is far more effective.

(Source: [Active Supervision | ECLKC \(hhs.gov\)](#) Accessed April 2024)



### 16. Consequences and Restorative Approaches

Punishment as a process for deterring future poor behaviour is ineffective and only damages relationships, and it is in direct conflict with our main focus of developing positive relationships to support challenging behaviour. As a school we introduce consequences to support pupils to 'make things right'.

Consequences should always be an outcome of a pupil's actions so the consequence makes sense and is fair, and should be appropriate and proportionate. A student should not be made to miss playtimes because they damaged a display; the consequence and the behaviour in this case are completely unrelated, and the consequence does nothing to restore the problem or put things right.

Students should also never be denied access to the school curriculum due to behaviour. School activities are part of each child's educational entitlement and cannot be withheld because of challenging behaviour, except if there are grounds for a health and safety concern. Consequences can be a useful tool in supporting students to understand that certain behaviours are not acceptable and can support to change unhelpful or harmful attitudes and beliefs.

If a student's behaviour has offended, hurt or upset another pupil or staff member, they will be supported to understand the impact of their behaviour and encouraged to repair the relationships by offering an apology, either verbally or through a letter or a card. If they have made a mess or destroyed a display, they can assist with the tidy-up or help repair the damage they have done.

We support pupils to take responsibility for what they have done and to repair it with the other people involved. We use questions to turn a behavioural incident into a learning opportunity. This helps all individuals to reflect on what has happened, how this has made themselves and others feel, and what could be done next time to manage the situation differently or better. All staff will need to refer to separate guidance on restorative practices and phrases to be used when mediating after an incident.

In addition, all our pupils receive a rich PSHE curriculum which covers topics that help nurture positive behaviour. Please refer to the PSHE policy for more information.



### **17. Challenging Behaviour and Positive Handling training**

All staff have a collective and shared responsibility which crosses departments and need types. Behaviours that challenge can be experienced differently by different people. At Rowhill School, we recognise that we all have individual emotional responses to different challenges.

We acknowledge that being involved in challenging situations will provoke emotional responses, and as such we have a responsibility to ourselves and our colleagues to recognise when we need time to recover or make sense of what has happened. When staff members recognise their colleagues may need time out, they will offer support. This is part of our whole school approach to health and wellbeing, which is essential to creating an environment of positive behavioural support.

We are all part of the same team, and we reflect this in our day-to-day encounters with colleagues and students right across the school. We encourage our staff to ask for help when it is needed, and we do not feel disempowered if a student responds positively to another member of our staff team.

We arrange regular delivery of de-escalation training to all school-based staff and Positive Handling training to staff in key roles, e.g. Behaviour Support Team. The primary aim of such training is to ensure we learn to de-escalate behaviours using a range of techniques and skills, thus using physical intervention as a last resort.

The Positive Handling course covers mandatory areas of learning, including health and safety. As a result, these staff are familiar with processes, procedures, and considerations for maintaining, preserving and respecting the health and safety of themselves, colleagues and pupils alike. Legal aspects are also covered so staff are fully aware of guidelines regarding issues such as duty of care and necessary and proportionate responses.

As well as mandatory training, we keenly promote our school philosophy of positive behaviour support by encouraging our staff to be reflective practitioners; taking time to think about and reflect on their approach, what went well and not so well, and what they might do differently next time.

Behaviours that challenge are not to be taken personally, and we must maintain a professional approach at all times.



### **18. Protocol for assisting in behavioural incidents**

If you see a behavioural incident occurring, you must not take over. The incident is to be managed by the person dealing with the incident in the first instance, regardless of experience or seniority.

In the event you witness an incident, you must offer assistance; this may be offering to open doors, offering to phone for assistance, passing on a message to a class team, or assisting in two-person touch support, for example.

If you are the member of staff managing a behavioural incident, you may decide to hand responsibility for the management of the incident to someone else by communicating clearly that this is what is happening.

The person managing the incident has the responsibility for recording the incident; however, be sure to clarify who is to take responsibility for this where an incident has involved several people.

### **19. Protocol for students who abscond from school**

The following procedures will be followed if a student leaves the school site without permission:

- Alert the office and the Senior Leadership Team immediately
- You may be required to make a decision to act immediately prior to informing the SLT, if the circumstances dictate
- A decision will be made as to whether to follow, shadow and/or intervene if you have not had to make this decision yourself
- The choice of the above actions will be, and should be, considered due to the following risk factors: age, social maturity, personal independence, road safety awareness and knowledge/certainty of their desired destination
- If a student crosses the gate threshold, we will contact the parents/carers
- If the student does not immediately return to school but absconds, a joint decision will be made as to whether the police are immediately informed
- If, after a period (of staff shadowing) of 15 minutes, the pupil has not returned to school, we will inform the Police.



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### 20. Prohibited actions and behaviour management procedures

The following practices **must not be used** to control or manage challenging behaviour:

- No form of physical punishment is permitted
- Any positive handling must be necessary, proportionate and as a last resort.
- Food and water should never be withheld to coerce a pupil to conform to a request or demand, although if the risk to others is great, then they can be kept separate
- Students should never be held in ridicule such as making them wear a symbolic, distinctive or inappropriate item of clothing.
- If a student has earned a reward, this must not be taken away due to a subsequent behaviour; this behaviour is entirely separate and must be dealt with accordingly. Removing rewards undermines the reward system and destroys trust.

### 21. Beyond the School Gate

Many of our pupils travel to and from school using transport provided by KCC, and many pupils are dropped off and collected by parents/carers. Some pupils, however, travel to and from school independently.

During this time, students who are not being directly supervised by adults such as transport staff or parents/carers are still representatives of our school community until they arrive home.

If there are issues in transit, be that anti-social behaviour or conflict between students as they travel home, this is a school matter, and Rowhill staff have appropriate jurisdiction to become involved and address any issues that may have occurred.

In such cases, parents/carers will be contacted and will be involved in devising a positive resolution to any problems. In some cases, transport may be removed from some pupils due to high risk, although alternatives be put in place as soon as possible.

### 22. Physical interventions

All staff members have a duty of care to themselves, their colleagues, and the children we support. If a student is in danger or endangering other students, you have a duty to act in a way to reduce or eliminate the risk as it presents itself. A duty of care extends to acts or omissions which may compromise the health and safety of the pupils or staff of our school. If you are to physically intervene, you must:

- ensure that all other strategies have been explored
- where possible, check with colleagues that they agree that a physical intervention is necessary
- only intervene physically if there is legal justification AND there is no alternative
- ensure that the risks posed to the individual involved will be reduced by physically intervening
- ensure that any physical intervention follows plans that are in place and make every effort to release the intervention at the first possible opportunity
- ensure Positive Handling training principles are applied
- use the necessary and proportionate measures for the minimum amount of time
- record the incident in the bound book and add to MyConcern
- ensure parents/carers are informed of the incident and the use of a physical intervention
- amend risk assessment and Positive Handling plans where necessary and ensure parental agreement

The use of contingent touch, where appropriate, does not have to be recorded if the circumstance in which it is used is in the day-to-day individualised support of a pupil; for example, walking down a corridor to guide a student past an anticipated trigger, e.g., entering open doors, etc.





### **23. Legal justifications for using Positive Handling**

The only legal justifications for positive handling are if a student or pupil is:

- committing a criminal offence
- injuring themselves or others or putting themselves or others at high risk of harm
- causing damage to property (including their own)
- engaging in behaviour prejudicial to maintaining good order and discipline at the school (e.g., disrupting and preventing teaching taking place or affecting the emotional well-being and or mental health of other pupils or adults)

The legal justifications, however, are not in themselves a licence to physically intervene. Professional judgment needs to be taken on each incident on a case-by-case basis.

At Rowhill School, the classes are based on need types. As such, behaviours that may be considered disruptive and likely to hinder the education of others would be treated very differently depending on the class group and the young person at the centre of a difficulty.

A pupil with social, emotional, and/or mental health needs (SEMH) knowingly disrupting a lesson during exam work would be considered a different situation to a developmentally young or autistic pupil exhibiting sensory seeking behaviours, however disruptive that behaviour may be. In either case, it is our duty to consider very carefully our options and put in place proactive strategies to best manage the situation rather than resorting to crisis management.

If a student is attempting to leave the school site then a dynamic risk assessment will need to be made in terms of the risk caused by the action in relation to age, need and social maturity. In some cases, a plan will be agreed and implemented with parents/carers and other professionals, including the Police.

### **24. Suspensions and Exclusions**

A suspension (also sometimes referred to as a fixed-term exclusion) is for a specific period of time. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). An exclusion (also sometimes referred to as a permanent exclusion) involves the child being removed from the school roll. However, the Headteacher must not remove a pupil's name from the school Admissions Register until the outcome of the Independent Review Panel (if this route is followed by parents).



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Suspensions and exclusions are a last resort and only given when behaviour is extremely dangerous and risks need great resources for countermeasures to be impactful. Behaviours that could warrant a suspension or exclusion include:

- bullying of more vulnerable pupils
- physical assaults on other pupils or members of staff
- targeting staff with discriminatory and abusive language
- bringing drugs or other dangerous materials onto the school premises
- repetitive disruption to the good order of the school and failure to cooperate with senior staff
- leaving the school site and placing themselves and others at risk, particularly when one student has coerced another student to leave the school site with them

This is not an exhaustive list and there could be other behaviours that are continuous that may lead to a student being suspended. The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Please refer to the Kent Agreed procedure for suspensions [Guidance on Exclusion - KELSI](#) and Rowhill School's Suspension and Exclusion Policy.

### **PART B – Anti-Bullying Practice and Procedures**

#### **25. Overview and context**

Our Anti-Bullying Practice and Procedures have been drawn up through the involvement of the whole school community. It reflects our commitment to creating an anti-bullying culture where bullying is not tolerated and everyone feels able to challenge and report bullying behaviour as well as learn, play and work free from harm or harassment. Everyone in our school community has a responsibility to contribute to our goals by challenging and reporting bullying behaviour even when they are not directly affected or involved.



# ROWHILL SCHOOL

## Positive Behaviour Support (PBS) and Anti-Bullying Policy

### 25.1 Process

Our school community:

- Discusses, monitors and reviews our anti-bullying practice and procedures on a regular basis
  - Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying practice and procedures
  - Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying practice and procedures.
  - Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately.

### 25.2 Definition of Bullying

#### **Definition of bullying:**

**Bullying is behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.**

It's bullying if someone is being hurt, harmed, humiliated or intimidated with words or behaviour and can include:

- Name calling, taunting, mocking, intimidation, making offensive comments about others or their family members' or background. Use of the word gay to mean something is rubbish, is wrong, scary or unpleasant;
- Kicking; hitting; pushing; pulling; spitting; taking, damaging or hiding belongings; producing offensive graffiti;
- Gossiping; excluding people from groups, refusing to talk to a person and spreading hurtful and untruthful rumours

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet.



# ROWHILL SCHOOL

## Positive Behaviour Support (PBS) and Anti-Bullying Policy

### 25.3 Forms of Bullying

Our practice and procedures cover all types of bullying, including:

- Child on child: we recognise that children are vulnerable and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of “banter” or “growing up”. Some of these behaviours will need to be handled with reference to other policies in school such as the Positive behaviour support policy, Child Protection policy and Online safety and acceptable use policy
- Bullying related to learning difficulties, disabilities, appearance or health
- Bullying of looked after children or issues related to family or home circumstances
- Bullying related to sexual orientation, sexualised language, gestures or any sexually harmful behaviour, LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, questioning, intersex, or asexual)
- Child Sexual Exploitation/Gang association and serious violence (County Lines)
- Abuse in intimate relationships
- Bullying related to any form of prejudice: religious, ethnicity, race, beliefs or culture
- Cyber bullying; Via phones or any form of online technology

### 25.4 Preventing, Identifying and Responding to Bullying

The school community will:

- Have a named Anti-Bullying co-ordinator: Mrs Sarah Griffey (Lead Mental Health)
- Record bullying incidents on My Concern **and** Class Charts
- Listen and take time to talk to children / young people who disclose bullying, take what they say seriously and investigate the situation
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience
- Consider all opportunities for addressing bullying including through the curriculum, displays, peer support and the School Council. A detailed curriculum plan including the delivery of all areas of Relationship & Sex Education



# ROWHILL SCHOOL

## Positive Behaviour Support (PBS) and Anti-Bullying Policy

- Train all staff including lunchtime staff, learning mentors and other support staff and school Governors to identify bullying and follow school policy and procedures on bullying, including recording and reporting incidents of bullying
- Actively support vulnerable children and young people at risk of bullying
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied, e.g. conflict resolution, social stories and restorative justice

### **25.5 Involvement of Pupils**

We will:

- Regularly canvas pupil views on the extent and nature of bullying in the school
- Obtain the views of the school council
- Ensure pupils know how to express worries and anxieties about bullying
- Ensure all pupils are aware of the range of consequences which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools
- Participate in National Anti-Bullying week
- Publicise the details of helplines and websites using various methods including click-on links on our school website
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

### **25.6 Liaison with Parents and Carers**

We will:

- Ensure all stakeholders know who to contact if they are worried about bullying
- Report back to key people regarding their concerns as quickly as possible
- Ensure all parents know about our complaints procedure and how to use it effectively, promoting this by its inclusion on the policy area of the school website
- Ensure all parents / carers know where to access independent advice about face to face and cyber-bullying including the use of links on our school website
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying.



# ROWHILL SCHOOL

## Positive Behaviour Support (PBS) and Anti-Bullying Policy

We expect parents to:

- Inform the school of any suspected bullying even if it is not their child
- Encourage their child to report bullying to a member of staff using the 4Ws - Who, What, Where and When
- Inform their children not to retaliate through violence in any situation
- If their child has been accused of bullying, work in partnership with the school and listen to evidence.

### **25.7 Professional Development for Anti-Bullying Practice**

Training and information are cascaded through staff meetings and training sessions by the anti-bullying co-ordinator and DSL, to:

- ensure staff minimise incidents and the impact of bullying
- ensure processes are followed

### **25.8 Bullying Outside of School**

The school works collaboratively with a range of providers including transport, the local community and schools, Police Community Support Officers (PCSOs), and any agencies working with specific students to respond quickly and proactively to reduce bullying.

## **26. Well-being and SEMH**

At Rowhill, we recognise pupil well-being is a high priority. All staff are required to read the Mental Health Policy; this provides an overview of how we establish, promote, and maintain the mental health and wellbeing of all students and staff through school-based practices, and how we encourage staff to take responsibility for their own mental health and wellbeing.

## **27. Monitoring**

SLT regularly review exclusions, suspensions and Positive Handling data, analyse patterns, and set positive targets going forward for individuals at risk of these consequences. Further analysis regarding pupil demographics, and any patterns pertaining to the pupils receiving suspensions or involved in restraints will be routinely undertaken to ensure we are managing and responding to incidents in an equitable way, irrespective of race, age, or other aspects of a person's identity.

Governors will be responsible for evaluating the termly behaviour data through to the Governing Body meetings.

### APPENDIX A – Useful websites and resources

- [PBS - your questions - Challenging Behaviour Foundation](#)
- [About Positive Behaviour Support – Positive Behaviour Support](#)
- [SEBDA | Promoting the Social and Emotional Wellbeing of Children and Young People](#)
- [003-Positive-Behaviour-Support-Planning-Part-3.pdf](#)
- [An Introduction to PBS - YouTube](#)
- [Introduction to Positive Behaviour Support - YouTube](#)



Accessed: NHS England February 2025  
[Seven-key-questions-about-PBS.pdf](#)

POSITIVE REINFORCEMENT VERSUS BRIBERY	
POSITIVE REINFORCEMENT	BRIBERY
adult in is control	child is in control
given during desired or appropriate behavior	given when child is engaging in problem behavior
should be given immediately when expected behavior begins	used as a tactic to stop problem behavior in the moment
the student chooses the positive reinforcement they are working for	adult chooses in the moment or based on what child wants in middle of behavior
changes problem behavior to desired behavior	increases problem behavior in the future
a teaching tool	a quick fix
encourages expected behavior	encourages problem behavior
example: "When you are sitting in your chair and working, then you can earn a token".	example: "If you get out from under the table and stop screaming, I will give you a token".

### What good PBS looks like in practice

The below characteristics (building on PBS Alliance accessible graphic and the new UK PBS definition) are Purple-Orange-Blue rated to help inspectors and others identify how well PBS is implemented in practice.

#### PURPLE

This is not PBS and not good practice



#### ORANGE




Some elements of PBS, but room for improvement





#### BLUE

This is PBS and good practice







	NOT PBS	SOME PBS	GOOD PBS
<b>Co-designing</b> 	<ul style="list-style-type: none"> <li>The supported person and/or family are not involved in assessment or support plans</li> <li>PBS is done to supported people not with them</li> <li>Decisions are made by 'professionals'. PBS is considered as an 'expert model'</li> </ul>	<ul style="list-style-type: none"> <li>Some limited input from family or key workers</li> <li>Very limited meaningful involvement with the supported person</li> <li>Decisions are made mainly by 'professionals'</li> </ul>	<ul style="list-style-type: none"> <li>The supported person and/or family have control over the support plan</li> <li>All plans are co-produced</li> <li>Decision-making is shared with the supported person and/or family</li> </ul>
<b>Quality of life</b> 	<ul style="list-style-type: none"> <li>Focus is on the behaviour, not the supported person</li> <li>No concern about the supported person's quality of life</li> <li>A reduction in the number of incidents of behaviour of concern is the only desired intervention and outcome</li> </ul>	<ul style="list-style-type: none"> <li>Some consideration of the supported person's quality of life</li> <li>Limited attempts at improving quality of life</li> <li>A reduction in the number of incidents is the main intervention and outcome</li> </ul>	<ul style="list-style-type: none"> <li>Improving quality of life is the main intervention and outcome</li> <li>A person-centric understanding of what matters to the supported person</li> <li>An improvement in quality of life is evidenced</li> <li>A reduction in the number of incidents of behaviour of concern is a side effect</li> </ul>
<b>Rights and values</b> 	<ul style="list-style-type: none"> <li>Use of crude, uninformed behaviourist approaches such as reward and punishment</li> <li>Restrictive practices used to manage behaviour are compromising human rights</li> </ul>	<ul style="list-style-type: none"> <li>Some well-intentioned discussions of values, though not translated into practice</li> <li>Restrictions and blanket rules are present</li> </ul>	<ul style="list-style-type: none"> <li>Clear values that are translated into practice</li> <li>Diversity is celebrated</li> <li>The supported person is empowered to lead the life they choose and to be included in society</li> <li>Restrictions are regularly reviewed, and a plan is in place to reduce them</li> </ul>


## Positive Behaviour Support (PBS) and Anti-Bullying Policy

	NOT PBS	SOME PBS	GOOD PBS
<b>Communication</b> 	<ul style="list-style-type: none"> <li>● Belief that people “understand everything we say” and so we don't need to adapt our communication styles</li> <li>● Reliance on verbal communication – people are considered ‘non-compliant’ when they don't understand</li> <li>● Total or inclusive communication is not used (eg signs, gestures, photos, pictures)</li> </ul>	<ul style="list-style-type: none"> <li>● Some visual communication is seen on the walls but is not routinely used in practice (eg a symbol timetable, a photo staff rota)</li> <li>● Some adapted communication is used, but is not at an appropriate level for the person (eg using symbols and full sentences with a person who only understands objects and single words)</li> <li>● Some communication tools are used to support choice making but only limited to some activities/times (eg for meal planning)</li> </ul>	<ul style="list-style-type: none"> <li>● Staff and other carers can describe the difficulties in understanding and communicating that supported people have and what they do to support this</li> <li>● Total or inclusive communication is seen being used regularly and frequently (eg signing, pictures, photos, gestures, facial expression)</li> <li>● Specific tools are used to support people's communication and choice making (eg photos, pictures, drawing, high tech aids and iPads) routinely in most situations</li> </ul>
<b>Understanding behaviour</b> 	<ul style="list-style-type: none"> <li>● Behaviour is seen as deliberately challenging and ‘dysfunctional’ (labels such as ‘violence’ or ‘malicious damage’ are used)</li> <li>● The supported person is blamed for behaving in ways that other people find difficult</li> <li>● Behaviour is not understood as a way of communicating distress and other emotions</li> <li>● No recognition of the impact of trauma, sensory issues and environment</li> </ul>	<ul style="list-style-type: none"> <li>● There is some understanding that all behaviour has meaning</li> <li>● No structured functional assessment; only uninformed ideas that behaviour is ‘intentional’ or ‘attention-seeking’</li> <li>● Limited understanding of the impact of trauma, sensory issues and environment</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding that all behaviour has function and meaning</li> <li>● Recognition that distressed behaviour results from a supported person's needs not being met</li> <li>● A structured approach to functional assessment informs the support plan content</li> <li>● Support includes understanding the impact of trauma on the person being supported and meeting their communication and sensory needs</li> </ul>

	NOT PBS	SOME PBS	GOOD PBS
<b>Capable environments</b> 	<ul style="list-style-type: none"> <li>The supported person has to 'fit' the service provided</li> <li>Institutionalised 'one size fits all' approach</li> <li>No concern with changing the environment, or the support provided</li> </ul>	<ul style="list-style-type: none"> <li>Some limited improvements to physical environments</li> <li>Some key elements of capable environments not present</li> <li>Managers mainly administrate and don't spend much time in the setting</li> </ul>	<ul style="list-style-type: none"> <li>Person-centred adaptations to the environment and support that fits the supported person's needs</li> <li>All twelve elements of capable environments are present</li> <li>Team-based practice leaders coach colleagues to get the support right for each person</li> </ul>
<b>Restrictions</b> 	<ul style="list-style-type: none"> <li>A risk-averse 'control' culture</li> <li>Reliance on restrictive practices, including medication, to control behaviours of concern</li> <li>High levels of blanket restrictions that reduce opportunities for the supported person</li> <li>Institutional, locked-door culture</li> <li>PBS plans largely focus on reactive approaches</li> <li>Restrictions and restraint are not accurately recorded or monitored</li> </ul>	<ul style="list-style-type: none"> <li>Restrictions and blanket rules are present, though increasingly questioned</li> <li>Some attempts to balance restrictions and risk with rights and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Person-centred</li> <li>Positive risk-taking</li> <li>A 'can do' attitude</li> <li>Low levels of restriction</li> <li>Staff challenge restrictive practices</li> <li>Data is used to inform decision-making</li> <li>PBS plans focus on preventative approaches, rather than reactive</li> </ul>
<b>Relationships</b> 	<ul style="list-style-type: none"> <li>Relationships are not considered to be important</li> <li>No focus on developing rapport</li> <li>Staff 'do' things to the supported person</li> <li>High use of different, temporary staff</li> <li>Staff don't know the supported person well</li> <li>The supported person is seen as the problem</li> </ul>	<ul style="list-style-type: none"> <li>Some staff may have a good relationship with the supported person</li> <li>Rapport is not considered as something that should be further developed</li> <li>There are some attempts to maintain relationships with the supported person's family and friends</li> </ul>	<ul style="list-style-type: none"> <li>Relationships are considered to be very important</li> <li>Staff know the supported person well and build positive relationships with them</li> <li>Relationships with the supported person's family and friends are actively supported</li> </ul>

## Positive Behaviour Support (PBS) and Anti-Bullying Policy

	NOT PBS	SOME PBS	GOOD PBS
<b>Meaningful engagement</b> 	<ul style="list-style-type: none"> <li>● Institutional 'hotel model' culture</li> <li>● Activities are limited and not person-centred</li> <li>● The supported person is not given opportunities and support to participate</li> </ul>	<ul style="list-style-type: none"> <li>● Staff only offer the most able people opportunities and support to participate in activities</li> <li>● Supported people with behaviours of concern are left to their own devices</li> <li>● Active Support is an occasional event, not a way of life</li> </ul>	<ul style="list-style-type: none"> <li>● An attitude of enabling, and positive risk-taking</li> <li>● Staff understand the supported person and are ambitious in supporting them to achieve their aspirations and potential</li> <li>● Staff are skilled in Active Support and use it regularly every day</li> </ul>
<b>Choices</b> 	<ul style="list-style-type: none"> <li>● Staff make the decisions</li> <li>● No support for choice and decision-making by the supported person</li> </ul>	<ul style="list-style-type: none"> <li>● Staff provide token choice in some situations</li> <li>● The supported person has some, limited, control</li> </ul>	<ul style="list-style-type: none"> <li>● Choice and support for decision-making happens daily with staff</li> <li>● The supported person can exert control over their own lives</li> </ul>
<b>Skill development</b> 	<ul style="list-style-type: none"> <li>● The supported person is viewed as incapable of learning</li> <li>● No attempts at skill development with the supported person</li> <li>● Staff do everything for the supported person</li> </ul>	<ul style="list-style-type: none"> <li>● There is some focus on maintaining skills</li> <li>● No attempts at developing new skills</li> <li>● Staff do almost everything for the supported person</li> </ul>	<ul style="list-style-type: none"> <li>● Staff enable the supported person to do things themselves, and become more independent</li> <li>● The structured teaching of skills is ongoing</li> </ul>
<b>Systems change</b> 	<ul style="list-style-type: none"> <li>● Systems are rigid and maintain the status quo</li> <li>● Systems serve the needs of the staff and organisation, not the supported person</li> <li>● Systems are complex and bureaucratic</li> </ul>	<ul style="list-style-type: none"> <li>● Everyone is not clear about what the systems are and how they work</li> <li>● Systems are difficult to follow, and mainly serve organisational needs</li> <li>● Any system change is seen as too difficult</li> </ul>	<ul style="list-style-type: none"> <li>● Systems are in place to enable the supported person to have a good quality of life, and receive person-centred support</li> <li>● Systems are flexible</li> <li>● Systems are reviewed and changed to meet the needs of supported people they serve</li> </ul>

PBS plans 	NOT PBS	SOME PBS	GOOD PBS
	<ul style="list-style-type: none"> <li>● The plan:               <ul style="list-style-type: none"> <li>○ focusses on what to do when the supported person behaves in ways other people don't like or are dangerous. This is often only about restraint and restriction.</li> <li>○ uses a traffic light system to describe the supported person and what they do</li> <li>○ aims to change the supported person's behaviour to reduce 'problem' behaviour</li> <li>○ is written in complex medical or behavioural jargon</li> </ul> </li> <li>● The supported person and/or their family have not been involved in deciding what's in the plan</li> </ul>	<ul style="list-style-type: none"> <li>● The plan:               <ul style="list-style-type: none"> <li>○ contains some proactive and preventative elements, eg what to do to help the supported person have a good life, but this is not the largest section</li> <li>○ describes some good things about the supported person</li> <li>○ contains some strategies for making the environment better for the supported person</li> <li>○ is written in a more accessible style but contains some terms that could be considered discriminatory</li> </ul> </li> <li>● The supported person and/or their family have had some limited involvement in the plan</li> </ul>	<ul style="list-style-type: none"> <li>● The plan:               <ul style="list-style-type: none"> <li>○ focusses on how to meet the supported person's needs, so that they are not distressed. It helps them to have a good quality of life and develop new skills. This is the largest section in the plan.</li> <li>○ is person centred and highlights the supported person's strengths, likes and wishes. It gives a really good picture of the supported person</li> <li>○ focusses on how the environment can be made as capable as possible so that the supported person is happy, healthy and included in their community</li> <li>○ is written and presented in a way that most people can understand and is non-discriminatory</li> </ul> </li> <li>● The supported person and/or their family have co-designed the plan as equal partners and are involved in regular reviews</li> </ul>

### All behaviour happens for a reason

– It is suggested that there are four main functions of behaviour (SEAT) but it is worth considering six

A	S	P	E	C	T
Attention	Sensory	Pain	Escape	Communicate	Tangible
To gain attention or interaction from a person/others	Self/sensory stimulation Over/under stimulated	A respond to internal or external pain or discomfort	Avoid an activity/person/experience	To communicate how they are feeling	To gain access to something they want



# ROWHILL SCHOOL

## Positive Behaviour Support (PBS) and Anti-Bullying Policy

### APPENDIX B – Additional behaviour analysis tools

#### 1. STAR behaviour tracking and analysis chart

##### STAR Approach – behaviour analysis chart

Sheet no \_\_\_\_\_ Child's name/initials \_\_\_\_\_

Date & time	Setting Where did incident occur?	Trigger What happened just before the incident?	Action What behaviour did the child display?	Result What was the result for the child? How did the adult/s respond? How did other children respond?	Initials of staff



# ROWHILL SCHOOL

## Positive Behaviour Support (PBS) and Anti-Bullying Policy

### Using a STAR analysis

A STAR analysis is a helpful way of assessing what happens before, during and after an episode of unacceptable behaviour, and is similar to an ABC chart. The STAR framework was set up by the National Autistic Society to reduce the behavioural problems that so many parents of children with an autistic spectrum disorder face. The STAR approach focuses on those with an autistic spectrum disorder rather than children with general behavioural difficulties, although it can still be helpful for this group. The basis of the STAR approach is that all episodes of problem behaviour need to be seen as actions with a purpose to receive a specific response.

STAR stands for:  
Setting Trigger Action Result

#### Setting

This is something critical but often underestimated. These are the contexts in which the unacceptable behaviour takes place. Considering, and if needed adjusting, the setting where the behaviour takes place is important, and can also work as a way of preventing particular behavioural difficulties.

#### Trigger

These are the signals or stimuli that 'set off' a specific action, occurring immediately before the episode of unacceptable behaviour. Reasons that trigger sets of the behaviour may include:

- Expressing a need – for example, smelling dinner cooking might signal food to a hungry child
- Expressing something the child does not want – for example, seeing a spider nearby triggers a wish to avoid it, or wearing a particular outfit could trigger the need to avoid something the child finds too difficult, such as a family gathering or somewhere new.
- Emotional overload – something relatively insignificant triggers the feeling that this is 'the last straw'.

#### Action

Action is the behaviour that actually happens and is a very important part of the chart.

#### Result

These are the events that follow an action, and are often the part of the process that can be controlled. Response to an action can indicate the appropriateness of an action and influence the likelihood that the child will do the same thing at some point in the future.



### Example frequency chart – lessons

	9.00-10.00	10.00-10.30	10.30-10.45	10.45-11.45	11.45-12.30	12.30-1.15	1.15-2.15	2.15-3.15
Mon	Maths	Assembly	Break	English	SPAG	Lunch	PE	Topic
Tues	Maths	Assembly	Break	Forest Sch.	PSHE	Lunch	Topic	English
Wed	Maths	SPAG	Break	PE	English	Lunch	Topic	Science
Thu	Maths	PSHE	Break	English	ICT	Lunch	Swimming	Swimming
Fri	Maths	Assembly	Break	Topic	Library	Lunch	English	Golden time

### 3. Mapping the Landscape activity

Asking students to RAGB (Red/Amber/Green/Blue) rate different areas within the school or lessons to inform staff of the student's views or experiences, which may be affecting their behaviour.

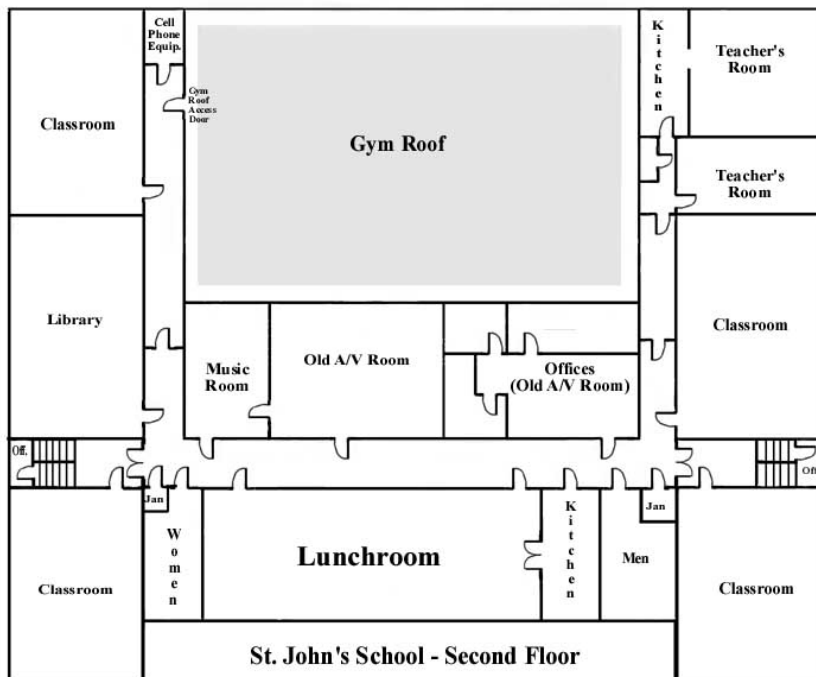
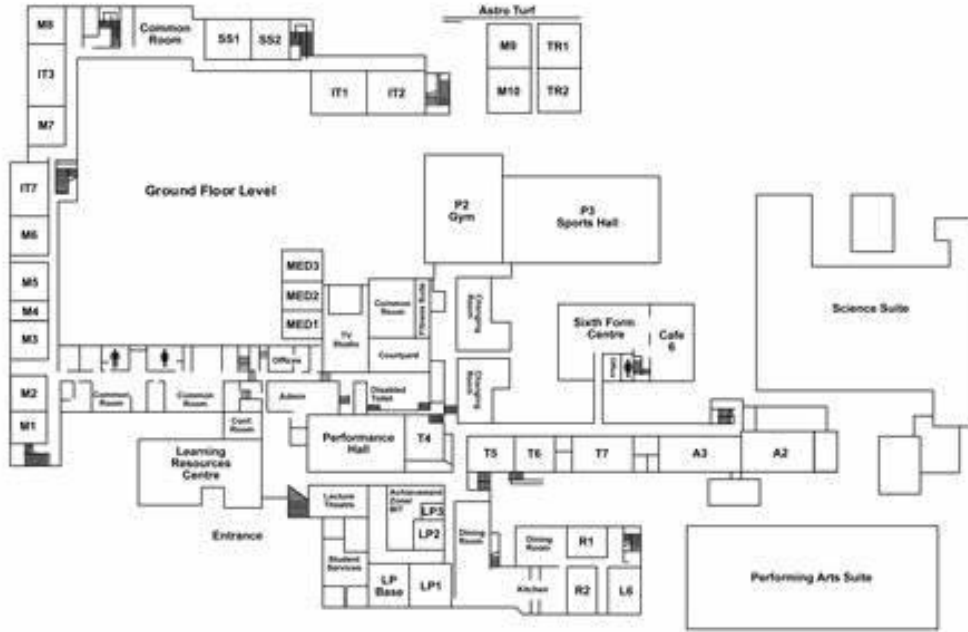


OK  
Not OK  
Safe  
Not sure



# ROWHILL SCHOOL

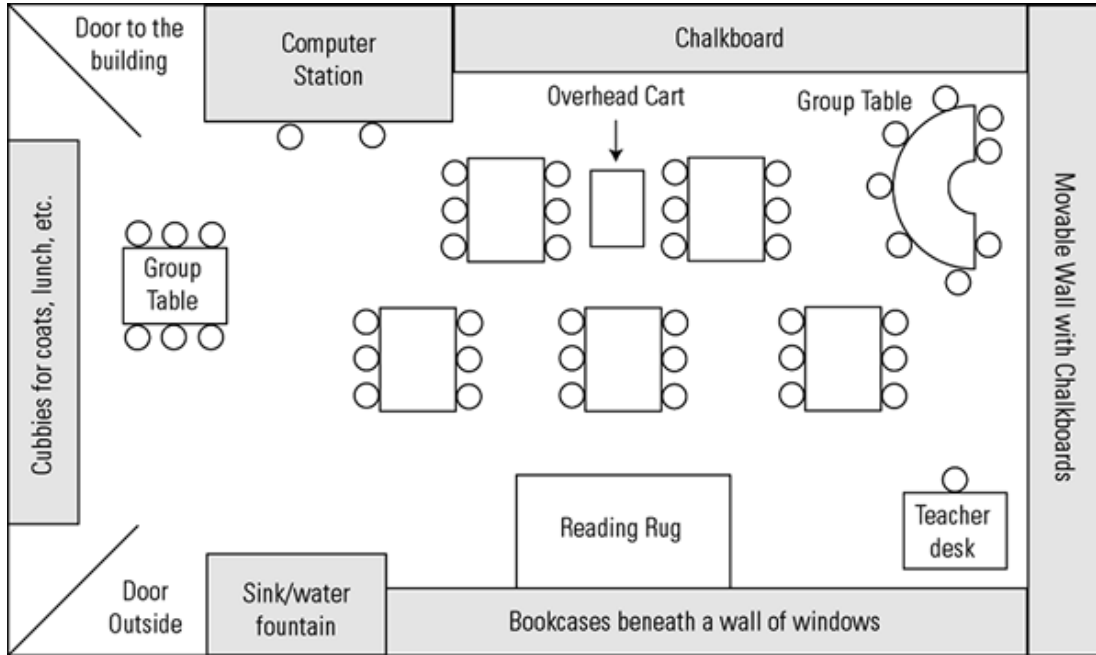
## Positive Behaviour Support (PBS) and Anti-Bullying Policy





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## Positive Behaviour Support (PBS) and Anti-Bullying Policy















**Year 5 2021 Timetable Summer 1**

	8.50-9.00	9.00-9.30	Lesson 1 9.30-10.30	10.30-10.40	10.40-11.00	Lesson 2 11.00-11.30	Lesson 3 11.30-12.30	12.30-1.30	Lesson 4 1.30-2.30	Lesson 5 2.30-3.25	Reading Class Book 3.25-3.35
MON	Reading/Registration	Morning challenge, handwriting, wow words and mindfulness art. Mon and Friday Collective Worship	English	Active 10	BREAK	Guided Reading	Maths	LUNCH	RE	Music	The Explorer
TUE			Maths	Active 10		Guided Reading	English		Topic	Topic	The Explorer
WED			English	Active 10		Guided Reading	Maths		PE	French	The Explorer
THUR			Maths	PSHE/Active 10		Guided Reading	English		Science	Science/Outdoor Learning	The Explorer
FRI			English	Spelling		Topic (11.00-12.00)	Golden Time (12.00-12.30)		PE Cricket	Maths	The Explorer

### 4. School Stress Survey

This can be adapted to suit the needs and understanding of the learner, as well as appropriate aspects of their individual school day

**School Stress Survey**

I feel OK about this. I can cope with it easily.	😊	I sometimes feel stress. I don't like it but I can cope.	😐	I very often or always feel stress at this. I can't cope with it.	😞
1. Getting Up & Ready 	😊	😐	😞	😞	😊
2. Journey To & From 	😊	😐	😞	😞	😊
3. Assembly 	😊	😐	😞	😞	😊
4. Corridors 	😊	😐	😞	😞	😊
5. Written Work 	😊	😐	😞	😞	😊
6. Break Times 	😊	😐	😞	😞	😊
7. Teacher Q&A 	😊	😐	😞	😞	😊
8. Team / Group Work 	😊	😐	😞	😞	😊
9. Lunch Times 	😊	😐	😞	😞	😊
10. 1 to 1 with Adults 	😊	😐	😞	😞	😊
11. Tests 	😊	😐	😞	😞	😊
12. Homework 	😊	😐	😞	😞	😊

### School Stress Survey – Instructions

#### Administration

1. Ask the student to meet with a teacher, mentor or teaching assistant they are familiar with.
2. The member of staff goes through each item in sequence and asks the student to rate themselves, by highlighting or putting a cross through the best fit answer.
3. With each item, the member of staff also asks the student to identify reasons. The student is unlikely to find this easy – questions such as “What happens during this part of the day?”, “What do you see?”, “What do you hear?” are more likely to elicit a response rather than “Why did you put this?” Make a note of any indicative words / phrases such as ‘teacher shouting’, ‘swearing’, ‘queuing up’, ‘too busy’ etc. on the recording sheet.  
If the student identifies another student as causing stress, write their name as initials to maintain confidentiality.
4. At the end of the items, it may also be useful to ask students to undertake a similar rating activity with their timetable to identify any subjects / peer groups they may find stressful. These can also be noted on the recording sheet.
5. Finally, ask the students if there is anything else that they find particularly easy and enjoyable or particularly ‘annoying’, ‘difficult’ etc. about school. These can also be noted on the recording sheet.











































#### Scoring




















































The scoring below is not an exact science – it is based on averages / a ‘rule of thumb’ rather than standardisation.

12 → 18	19 → 36	37 → 48
High and regular stress levels. Student will require additional support in managing their day-to-day stress levels.	Specific points of stress that may need further attention. Possibility that the student is ‘masking’ high stress levels.	Based on the answers given, student appears to generally have low day-to-day stress levels in school.

			
I very often or always feel stress at this. I can't cope with it.	I sometimes feel stress. I don't like it but I can cope.	I feel OK about this. I can cope with it easily.	

### School Stress Survey

 Getting ready for school  -  - 		 Writing tasks  -  - 	 Saying goodbye to parents or carers  -  - 
 Phonics  -  - 	 Assembly  -  - 	 Carpet time  -  - 	 Working in a group  -  - 
 Maths  -  - 	 Playtimes  -  - 	 Getting ready for home  -  - 	

school stress survey		I feel ok about this, I can cope with this situation in the environment	
 Sad I very often or always feel stressed at this. I cant cope with it.	 ok I sometimes feel stressed. I don't like it but i can cope.	 Happy	I feel ok about this, I can cope with this situation in the environment
 Getting up   	 Journey to and from school   	 Assembly   	 Corridors   
 Written work   	 Break time   	 Teacher Q and A   	 Group work   
 Lunch times   	 Direct working with adults   	 Tests   	 Homework   



# ROWHILL SCHOOL

## Positive Behaviour Support (PBS) and Anti-Bullying Policy

### 5. Motivation Assessment Scale

- The MAS is a questionnaire designed to identify those situations where an individual is likely to behave in specific ways
- From this information, more informed decisions can be made about the selections of appropriate replacement behaviours
- To complete the MAS, select one behaviour of specific interest and be specific about the behaviour
- For example “is aggressive” is not as good a description as “hits other people”
- Once you have specified the behaviour to be rated, read each question carefully and circle the one number that best describes your observations of this behaviour

### Instructions for using the motivation assessment scale

The person filling out the form had to be familiar with the individual who has the behaviour challenge. To direct our understanding of the behaviour challenge to the intent of the challenge versus the way it appears or make us feel. To understand the correlation between the frequency of the challenging behaviour and its potential for multiple intents. To identify those situations in which an individual is likely to behave in certain ways for example, placing work demands often leads to head banging.

OUTCOMES: To assist in the identification of the motivation(s) of a specific behaviour. From: Duran, V.M. & Crimmins, D.B. (1988). Identifying the variables maintaining self-injurious behaviour. *Journal of Autism and Developmental Disorders*, 18, 99-117. Adapted by J.M. Cafiero



# ROWHILL SCHOOL

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### The Motivational Assessment Scale Template

Name:  Rater:

Date:

Behaviour Description:

Setting Description:

**Instructions:** The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the Motivation Assessment Scale, select one behaviour that is of particular interest. It is important that you identify the behaviour very specifically. Aggression, for example, is not as good as a description as hits his sister. Once you have specified the behaviour to be rated, read each question carefully and circle the number that best describes your observation of this behaviour.

Never=0 Almost Never=1 Seldom=2 Half the Time=3 Usually=4 Almost Always=5 Always=6

1.	Would the behaviour occur continuously, if this person were left alone for long periods of time, for example, several hours?	0	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Does the behaviour occur following a request to perform a difficult task?	0	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Does the behaviour seem to occur in response to your talking to another person in the room?	0	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Does the behaviour ever occur to get a toy, food, or activity that this person has been told that he or she can't have?	0	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Would the behaviour occur repeatedly in the same way for very long periods of time if no one were around, for example rocking back and forth for over an hour?	0	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Does the behaviour occur when any request is made of this person?	0	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Does the behaviour occur whenever you stop attending to this person?	0	1	2	3	4	5	6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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8.	Does the behaviour occur when you take away a favourite toy, food, or activity?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
9.	Does it appear to you that this person enjoys performing the behaviour? (It feels, tastes, looks, smells, and sounds pleasing.)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
10.	Does this person seem to do the behaviour to upset or annoy you when you are trying to get him or her to do what you ask?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
11.	Does this person seem to do the behaviour to upset or annoy you when you are not paying attention to him or her, for example, if you are sitting in a separate room, interacting with another person?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
12.	Does the behaviour stop occurring shortly after you give this person the toy, food, or activity he or she has requested?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
13.	When the behaviour is occurring does this person seem calm and unaware of anything else going on around him or her?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
14.	Does the behaviour stop occurring shortly after (one to five minutes) you stop working or making demands of this person?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
15.	Does this person seem to do the behaviour to get you to spend some time with him or her?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
16.	Does this behaviour seem to occur when this person has been told that he or she can't do something he or she had wanted to do?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

### Scoring Sheet

	Sensory	Escape	Attention	Tangible
	1.	2.	3.	4.
	5.	6.	7.	8.
	9.	10.	11.	12.
	13.	14.	15.	16.
<b>Total Score (Total of each column)</b>				
<b>Mean Score (Total ÷ 4)</b>				
<b>Relative Ranking (Highest score = 1).</b>				

More comprehensive MAS – 57 questions [Motivation Assessment Scale II PDF](#)



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6. Leuven Wellbeing and Involvement Scales [leuven-scales-eyfs~1.pdf](#)
7. Strengths and Difficulties Questionnaire (SDQ) [SDQ questionnaires](#)
8. Boxall Profile [SEMH Assessment & Emotional Behavioural Toolkit for Children - Interventions, Assessments & Strategies](#)
9. SPENCE Anxiety Scales [SCAS Home - The Spence Children's Anxiety Scale](#)
10. Sensory checklists (range of examples to choose from below)
  - [Sensory-Behaviour-Checklist.docx](#)
  - [Sensory Sensitivities Checklist](#)
  - [Discover Your Sensory Preferences: The Complete Checklist - Neurodivergent Insights](#)
  - [Microsoft Word - SB Sensory Checklist English 2017.doc](#)

- END OF POLICY -