



Positive Behaviour Support (PBS) and Anti-Bullying Policy

Responsibilities

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1. Introduction

At Rowhill School we believe that we are a community and everyone who is part of that community, deserves to be treated with a trauma informed approach; with care, respect and understanding. We believe in building on a foundation of positive and nurturing relationships.

The ethos of the Positive Relationships, Behaviour Support and Antil Bullying (PRBSAB) Policy will be that children and young people respond best by positive reinforcement of those behaviours we find acceptable and clear and logical consequences when behaviour is not acceptable.

We recognise that every behaviour has consequences, both positive and negative, and our approach is centred on understanding, responding to, and supporting the individual needs of each student. Our PRBSAB Policy is rooted in a relational, trauma-informed framework. We understand that behaviour is a form of communication, and our approach prioritises safety, empathy, and proactive intervention.

In conjunction with this, we recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour, as is working with parents/carers and other agencies.

2. Aims and Objectives

A clear PRBSAB policy, consistently and fairly applied, underpins effective learning, progress and personal development. Our overall aim is to create an environment of mutual trust and respect, where children and young people's self-esteem improves and children are able to make progress. Our priority is to promote positive behaviour by:

- Creating an atmosphere in which children and young people feel safe and secure, both physically and emotionally;
- Quality first teaching, an adaptive approach, and the provision of a stimulating, challenging and relevant curriculum matched to individual needs and where possible interests;
- Encouraging and maintaining the highest standards of behaviour in pupils to prepare them for a successful future by promoting positive life and employability skills;
- Developing a sense of self-discipline and helping children take responsibility for their actions and develop their emotional regulation skills;
- Helping children develop social skills and build resilience through enrichment and therapeutic activities delivered through class-based activities and or via referral to the therapeutic team;
- Dealing with unacceptable behaviour promptly, fairly, consistently and in a structured and predictable way;
- Working cooperatively and collaboratively with parents/carers and other professionals;
- Using a restorative approach to re-build or repair broken or damaged relationships and damage to the school environment;
- Recognising patterns of behaviour through thorough recording and analysis and providing appropriate interventions to support behavioural change;
- Promote good behaviour by using a range of strategies based on positive reinforcement and by providing a range of rewards for students of all ages and abilities.

Our PRBSAB acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Relationships in the school are based on mutual respect and inclusion to promote the dignity and worth of each member of the Rowhill community.



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3. Roles and Responsibilities

Staff

- **Create a Safe Environment:** Ensure classrooms are safe, welcoming and low stimulus spaces where students feel valued and respected.
- **Professional Development:** Engage in ongoing training on trauma-informed practices and SEMH strategies.
- **Positive Relationships:** Build strong, trusting relationships with students, understanding their individual backgrounds and needs.
- **Consistent Implementation:** Apply this and other policies consistently, using restorative practices and positive behaviour support.
- **Monitoring, recording and Support:** Identify, record (on class charts and my concern if a safeguarding concern) and support students displaying SEMH needs, working closely with SEN coordinators and pastoral teams and parents.
- **Employ relational techniques:** such as rational detachment, the supportive stance, and empathetic listening, to de-escalate situations effectively. Training will focus on proportionate and necessary responses to assess risk and ensure interventions are appropriate.

Parents and Carers

- **Partnership:** Collaborate with the school to support their child's SEMH development, sharing relevant information that may impact their well-being.
- **Communication:** Maintain open lines of communication with school staff, attending meetings and participating in discussions about their child's progress and needs.
- **Reinforcement at Home:** Reinforce the school's values at home, providing a consistent message and support structure. Parents and carers are encouraged to align with the school's trauma-informed practices, emphasising empathy, open communication, and restorative strategies.

Senior Leaders

- **Policy Development:** Lead the creation, implementation, and regular review of the PRBSAB policy,
- **Resource Allocation:** Ensure adequate resources are allocated for SEMH support, including staff training and pupil services.
- **Staff Support:** Provide support and supervision to staff, promoting their well-being and capacity to implement trauma-informed practices.
- **Data Monitoring:** Monitor behaviour data to identify trends, making data-driven decisions to improve SEMH provision.
- **Liason with outside agencies:** Retain oversight of pupil chronologies and concerns which could require external support from CAMHS, CSC, Police, Prevent and other agencies who could support pupils and families to understand and manage behaviours that challenge or present concerns.

Governors

- **Oversight and Accountability:** Provide oversight to ensure the Our PRBSAB is effectively implemented and aligned with the school's values and goals.
- **Policy Review:** Participate in the regular review and updating of the SEMH policy, ensuring it remains relevant and effective.
- **Community Engagement:** Engage with the wider community to support SEMH initiatives and promote understanding of trauma-informed practices.



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4. Behaviour Strategies and Teaching Positive and Reflective Behaviour

It is recognised that positive behaviour needs to be modelled and taught. The development of positive student/staff relationships along with effective teaching which recognises individual needs, encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow students to learn how to manage their emotions more effectively without disrupting the learning of others.

These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Behaviour Mentor or teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet space
- Zones of regulation

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.

The Rowhill School Positive Behaviour Support and Anti Bullying Policy is comprised of a set of shared values, key principles, aims, support systems, student and staff expectations. Our classroom management toolkit sets out strategies that proactively supports positive behaviour. This can be found in appendix E.

5. Our Expectations

At Rowhill School, we expect everyone including pupils, staff, parents and visitors to be kind, respectful, courteous and helpful at all times.

Pupils and staff are to be very clear about expectation of pupil behaviour throughout the day. It is expected that pupils will:

- Attend every day
- Wear school uniform
- Leave personal possessions at home
- Mobile phones are best left at home or handed in in the morning (Appendix F)
- Walk when moving around the school
- Respect School property
- Be prompt to lessons
- Be in the right place
- Behave appropriately while on the way to and from school
- No smoking and vaping



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6. School Rules on Respect

General Respect

1. **Respect for All Individuals:** Treat everyone - students, teachers, staff, and visitors - with kindness, dignity, and consideration.
2. **Polite Communication:** Use polite and positive language at all times. Avoid hurtful words, insults, and offensive gestures.
3. **Active Listening:** Listen attentively when others are speaking. Do not interrupt or talk over someone.
4. **Empathy and Understanding:** Show empathy towards others' feelings and situations. Offer support and understanding to those in need.

Respect for Property

5. **Care for School Property:** Treat all school property, including classrooms, equipment, and materials, with care. Report any damage immediately.
6. **Personal Belongings:** Respect others' belongings. Do not take or use something that does not belong to you without permission.

Respect for Learning

7. **Punctuality:** Arrive on time for classes and school activities. Respect others' time by being prompt.
8. **Preparedness:** Come to class prepared with necessary materials and completed assignments.
9. **Focus on Learning:** Participate actively in class and avoid behaviours that disrupt the learning process.
10. **Movement Breaks:** Recognise the importance of movement breaks. Use designated times and areas for physical activity to help maintain focus and well-being.

Respect for Diversity

11. **Embrace Diversity:** Celebrate and respect the diverse backgrounds, cultures, and perspectives within the school community.
12. **No Discrimination:** Do not engage in or tolerate any form of discrimination, including racism, sexism, and other forms of prejudice.

Respect for Social and Emotional Well-being

13. **Mental Health Awareness:** Acknowledge and respect the mental health needs of yourself and others. Seek help from counsellors, pastoral team or an emotionally available adults when needed.
14. **Emotional Regulation:** Practice techniques for emotional regulation and support peers in managing their emotions in a healthy manner.
15. **Safe Spaces:** Utilise designated safe spaces for cooling down or seeking emotional support when feeling overwhelmed for example sensory and therapeutic department.

Respect for Personal Space

16. **No Physical Contact:** Keep hands to yourself. Avoid physical contact with others to respect personal space and boundaries.
17. **Follow School Policies:** Adhere to all school policies and procedures. Respect the authority of teachers, administrators, and staff.
18. **Accept Responsibility:** Take responsibility for your actions and understand the consequences of your behaviour.



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Respect for the Environment

19. **Eco-Friendly Practices:** Respect the environment by following eco-friendly practices like recycling, conserving energy, and reducing waste.
20. **Cleanliness:** Keep the school environment clean. Dispose of rubbish properly and take care of communal spaces.

Respect for Safety

21. **Safe Behaviour:** Engage in safe and responsible behaviour at all times. Avoid actions that could harm yourself or others.
22. **Report Concerns:** Report any safety concerns, bullying, or suspicious behaviour to a trusted adult immediately.

7. Processes

7.1 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.

7.2.1 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.

8. Rewards, Consequences and Restorative Approaches



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There is a clear system of consequences and rewards. However, we place a strong emphasis on the positive reinforcement and “catching children making good choices” i.e. the vast majority of the interactions are focused on what people do well, rather than the mistakes they make. All staff focus on proactive prevention and behaviour management strategies along a continuum (least to most intrusive).

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.

The following prompts should be used to support restorative conversations:

W – What happened? (to me and others at the time)

A – Who, when and what was affected, how did it make people feel?

R – What do I need to do to repair things and put the situation right again? When can this happen?

M – How do we move forward? How can we try to ensure this doesn't happen again, what do I need to start/stop/stay doing? What should happen next?

Consequences

As stated above, we always aim to focus on the positive, but there will be times when poor behaviour choices occur and so there has to be a clear, logical, well-planned structure for dealing with such situations.

It is essential that all children, parents and staff understand this framework and its consequences. At all times the intention of the policy is to keep all members of our school community safe, stop unacceptable behaviour and allow the student to recover, to learn from mistakes and take responsibility for their choices and to modify behaviour. Our behaviour expectations and logical consequences matrix can be found in appendix D, this supports staff in decision making identifying the most appropriate and logical consequence for specific behaviours.

Structure of consequences

For the structure to work it is essential that consistency and flexibility work in harmony. When a particular misdemeanor takes place an identified consequence or range of consequences must follow. The identified consequence is not open to negotiation or debate. This is the key area of consistency.

Once the consequence has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow-up' strategy with each child's case being viewed in an individual sense. This is the key area of flexibility'.

Full details of the structure of consequences can be found in appendix C.

9. De-escalation, Physical Intervention & Positive Handling



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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. Physical intervention may be used if a child is posing a risk to themselves, others or the environment around them, this can be physical or emotional harm. Where possible, before using physical intervention, staff should attempt to de-escalate the situation, strategies that could be used include:

- Calm voice
- Calm stance
- Respect for personal space
- Reminding children/young people of their successes
- Reminding children/young people of their choices
- Giving children/young people 'take-up time' to think about their choices
- Using a sand timer so children 'see' the time available (Primary)
- Offering child access to an alternative adult (when appropriate)
- Offering an option of going to a thinking area or safe space (outside of class, central area)
- Offering an option of 'a thinking walk', typically outside

If, as a last resort, staff are to physically intervene, they 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 and the least intrusive measures
- 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.

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.



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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.

Any positive handling must be necessary, proportionate and as a last resort. Legal justifications for the use of positive handling can be found in the government guidance, [The Use of Reasonable Force](#) (2013 and republished in 2025)

10. 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.

11. 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.



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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.

12. Confiscation of Inappropriate Items

When children join the school parents are informed that children are not permitted to bring any personal belongings into school unless specifically requested in writing from a member of staff. This blanket ban eliminates the distress caused by loss or damage of personal property.

If personal property is brought into school then the child or young person is asked to take it home and not bring it back in the first instance. If the item is of value it will be handed to a senior member of staff for safe keeping until home time. If a child repeatedly brings personal items into school parents will be contacted and reminded of our agreement not to bring items in from home.

If a child or young person continues to breach this agreement then items will be given to the Headteacher who will contact parents and request that they make an appointment to meet with the Head who will return the items directly to the parent.

13. Searching Pupils suspected of having Prohibited Items

Daily safety checking takes place as part of the morning arrival routine as necessary. In Rowhill Primary daily spot checks are carried out on bags and coats. Any pupil who has a specific risk assessment for safety checking, or who have been identified as at risk of carrying prohibited items are safety checked and 'wanded' as soon as they arrive. Periodically, and without prior notice to students, Safer Schools Police Officers set up a knife arch, which all students have to walk through in order to check for dangerous weapons.

If it is suspected that a pupil has brought a more serious 'prohibited item' into school the child or young person will be asked to hand such item over to a senior member of staff, in the presence of an additional member of staff as a witness.

If the pupil refuses to hand items over, the child or young person will be asked for permission to search their bags and outdoor clothing. Should the child refuse then the Headteacher reserves the right to search bags and outdoor clothing without consent. This job may be delegated to another member of staff by the Headteacher and will always take place in the presence of an additional member of staff who will act as a witness.

If staff have good reason to believe that a child may be carrying prohibited items about their person, and the child refuses to co-operate with staff by handing items over, parents will be called to collect the child. However, if it is suspected that the child is carrying illegal items, a weapon or any other dangerous item, likely to cause harm to staff or pupils, then the search will be conducted by the police, in the presence of a parent or responsible person (where the child is LAC) to reduce risk of harm.

Any prohibited items which are removed or handed over will be either handed to the police; if illegal, obtained through criminal activity (including items which can only be purchased by over 18's), or used to commit a crime. All other items will be disposed of or destroyed, they will not be returned to the child or family.



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Prohibited items which can be searched for are:

- 1) Knives or weapons, alcohol, illegal drugs and stolen items; and
- 2) Tobacco and cigarette papers, vapes, items which cannot be legal purchased under the age of 18, fireworks and pornographic images; and
- 3) Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- 4) Any item banned by the school rules which has been identified in the rules as an item which may be searched for. This includes mobile phones and similar devices.

14. 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.

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



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PART B – Anti-Bullying Practice and Procedures

15. 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.

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.



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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
- 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:



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- 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.

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



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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.

16. 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.

17. 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.



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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](#)



APPENDIX B – Additional behaviour analysis tools

1. STAR behaviour tracking and analysis chart

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.



Using a STAR analysis

STAR Approach – behaviour analysis chart

Sheet no _____ Child's name/initials _____

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

APPENDIX C – Structure of consequences

Pupils (simple visual and detailed)

Rowhill School
Rewards & Consequences structure (pupils)



**Rowhill
Hero**

=



Reminder

=



**Verbal
Warning**

=



Yellow

=



Amber

=



Red

=



**Serious
Incident**

=



Rowhill School

Rewards & Consequences Structure (Pupils)



Ready to learn: A Rowhill Hero 	<i>I am a Rowhill Hero when:</i> I am in school every day and on time. I listen carefully and follow instructions. Treat others with respect and kindness both in and out of class Work to the best of my ability and show a growth mindset. Use the internet safely. Ask for help when I am stuck or need support. Sit in my chair when expected in class and during mealtimes
Reminder 	<i>An adult will help me think and make better choices by reminding me if:</i> I choose to be out of my seat, calling out or distracting others from their learning. I choose to use inappropriate language (not aimed at others) I choose to challenge instructions or refuse to do learning. I choose to use unkind words. I choose to use equipment unsafely.
Verbal warning 	<i>An adult will help me make better choices by giving me a verbal warning of the potential consequences and take up time if:</i> I choose to repeat any of the above actions despite support. I choose to threaten the safety of myself or others. I choose not to accept support from adults.
Yellow 	<i>An adult will support me, with take up time, and make clear the consequences if my choices if:</i> I continue to choose to repeat any of the above actions despite support. I continue to choose to threaten the safety of myself or others. I continue to choose not to accept support of adults. I will 'pay back' 1 minute of motivation time or enrichment, this can accumulate if I choose not to regulate my emotions or ignore support.
Amber 	<i>An adult will immediately support me and make clear the consequences of my choices when:</i> I continue to choose to repeat any of the above actions despite support. I choose to cause harm to or aggressively threaten others. I choose to use inappropriate language (aimed directly at others) I continue to choose not to accept support of adults. I will 'pay back' 5 minutes of motivation time or after enrichment, this can accumulate if I choose not to regulate my emotions or ignore support.
Red 	<i>An adult will immediately support me and make clear the consequences of my choices when:</i> I continue to choose to repeat any of the above actions despite support. I choose to deliberately cause harm to others or engage in fighting. I choose to use highly disruptive behavior which could endanger others. I persistently choose to use offensive/abusive language. I choose to incite or engage in racist, religious, or homophobic incidents. I continue to choose not to accept support of adults. I will 'pay back' 15 minutes of motivation time or enrichment, this can accumulate if I choose not to regulate my emotions or ignore support.
Serious Incidents 	<i>I will immediately be supported to see the Headteacher or Deputy Headteacher if:</i> I choose to plan (premeditate) harm to another person. I choose to cause extensive damage to school property. I choose to be unsafe or cause others to be unsafe. I will lose the privilege of being part of the school community for a fixed or permanent period and my parents/carers will be contacted. I may be sent home. I will engage in restorative justice to repair the relationships which may have been affected by my choices.

Staff

Rowhill School Rewards & Consequences structure (Staff)



Ready to learn: A Rowhill Hero 	Positive reinforcement and praise Class charts marks Good news shared with the class, SLT and home – phone call to parents/carers and good news postcards. Headteachers award Consideration for school leadership opportunities Reward trips and visits
Reminder 	Firm and clear tone – this is a reminder. Positively reinforce expectations and remind the child of their choices and potential consequences. "I know you can... (name the desired behavior), when I see you... then I will know you have got back on track." Allow the child one minute, 'take up time' to consider their choices before proceeding to verbal, if necessary.
Verbal warning 	Firm and clear tone – verbal warning Positively reinforce expectations and remind the child of their choices and potential consequences. Check for understanding and clarifying what happens should they choose not to reach those expectations. Allow the child one minute, 'take up time' to consider their choices before proceeding to yellow, if necessary.
Yellow 	Firm and clear tone – yellow Remind the child of their choices and potential consequences of choosing not to behave as expected – 1 minute from motivation / enrichment. Allow the child for one minute, 'take up time' to consider their choices before proceeding to amber, if necessary. Record on class charts and pupil log for enrichment.
Amber 	Firm and clear tone – amber Be clear with the child that they have chosen to receive a consequence of losing 5 minutes of enrichment time. Make it clear to the child that they may still choose to follow the instruction but if they chose not to then lost time will accumulate and be made up in enrichment. Children will 'pay back' time for their poor choice in the same day and continued days if payback minutes exceed the days enrichment minutes. Proceed to red, if necessary. Record on class charts and pupil log for enrichment.
Red 	Firm and clear tone – red If a child exhibits high level behaviour, they will receive a red. Make it clear to the child that they have lost 15 minutes of their enrichment time during which they will be given an opportunity to make amends or 'payback.' Record on class charts and pupil log for enrichment.
Serious Incident 	Firm and clear tone Call for assistance. Assess if the situation is unsafe. Assess whether the child can be safely contained or supported or if positive handling is required. Make the space safe by removing the child or the rest of the class. Initiate first aid treatment for anyone hurt. Complete detailed Incident report on MyConcern



ROWHILL SCHOOL

Positive Behaviour Support (PBS) and Anti-Bullying Policy

Serious Incidents

Staff will produce a detailed report of the incident including the build-up to the event. The Head and or Deputy will discuss the matter with all parties involved and consider the evidence before deciding an appropriate consequence and how amends should be made. The outcome will be recorded in detail and discussed with parents/carers.

Such Consequences may include:

- **Loss of outdoor or activities over a period:** may occur following any behaviour which the Head Teacher deems to pose a significant risk to the welfare of the of the children & adults at unstructured times.
- **Withdrawal of access to the school IT system:** if the pupil misuses it by, for example, deliberately accessing an inappropriate website, in breach of our Acceptable Users Policy signed upon admission.
- **Withdrawal from off-site activities:** withdrawal from off-site activities is serious consequence and may be used where a pupil has absconded or behaved in a way that negates the safety of themselves or others. It may also be used to 'pay back' part of the cost of damage to school property.
- **Financial recompense:** parents are expected to agree to support this consequence, applied in response to deliberate damage to school property, or damage because of reckless behaviour. Parent will be made aware of this upon admission and will be contacted for recompense should the need occur.
- **Fixed-term internal withdrawal:** Internal withdrawal is an extremely serious consequence, which we expect to use very rarely. It may occur following a serious threat of danger which poses a significant risk to the welfare of the children (such as persistent bullying or physical violence), or repeated high-level disruption of teaching and learning when the child has chosen not to respond to less intrusive consequences.
- **Contact other agencies:** In the event of a serious offence e.g. physical assault, hate crime, drugs, weapon or Gang related behaviour, the Head teacher may, contact the Police (and other external agencies, as appropriate) to put support in place and address the behaviour with a long-term approach. Parents/carers will be contacted.
- **Fixed term suspension / permanent exclusion:** This will always be a last resort and only evoked when all else fails. A fixed-term suspension might be considered necessary so that the school can hold a professionals meeting to review level support in place for the child to support their return to school. In cases where behavior is extreme, the exclusion may be permanent if the nature of the behaviour is such that the pupil is out of the care and control of the school, this may be because of cumulative incidents or a one-off serious incident.

Making amends 'pay-backs'

Children who have lost some or all their enrichment (see Structure of Consequences) will go to 'Pay-Backs'. During this time the children will be expected to complete any work they chose not to complete because of poor behaviour. If a child has hurt a member of the school community or deliberately damaged school property, they will be set a task to complete to make amends for their actions. This may be/include a sorry letter addressed to person(s) hurt. When the child has completed the amount of consequential time they have lost, they will be able to join one of the daily enrichment. If a child has accumulated more minutes of 'pay-back' time than the enrichment session for that daytime will go into subsequent days until the pupil has 'paid back' the total amount of time lost.

Time may also be 'paid back' on school trip days, if significant amounts of payback time have accumulated, time in school instead of attending the trip can be used as payback time.



Positive Behaviour Support (PBS) and Anti-Bullying Policy

Appendix D – Behavioural Expectations and Logical Consequences Maxtrix

Rowhill School Behavioural Expectations and Consequences Matrix



Overview

Area	Expected Behaviour	Positive Reinforcements	Logical Consequences for Undesirable Behaviours
Attendance	Attend school every day and be punctual to all classes.	- Attendance certificates and pizza party - CC points - Recognition in assemblies	- Meeting with parents - Attendance improvement plan - Make up time work send home for repeated lateness and absence
Uniform	Wear the school uniform correctly and with pride	- Positive notes home - Uniform awards	- Reminder of uniform policy - Contact with parents - Provision of correct uniform if needed
Classroom Behaviour	Participate actively in class, complete assignments, and respect the learning process.	- Praise from teachers - CC points - Display of work - Class rewards	- Verbal warning - Time out - Meeting with parents - Behaviour reflection task
Respect for Others	Treat all individuals with kindness, dignity, and consideration.	- Certificates of kindness CH points - Peer recognition awards	- Restorative conversation - Apology letter - Mediation session
Respect for Property	Care for school property and others' belongings.	- CC points - Responsibility roles - Recognition in school newsletter	- Restorative action (e.g., repairing damage) - Loss of privileges - Community service
Mobile Phone Use	Hand in mobile phones at the start of the school day.	- CC points - Positive notes home - Participation in reward trips	- Contact with parents - See appendix F - Meeting with parents for repeated non-compliance
Movement and Safety	Move safely around the school, follow safety rules, and respect personal space.	- Praise from staff - CC points - Safety awards	- Verbal reminder - Time out - Meeting with parents - Behaviour reflection task
Emotional Regulation	Use techniques for managing emotions and seek support when needed.	- CC points - Emotional regulation awards - Positive reinforcement from staff	- Time in a safe space - Support plan - Meeting with SENDCO coordinator

Implementation

Communication: Ensure all pupils and parents are aware of the behavioural expectations and the corresponding reinforcements and consequences.

Consistency: Apply the matrix consistently across all situations to maintain fairness and clarity.

Support: Provide additional support and interventions for pupils who struggle to meet behavioural expectations, involving parents and relevant staff as needed.



Positive Behaviour Support (PBS) and Anti-Bullying Policy

Appendix E – Classroom Management Toolkit

Rowhill School Classroom Management Toolkit

Strategy	What it is	How it works	Why it works
Clear and Predictable Routines	Establishing a consistent daily schedule to reduce uncertainty.	Display a visual timetable and verbally prepare pupils for any changes to the routine in advance.	Predictability provides a sense of safety and helps pupils with trauma or Neurodiversity feel more secure.
Visual Supports	Using visual cues such as charts, icons, or task boards to guide behaviour and tasks.	Use visuals to show steps for completing tasks, expected behaviours, or emotional regulation strategies.	Provides clarity and reduces cognitive overload, particularly for pupils who struggle with verbal instructions.
Emotion Regulation Tools	Teaching pupils to recognise and manage their emotions.	Use strategies like emotion charts, feelings thermometers, or mindfulness exercises to help pupils identify and express emotions constructively.	Builds emotional awareness and self-regulation skills, especially important for pupils with trauma or SEMH needs.
Movement Breaks	Allowing pupils short, structured physical activity breaks.	Incorporate activities like stretching, walking, or sensory exercises into the day.	Helps ADHD pupils manage restlessness and supports overall focus and self-regulation.
Zones of Regulation	A framework to teach self-regulation by categorising emotions into four zones.	Pupils learn to identify their emotional state (e.g., green for calm, red for anger) and use tools to move to the green zone.	Encourages self-awareness and provides practical strategies to manage emotions.
Trauma-Informed Practices	Recognising and responding to the effects of trauma in a sensitive and supportive way.	Use calm tones, avoid punitive responses, and provide safe spaces for de-escalation.	Builds trust and ensures the classroom feels safe for pupils with trauma histories.
Flexible Seating	Offering various seating options like wobble stools, standing desks, or floor cushions.	Let pupils choose a seating option that supports their focus and comfort.	Reduces restlessness for ADHD pupils and gives all pupils a sense of control.
De-Escalation Techniques	Calming strategies to prevent and manage challenging behaviours.	Use low, slow, and calming tones; avoid power struggles; and give pupils space and time to cool down.	Helps pupils feel heard and supported, particularly during heightened emotional states.
Break Cards	A non-verbal way for pupils to indicate they need a break.	Provide pupils with cards they can use to leave the classroom or take a sensory break without needing to ask verbally.	Gives pupils autonomy and prevents emotional escalation.
Co-Regulation Strategies	Adults modelling calm and regulated behaviour to help dysregulated pupils.	Remain calm, use soothing body language, and guide pupils through calming	Pupils with SEMH needs often rely on adults to help regulate their emotions.



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Sensory Tools	Providing sensory supports such as fidget toys, noise-cancelling headphones, or weighted items.	Allow pupils to use these tools to self-soothe and stay focused.	Reduces sensory overload and provides calming inputs for pupils with ADHD or sensory processing challenges.
Chunking Tasks	Breaking tasks into smaller, manageable steps.	Provide instructions one step at a time or use checklists to help pupils stay on track.	Reduces overwhelm and helps pupils with ADHD or processing difficulties succeed.
Strength-Based Approach	Focusing on pupils' strengths rather than their challenges.	Highlight what pupils do well, integrate their interests into lessons, and build confidence by celebrating small successes.	Boosts self-esteem and helps pupils feel valued, which is especially important for those with SEMH needs.
Calm Corners or Regulation Spaces	A designated area where pupils can go to calm down and regulate their emotions.	Equip the area with sensory tools, calming visuals, and emotion management strategies.	Offers a safe space for pupils to self-regulate without feeling punished.
Collaborative Problem Solving	Working together with pupils to address challenging behaviours.	Engage pupils in discussions about what's causing their behaviour and brainstorm solutions together.	Empowers pupils and helps them develop problem-solving skills.
Clear Transitions	Structured and predictable routines for transitioning between activities.	Use countdowns, timers, or verbal prompts to prepare pupils for changes.	Reduces anxiety and helps pupils with ADHD or trauma stay focused.
Relationship Building	Prioritising strong, positive connections with pupils.	Spend time getting to know each pupil's interests, strengths, and challenges, and check in regularly.	Pupils with SEMH or trauma are more likely to thrive when they feel cared for and understood.
Reflective Journaling	Encouraging pupils to process emotions and experiences through writing or drawing.	Provide time and prompts for pupils to express their thoughts and feelings privately.	Helps pupils with trauma or SEMH needs process emotions in a safe way.
Low Arousal Approach	Maintaining a calm and non-confrontational classroom atmosphere.	Avoid raising your voice, minimise sensory input during tense moments, and create a soothing environment.	Prevents escalation and supports pupils who are sensitive to overstimulation or conflict.



Appendix F – Student, Parent & School Mobile Phone Contract

Rowhill School Mobile Phone Procedure 2026

Procedure Overview

To ensure a focused and safe learning environment, all pupils must hand in their mobile phones to designated hub leads at the beginning of each school day. This policy aims to minimise distractions and promote a positive educational experience for all pupils. This policy is in line with the UK government's Department for Education 'Mobile Phone Guidance' (2024) and supported by evidence from the 'Mobile Phones in Schools - Toolkit for Schools' (2024). Additionally, the school prefers that pupils do not bring mobile phones to school but recognises pupils may require their phones before and after school.

Procedure

1. Handing in Mobile Phones:

- Upon arrival at school, pupils must immediately hand in their mobile phones in the school phone cabinet.
- Phones will be securely stored and returned at the end of the school day.
- Pupils complying without objection will be rewarded with class charts points.

2. Refusal to Comply:

- Any pupil who refuses to hand in their mobile phone will be reminded to hand in their phone if it is seen out during the school day.
- Parents may be required to come to the school to collect the phone if refusal continues.
- Consequences may be applied in line with the School Relationships and Behaviour Policy where appropriate.

Justification and Supporting Evidence

Distraction Reduction: The National Behaviour Survey (2021-2022) found that a significant portion of secondary school pupils reported mobile phones being used without permission in most of their lessons, which distracts not only the user but also disrupts the entire class.

Global Trends: Mobile phones have already been prohibited or restricted in one in four countries worldwide, showing that restrictions on mobile phone use are a common practice to improve learning environments.

Wellbeing Improvement: Excessive screen time can displace positive activities such as socialising, exercise, and sleep. By prohibiting the use of mobile phones during school hours, pupils can engage more in these beneficial activities.

Bullying Prevention: One in five children have experienced bullying online, often during school hours. By reducing mobile phone usage, schools can mitigate opportunities for online bullying.

Mental Health Support: Three in ten pupils cite making and maintaining friendships and their mental health as causes of anxiety or depression. Reducing mobile phone usage can foster more face-to-face interactions, which positively impact wellbeing.



ROWHILL SCHOOL

Positive Behaviour Support (PBS) and Anti-Bullying Policy

Department for Education: Mobile phones in schools' guidance. In April 2026 the government made the mobile phones in schools statutory, meaning that schools will have a legal obligation to ban the use of mobile phones on school sites. Schools will be held to account for this through updates to the Ofsted framework.

Communication and Enforcement

Communication:

- The policy will be communicated to all pupils and parents at the beginning of each school year and reinforced as necessary.
- Parents will be informed through school newsletters, meetings, and the school website.

Role of Staff:

- All staff members are responsible for consistently enforcing this policy.
- Staff should model appropriate behaviour by not using personal mobile phones during school hours in front of pupils.

Role of Pupils:

- Pupils should understand the importance of this policy and comply with it.
- Education on the risks associated with mobile phone use and the benefits of a mobile phone-free environment will be provided regularly.

Role of Parents:

- Parents are expected to support the school by reinforcing the policy at home.
- Parents should contact the school office if they need to communicate with their child during school hours.

Confiscation:

- The school has the right to confiscate mobile phones that are not handed in if the school believes they are a Safeguarding risk.
- Confiscated phones will be held securely and returned only to the parent or guardian.

Consequences for Non-Compliance:

- Refusal to hand in a phone will result in contact with the pupil's parents.
- Continued refusal will result in Parent or Guardians being asked into school to collect the phone.
- Repeated offenses may lead to further disciplinary actions as outlined in the school's Positive Behaviour Support and Anti-Bullying Policy.

Additional Recommendation

The school strongly prefers that pupils do not bring mobile phones to school unless absolutely necessary. This helps to further reduce distractions and supports the school's efforts to maintain a focused learning environment. This policy aims to create a distraction-free learning environment and is in line with the school's commitment to pupil well-being and academic success, as well as the UK government's Department for Education guidance and the "Mobile Phones in Schools - Toolkit for Schools" (2026).



Positive Behaviour Support (PBS) and Anti-Bullying Policy

Rowhill School Pupil, Parent and School Mobile Phone Contract



Policy Overview

This contract outlines the expectations and responsibilities of pupils, parents, and the school regarding the use of mobile phones during school hours. The objective is to ensure a focused and safe learning environment by minimising distractions and promoting positive educational experiences.

Pupil Responsibilities

- I will hand in my mobile phone to my designated hub lead immediately upon arrival at school each day.
- I understand my phone will be securely stored and returned at the end of the school day.
- I will comply with the mobile phone policy and understand that refusal to do so will result in my parents being contacted and required to come to the school to collect the phone.
- I will participate in educational sessions on the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

Guardian Responsibilities

- I will support the school by reinforcing the mobile phone policy at home.
- I understand and accept that the school strongly prefers pupils do not bring mobile phones unless absolutely necessary.
- I will contact the school office if I need to communicate with my child during school hours, instead of calling or texting their mobile phone.
- I understand that if my child refuses to hand in their phone, I will be contacted and required to collect the phone from the school.
- I am aware that repeated offenses may lead to further disciplinary actions according to the school's Positive Behaviour Support and Anti-Bullying Policy

School Responsibilities

- The school will ensure that all mobile phones handed in are securely stored during school hours.
- The mobile phone policy will be communicated to all pupils and parents at the beginning of each school year and reinforced as necessary.
- The school will inform parents through newsletters, meetings, and the school website.
- All staff members are responsible for consistently enforcing this policy.
- Staff will model appropriate behaviour by not using personal mobile phones during school hours in front of pupils.
- The school has the right to confiscate mobile phones where there are Safeguarding concerns related to the device.
- The school will provide regular education to pupils on the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

Signatures:

Pupil

Name:

Signature:

Date:

Parent/Carer/Guardian

Name:

Signature:

Date:

School Representative

Name:

Signature:

Date:

This contract aims to create a distraction-free learning environment, supporting pupil well-being and academic success in accordance with the Department for Education guidance (2026).



ROWHILL SCHOOL

Positive Behaviour Support (PBS) and Anti-Bullying Policy

- END OF POLICY -