



## Great Hockham Primary School and Nursery

### Behaviour and Anti Bullying Policy

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| <b>Review Body</b>                            | SET Board of Trustees    |
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#### Version History

| <b>Version</b> | <b>Date</b> | <b>Author</b>  | <b>Reason</b>                                                                                                                                                        |
|----------------|-------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| V1             | Sept 2025   | Lisa Hazard    |                                                                                                                                                                      |
| V2             | 25.9.26     | Helen Mitchell | Review includes update in relation to Mobile Phones in Schools DfE 2026 and DfE Guidance Reasonable Force and Restrictive Interventions (1 <sup>st</sup> April 2026) |

## Introduction

At Great Hockham Primary School and Nursery (GHPS&N) we aim for our children to become independent learners, motivated by their natural curiosity about the world in which they live in. We want them to enjoy life and be happy and aim to achieve this through our teaching and school ethos, which is to be ***creative, caring and daring***.

We believe that our children have the right to:

- Feel safe
- Be treated with respect
- Express feelings and opinions without fear of ridicule
- Have the best opportunities for learning
  
- Similarly, every member of staff has the right to:
  - Feel safe
  - Be treated with respect
  - Express feelings and opinions without fear of ridicule
  - Teach

In order to do this we teach the children three rules by which to judge their own behaviour

## Be Ready, Be Respectful, Be Safe

### Expectations

1. We understand that the children's happiness requires the presence of positive relationships. The relationship between teachers and children must be built on mutual respect and trust in the same way that we expect that children's relationships with each other must be built upon respect, trust, friendship and tolerance. At GHPS&N we believe in the power of positive, and frequent, praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals – we give first attention to best conduct. Children must also expect that there will be consequences for unacceptable behaviour.

2. Adults within the school environment have a duty to be positive role models in all areas of behaviour. Older children are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At GHPS&N we have a positive caring ethos and provide challenging well-planned education. Our goal is for our children to be caring and successful with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

### Good Practice

3. We expect staff to:

- Praise in public and reprimand in private (PIP and RIP)
- Follow **The Steps Approach**, acknowledging that all behaviours are a form of communication and understand that behaviours that challenge of harm are often a presentation of unmet need.
- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent, specific praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what they are saying and set realistic sanctions.
- Supervise children at all times.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- All adults **deal** with unacceptable behaviour, never ignoring it.
- Refer to ***be ready, be respectful, be safe***
- Acknowledge children's feelings, referring to **Zones of Regulation**
- We aim to consistently use the follow de-escalation script:
  1. Use pupil's name
  2. I'm here to help
  3. Talk and I'll listen
  4. I can see something has happened
  5. Come with me and (provide something positive to do)....

### Teaching Behaviour

At Great Hockham Primary School and Nursery, positive behaviour is explicitly taught, modelled and practised. Through assemblies, PSHE, classroom routines, playtimes, restorative conversations and daily interactions, pupils are taught the behaviours, values and social skills needed to become successful members of the school and wider community.

Staff consistently reinforce the school's expectations of:

- Be Ready
- Be Respectful
- Be Safe

### Our Steps approach to positive behaviour.

4. Our approaches to celebrating positive behaviour are as follows:

#### Praise

5.1 We regularly praise the children for following our expectations. We use verbal praise, silent gestures such as a smile, thumbs up or a nod or stickers to show children are behaving well and trying their best.

#### Class Incentives

5.2 Within class teachers may award golden acorns as incentives for class rewards. Teachers may decide on the scope and nature of the rewards given – these could include 10 minutes golden time, an extended break, or similar. Each class teacher will

decide these – with the class, based on age and suitability. Similarly, class teachers will decide which behaviours are rewarded based on class need.

### **Individual recognition**

5.3 Throughout the school children will be encouraged to earn raffle tickets. Raffle tickets are awarded for children who work hard, behave well, are polite and follow our expectations. These can be awarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. Other members of staff around the school including teaching assistants and lunchtime supervisors can also give out raffle tickets. These are then placed in a box in the classroom and one is pulled out at the end of a week. The child who is named on that will win a reward. Each class teacher will decide these - with the class, based on age and suitability. Some examples could be pieces of stationary, colouring books or larger pieces of fruit such as a pineapple or melon.

### **Positive Postcards**

5.4 Each week teachers need to send home a postcard for pupils who have exceeded expectations or made a particular effort with an element of their behaviour. These will be sent directly to the pupil's house, after being copied. These will be celebrated in Monday's assembly.

### **Golden Frames**

5.5 Teachers will choose one piece of work each week that a child has worked hard on which it will then be displayed in a golden frame for everyone to celebrate. They will also receive a certificate in the weekly celebration assembly.

### **Celebration Assembly**

5.6 Every week children will take part in a Celebration Assembly and their hard work, good behaviour and attendance is recognised. Children who have received a positive postcard will be praised and recognised for their achievements. During this assembly children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated. Excellent attendance is also celebrated on a class basis each week and then individual attendance is celebrated at the end of each term with certificates and rosettes.

### **Our approach to negative behaviour**

6 Our approach to negative behaviour is as follows:

#### **Layers of sanctions**

6.1 We always aim to give first attention to best conduct and expect all our children to be well behaved, but we will address any negative behaviour issues that occur, linking them to our school rules. Children must be made aware that their behaviour

choices may have consequences. There will be consequences for poor behaviour as detailed in the sequence below.

Reflection spaces, regulation spaces or cognitive breaks are intended to support pupils to regulate safely and are not used as a disciplinary seclusion measure. Pupils will continue to be supervised and supported by staff and these arrangements will only be used for the shortest time necessary.

| Stage                                                                                                                                | Behaviour examples may include, but not limited to                                                                                                | Adult actions                                                                                                                                                                  | Consequence                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Step 1</b><br><br><b>Reminder</b><br><br>        | Pupil causing low level disruption in class.                                                                                                      | Dealt with in class most likely the Teacher or T                                                                                                                               | Discussion using <b>script 1</b> emphasis on the rules/ values                                                                                                                                                                                                                                                                                                 |
| <b>Step 2</b><br><br><b>Warning</b><br><br>       | Low level behaviour has continued.<br><br>Or<br><br>There is a significant incident involving poor choices such as defiance, disrupting learning. | Dealt with by class teacher / TA<br><br>Incident to be recorded on Bromcom.<br><br>Teachers may decide to call parents to be informed of incident – face to face or telephone. | <b>Use script 1 and or 2</b><br><br>Child moved to a different location within the class/ moved outside the class / reflection / reset time<br><br>Will be with a timer.<br><br>When settled an adult will have a <b>restorative conversation</b> following the script to allow the child to reset.<br><br><b>Welcomed back into the class- ready to learn</b> |
| <b>Step 3</b><br><br><b>Partner class</b><br><br> | Numerous attempts at step 1-2 due to continued behaviours<br><br>Or<br><br>Physically or emotionally hurting                                      | Dealt with by class teacher / TA.<br><br>Incident to be recorded on Bromcom                                                                                                    | <b>Use script 1 and or 2</b><br><br>Child is taken to a partner class with some learning                                                                                                                                                                                                                                                                       |

|                                                                                                                           |                                                                                                                                                                                                                                                    |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                           | another deliberately Verbal or physical retaliation Name calling or derogatory comments about someone's appearance.                                                                                                                                | Parents must be informed of incident on the day of incident – face to face or telephone.                                                                                | and set timer given – reset time<br><br>Or<br><br>proportion of break time lost<br><br>When settled an adult with have a <b>restorative conversation</b> following the script to allow the child to reset.<br><br><b>Welcomed back into the class- ready to learn</b>                                                                                                                                                                          |
| <b>Step 4</b><br><br><b>HT</b><br><br> | Numerous attempts at step 1-3 due to continued behaviours despite staff intervention<br><br>Or<br><br>Foul abusive language,<br><br>Deliberate acts of violence, unsafe behaviours. Deliberate disrespect to adults / children Bullying behaviours | HT to be called<br><br>Incident to be recorded on Bromcom by class teacher.<br><br>Parents informed.<br><br>If the incident has been physical – AR1 form to be complete | Child is safe and separate with adult supervision HT or a member of staff directed by SLT- cognitive break<br><br>proportion of break / lunch time lost whilst child repairs and restores situation with support from an adult- welcomed back into class<br><br>When settled an adult with have a <b>restorative conversation</b> following the script to allow the child to reset.<br><br><b>Welcomed back into the class- ready to learn</b> |
| <b>Step 5</b>                                                                                                             | Repeated behaviours from step 1- 4.<br><br>Highly escalated behaviours.                                                                                                                                                                            | HT to be informed                                                                                                                                                       | <b>Use script 1 and or 2</b><br><br>Child is safe and separate with adult supervision HT or a member of staff directed by HT- cognitive break                                                                                                                                                                                                                                                                                                  |

|  |                                                                                                                  |  |                                                                                                                                                                                                                                                                                            |
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|  | <p>Unsafe, increased violence, assault, verbal, threatening behaviours, bullying, racism, damage to property</p> |  | <p>Suspension</p> <p><b>Welcomed back into the class- ready to learn</b></p> <p>Following any suspension, a formal reintegration meeting will take place with the pupil, parents/carers and relevant staff to identify support strategies and promote a successful return to learning.</p> |
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**Script 1: Statement of Reality** (i.e. simply say what you see and tell what you would like to see)

*“Fred, you’re... (e.g. running in the corridor/tapping your pencil on the desk/talking when I’m speaking...) I need you to.....”*

*“Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)”*

- After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.
- Use a firm but calm voice. This helps to show that you mean business but in a non- confrontational way that might otherwise lead to a defensive response.
- Don’t ask ‘why?’ they are doing what they’re doing – It’s confrontational and you don’t need to know why. They just need to know that you’ve noticed it.
- Remember to give them ‘take up time’ to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.
- When they are demonstrating a positive change make sure to acknowledge that with praise:

*“Well done/Thank you Fred, you made the right choice”*

**Script 2: Language of choice**

*“Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I’m speaking) then I will have to [consider a suitable consequence]”*

- You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.
- Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn't change.
- You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour.
- Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside: the child chooses not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say.
- Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour. Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence.
- For behaviours that challenge or harm the following can also be used:
- De-escalation script can be used:
  - Use pupil's name
  - I'm here to help
  - Talk and I'll listen
  - I can see something has happened
  - Come with me and (provide something positive to do)....
- Limited choice e.g.
  - *"Put the pen on the table or in the box"*
  - *"Talk to me here or in the playground"*
  - *"Are you going to wear shoes or wellies?"*
- Disempowering the behaviour e.g.
  - *"You can listen from there" [under the table]*
  - *"Come and find me when you come back/feel calm"*
  - *"Come over/down/in in your own time"*
- Engage in a **restorative conversation** with the pupil at a later time (preferably the same day) reflecting on the behaviour, discussing how to make things right and creating a plan for moving forward, acknowledging their feelings and referring to Zones of Regulation.  
The following points will be discussed:
  - Tell me what happened.
  - Who has been affected and in what way? (Discuss feelings and emotions)

- How would you describe the choices you made? (Reflecting on making better choices)
- What needs to happen to fix things? ( Making things better)
- How will you do things differently if this happens again? (Making a plan to move forwards)

Record behaviour incidents on Bromcom for Step 2 Incidents and above.

### **Social and Emotional Plans (SEP)**

6.4 SEP are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

### **Risk assessment**

6.5 We will put a risk assessment in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day.

### **Suspensions**

6.6 In serious cases, one of the following sanctions may be necessary:

- Isolation at play/lunchtime—This occurs as a sanction when a child has behaved in an unsafe manner during a play/lunchtime. This time spent in isolation with staff will encourage them to reflect on their behaviour and how it can be improved.
- Lunchtime suspension—If a child is persistently disruptive at lunchtime, we may need to suspend them for the lunchtime period. During this time they will be required to be picked up by their parent/carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
- Fixed term suspension—At times it may be necessary to suspend a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff will discuss strategies with parents so that the pupil's return is a positive experience.
- Permanent Exclusion—This would only occur when all interventions for support have been exhausted and staff believe that GHPS&N School is unable to further meet the child's needs.

### **Child-on-child abuse**

6.7 Child on child abuse is one of the specific safeguarding issues that is covered in depth in the school's safeguarding policy. Outlined in the safeguarding policy is information about how the school will respond to reports of sexual violence and

sexual harassment. GHPS&N also recognises that it may well be appropriate to respond in a restorative way, in addition to safeguarding measures that may be taken as a result, as it would with other serious forms of poor behaviour.

GHPS&N actively seeks to raise awareness of and prevent all forms of child-on-child abuse by educating all staff, volunteers, pupils, and parents about this issue. This will include training all staff and volunteers on the nature, prevalence, and effect of child-on-child abuse, and how to prevent, identify and respond to it.

This will include:

- The identification and classification of specific behaviours.
- The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as 'horseplay', teasing, banter or 'just having a laugh'.
- Educating children about the nature and prevalence of child-on-child abuse through our wellbeing curriculum and the wider curriculum.
- Reminding and reassuring pupils about what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- They are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse.
- Engaging parents on this issue
- Ensuring that all child-on-child abuse issues are fed back to the school's safeguarding team so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom).
- Working with staff, volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships, and where they feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of child-on-child abuse promptly and appropriately.

## **Playtime and Lunchtimes**

7. Our expectations apply at all times of the school day, including lunchtime and playtime.
  - At the sound of the bell, line up quietly and safely.
  - Stand in line safely and calmly.
  - Speak quietly in the Hall during lunchtime.
  - Walk quietly down corridors.
  - Behave sensibly in the toilets, only going in to use the facilities.

If children require some "reset time" at lunchtime they will be asked to sit on a bench near an adult in the playground or to spend time with the head or another member of staff while they have time to reflect.

## **Involving Parents/Carers**

8.1 We want all adults to reinforce the message that each child needs to take responsibility for their actions by:

Stating clearly what is right and wrong.

Explaining what good and poor choices look like in different settings and situations.

Providing a clear, consistent structure for managing good and poor choices throughout the school reinforced by support from parents/carers at home.

8.2 When parents/carers are approached it should be to seek their help and support and inform them of any incidents which may cause their child to become distressed or anxious. Involving parents/carers will, in most cases, follow these steps:

- An informal discussion with the class teacher regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
- If behaviour problems continue parents/carers are asked to come in for a formal meeting with the class teacher and/or member of the senior leadership team.

8.3 To strengthen positive links within our school community, school staff are encouraged to keep parents/carers informed when their child has behaved well.

### **Additional Strategies to support inclusion**

9.1. The school recognises that behaviour is a form of communication and that some pupils may require additional support to meet behavioural expectations. When applying this policy, staff will consider a pupil's age, developmental stage, Special Educational Needs and Disabilities (SEND), disability, medical needs and individual circumstances. Reasonable adjustments will be made where appropriate whilst maintaining the safety and wellbeing of all members of the school community. Where necessary the Head teacher will ensure that individual behaviour support plans are in place.

9.2 In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong
- Explaining what is acceptable and unacceptable behaviour, and relating these to **ready, respectful, safe**
- Acknowledging the child's feelings and referring to **Zones of Regulation**
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents/carers at home.

### **Search guidance:**

10. The Headteacher at Great Hockham Primary School and Nursery, and other staff who have been authorised by them have the power to complete searches of students and their possessions (with or without consent) where

they have reasonable grounds that the student is in possession of an illegal or prohibited item, outlined in this policy.

When required to complete a search, staff should always seek to gain consent from the student, this does not need to be in writing. When the student consents to the search, it is not necessary to seek consent from the student's parents/carers, however, they should be informed prior to or as soon as reasonably possible after the search, unless doing so would increase the risk to the student or others.

If consent is not given the school should consider contacting the student's parents/carers to seek their consent, if doing so does not increase the risk to the student or others. If there is an immediate risk of harm, then the school should contact the police and await their arrival before conducting a search.

If consent is not given, and the decision is made that the school will conduct the search, then the following must be in place:

- They have reasonable grounds for suspecting that a student has a prohibited item in their possession. I.e., they have been informed that the student is carrying a prohibited item, or they have seen the student carrying a prohibited item.
- Staff have been authorised by the Headteacher.
- There must be at least 2 members of staff present and they must be the same sex as the student.

When conducting the search, the following is stated in law:

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

## **Mobile Phone-Free School**

Great Hockham Primary School and Nursery is a mobile phone-free environment. Pupils must not use mobile phones, smart watches with communication capability, tablets with messaging facilities, or any similar device during the school day, including before school, lessons, breaktimes, lunchtime, educational visits and extra-curricular activities unless specifically authorised by a member of staff.

The purpose of this approach is to:

- Promote a calm, safe and purposeful learning environment.
- Minimise distractions and disruption to learning.

- Support positive social interaction between pupils.
- Reduce risks associated with cyberbullying, inappropriate photography, video recording and online safety concerns.
- Promote pupil wellbeing and engagement in learning

Staff should avoid using personal mobile phones in front of pupils unless there is a legitimate educational, safeguarding, communication or operational reason for doing so.

### **Bringing Mobile Phones to School**

As a primary school, pupils should not routinely bring mobile phones to school unless there is a specific need relating to travel arrangements agreed with parents and the school.

Where a pupil is permitted to bring a mobile phone:

- The device must be switched off before entering the school site.
- The device must remain switched off throughout the school day.
- The device must be handed to the school office for secure storage at the beginning of the school day.
- The device will be returned to the pupil at the end of the school day.

The school cannot accept responsibility for loss or damage to mobile devices brought onto the school site.

### **Communication with Parents**

Should parents need to contact their child during the school day, they should do so through the school office. Likewise, pupils who need to contact parents will be supported to do so through the school office.

### **Sanctions**

Failure to follow the school's expectations regarding mobile phones may result in:

- Immediate confiscation of the device.
- Notification to parents/carers.
- Recording of the incident on Bromcom.
- Further sanctions in line with the Behaviour Policy where appropriate.

The school reserves the right to confiscate mobile phones and other smart devices where pupils breach the school's expectations. Confiscation will always be proportionate and take account of individual pupils' circumstances and needs

### **Reasonable Adjustments and Medical Needs**

The school recognises its duties under the Equality Act 2010 and its responsibilities to support pupils with medical conditions.

Exceptions to this policy may be authorised where:

- A mobile device forms part of a pupil's medical management plan.
- Access to a device is required as a reasonable adjustment.
- Exceptional individual circumstances have been agreed by the Headteacher.

Any agreed arrangements will be documented and reviewed regularly.

### **Searches and Mobile Devices**

The school identifies mobile phones, smart watches and other communication-enabled devices as items that may be searched for where there are reasonable grounds to suspect that a pupil possesses such a device in breach of school rules. Searches will be conducted in accordance with current statutory guidance and school procedures

### **Restrictive Interventions, Including Use of Reasonable Force**

Any physical intervention is carried out with reference to the Department for Education guidance *Restrictive Interventions, Including Use of Reasonable Force in Schools (2026)* and any subsequent updates. The school is committed to reducing the need for restrictive interventions through positive relationships, preventative strategies and de-escalation approaches.

Positive handling or the use of reasonable force will only ever be used as a last resort where:

- A pupil is at risk of harming themselves.
- A pupil is at risk of harming another person.
- Significant damage to property is likely to occur.
- Serious disorder needs to be prevented.

Any force used will be reasonable, proportionate and necessary, using the minimum level of intervention for the shortest possible time

The application of any form of positive handling places staff and children in a vulnerable situation. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for positive handling. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions of contact are as follows:

▪ **Physical Contact:** Situations in which proper physical contact takes place between staff and pupils, e.g. in games/ PE or to comfort pupils.

▪ **Physical Intervention or Guiding:** This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

▪ **Positive Handling:** This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such

incidents will be recorded using the Incident recording form (Appendix A) and filed with the Head Teacher.

The Head teacher will be informed of all incidences of Positive Handling use. The school will ensure that all pupils understand that occasionally there is the need to use physical intervention to keep pupils and staff safe. In certain cases, children have an individual risk assessment which may detail the use of reasonable force which will have been discussed with the parents.

Members of staff are trained on Positive Handling following the 'Norfolk Steps' program. No member of staff will undertake positive handling without appropriate training. The exception to this would be where there is an urgent need to intervene in order to maintain safety and prevent a child from harm. Every adult working in the school has a duty of care to act in such a way regardless of training.

All challenging behaviour will be addressed using the guidelines set out in the behaviour policy. Should an incident require further intervention be needed then staff will use reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property. The form of physical intervention may involve staff physically interposing themselves between pupil, blocking a pupil's path, escorting a pupil, or shepherding a pupil away.

Where positive handling has been used, a record of the incident always needs to be kept and the Headteacher and DSL informed. All recording needs to be completed on the day of incident using the Positive Handling Incident Form.

When it has been necessary to use reasonable force, a review of a student's risk management plan must be undertaken, or if this is the first occasion, then one must be created.

### **Unacceptable Practice**

Force must never be used as a punishment.

Staff must not:

- Restrict a pupil's airway, breathing or circulation.
- Apply pressure to the neck, throat, chest or abdomen.
- Cover a pupil's mouth or nose.
- Use techniques that may cause pain deliberately.
- Use interventions that are degrading, humiliating or likely to cause injury.

Where a pupil is unintentionally held on the ground during an incident, staff must seek to return the pupil to a safer position as quickly as possible

### **Recording and Reporting**

Every significant incident involving the use of reasonable force or restrictive intervention must be:

- Recorded on the day of the incident.
- Reported to the Headteacher as soon as practicable.
- Shared with parents/carers as soon as reasonably possible.
- Reviewed to identify any additional support required for the pupil or staff involved.

Records should include:

- Antecedents and triggers.
- De-escalation strategies used.
- The reason the intervention was necessary.
- The type and duration of intervention used.
- Any injuries sustained.
- Follow-up actions and debrief undertaken.

Following any incident involving reasonable force, existing risk assessments and support plans must be reviewed and amended where appropriate

### **Responding to incidents beyond the school gate**

11. The school reserves the right to exert its jurisdiction relating to incidents outside of school. We define reasonableness as including, though not limited by, issues that are linked to school; behaviour on school transport; behaviour where the pupil is identifiable as a pupil of the school; issues that could cause harm or detriment to members of the school's community.

### **Staff development**

12. We are committed to keeping our staff updated with any changes to our behaviour policy and strive to model consistency in all of our approaches.

## **Anti Bullying at Great Hockham Primary School and Nursery**

### **Ethos**

1. The whole community of Great Hockham Primary School and Nursery (GHPS&N) is committed to dealing with all incidents of bullying with a zero-tolerance approach. We do not want any member of our community to suffer any form of bullying behaviour. Therefore, we endeavour to create an ethos that regards all kinds of hurtful behaviour as unacceptable. All members of the GHPS&N community need to feel secure within it and should never have to feel fear due to the actions of any other person within the school. By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where children are able to learn and fulfil their potential.

### **What is bullying?**

2. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

3. Stopping violence and ensuring immediate physical safety is our first priority

but emotional bullying can be as damaging as physical and our teachers will make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can, in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

### Forms of Bullying

4. Examples of forms of bullying could include:

| <b>Physical- direct</b>                           | <b>Physical – indirect</b>                 | <b>Verbal</b>                                                                                                | <b>Non-verbal and emotional</b>                                                                               |
|---------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Hitting<br>Kicking<br>Spitting<br>Throwing things | Getting another person to assault someone. | Verbal insults<br>Getting someone else to insult the victim.<br>Name-calling<br>Spreading malicious rumours. | Threatening and obscene gestures<br>Removing and hiding belongings.<br>Deliberate exclusion from an activity. |

5. All incidents of bullying should be defined from the victim's point of view. For example, a child may be prevented from joining in a group game at playtime because one child in the group initiates a collective barrier. This may not seem too serious to an onlooker but it can be devastating to the child if it continues on a daily basis. Bullying is not when children fall out or don't get on with one another.

### Cyber-bullying

6. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people 'forward on' content at a click.

7. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the head teacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a child's mobile phone.

8. If an electronic device that is prohibited by our school rules has been seized

and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they will give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, will not be deleted prior to giving the device to the police.

9. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they will decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

10. For more information on how to respond to cyber-bullying and for further guidance on e-safety, please visit the school website where we will post links to organisations that can help.

### **Prevention**

11. We aim to prevent bullying from occurring by educating our children as follows:
- we talk to children;
  - we have opportunities built into the curriculum to develop their understanding e.g. Anti-bullying week, school values, school rules
  - we educate through circle-time, assemblies, PSHE lessons;
  - we create an ethos of good social and learning behaviour through teaching children to Be Ready, Be Respectful, Be Safe.

### **If Bullying takes place**

12. However, if bullying takes place, GHPS&N staff:
- will involve parents and ensure there is a clear message that school does not tolerate bullying;
  - will speak to the individual children to identify what has been happening;
  - will ensure that the bully/bullies and any of their supporters are brought together and the issue discussed;
  - will consider, at the discretion of the member of staff dealing with the incident, whether or not the victim will be present at any meetings with the bully/bullies;
  - will ensure that the member of staff will explain to the other children why they have been summoned and exactly the effect that their behaviour has had and that, where appropriate, they must share the responsibility to put things right; and
  - sanctions are put in place for the bully/bullies in line with the Behaviour Policy.
- The consequences of bullying reflect the seriousness of the incident so that others see bullying is unacceptable. This does not however mean a bully will be automatically permanently excluded from school.

### **Intervention - Support for children who are bullied**

13. The school will support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the child well, asking the Sapientia Educational Trust team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or

referring to Child and Adolescent Mental Health Services (CAMHS).

### **Where bullying has a severe impact**

14. In some circumstances, the consequences of bullying may lead to a child experiencing pronounced social, emotional or mental health difficulties. We will ensure that provision is available to meet a child's short-term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then school will consider whether the child will benefit from being assessed for SEN.

### **Intervention support for pupils who bully**

15. The child who bullies often has social and emotional needs themselves. To support them we:

- talk to the child;
- discuss issues with parents / carers;
- offer the family Early Help Support; and
- assign the child to group or individual support to address the issues identified.

### **Safeguarding children and young people**

16. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern under the Children Act 1989. Where this is the case, GHPS&N staff will discuss with the school's designated safeguarding lead (DSL) and report their concerns to their local authority children's social care and work with them to take appropriate action.

### **Criminal law**

17. Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order 5 Act 1986.

18. If GHPS&N staff feel that an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### **Bullying which occurs outside school premises**

19. GHPS&N staff members have the power to discipline children for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections

Act 2006 say that a school's disciplinary powers can be used to address children's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate children's behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

20. Where bullying outside school is reported to GHPS&N staff, it may be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

21. While school staff members have the power to discipline children for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the child is under the lawful control of school staff, for instance on a school trip.

#### Appendix 1

#### Continuum of Support and Intervention

The school adopts the Norfolk Steps approach and seeks to use the least restrictive intervention necessary to support pupils and maintain safety. Staff will seek to prevent escalation wherever possible and will use restrictive interventions only when necessary, reasonable and proportionate. All staff have the relevant Steps training.

| Level                                   | Definition                                                                                                                                                                        | Examples                                                                                                                                                                                                                                                                                                                                           | Norfolk Steps Link                                                                                                 |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Positive Behaviour Support (PBS)</b> | A proactive, person-centred approach that seeks to understand the reasons behind behaviour and promote positive outcomes through teaching, support and environmental adaptations. | <ul style="list-style-type: none"> <li>• Building positive relationships</li> <li>• Teaching emotional regulation and coping skills</li> <li>• Individual behaviour support plans</li> <li>• Reasonable adjustments and environmental adaptations</li> <li>• Predictable routines and visual supports</li> <li>• Positive reinforcement</li> </ul> | Forms the foundation of the Norfolk Steps approach and aims to reduce the likelihood of behaviours that challenge. |
| <b>Non-Restrictive Interventions</b>    | Strategies used to support, guide or redirect behaviour without restricting                                                                                                       | <ul style="list-style-type: none"> <li>• Verbal reassurance and de-escalation</li> <li>• Offering choices</li> </ul>                                                                                                                                                                                                                               | Core Norfolk Steps strategies used to prevent                                                                      |

| Level                                           | Definition                                                                                                                                                                                                                                                                               | Examples                                                                                                                                                                                                                                                                                                                                | Norfolk Steps Link                                                                                                        |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|                                                 | a pupil's movement, liberty or freedom to act independently.                                                                                                                                                                                                                             | Redirection and distraction• Active listening and problem solving• Calming strategies• Reminders of expectations                                                                                                                                                                                                                        | escalation and support regulation.                                                                                        |
| <b>Non-Restrictive Physical Interventions</b>   | Appropriate physical contact that supports, guides or reassures a pupil but does not restrict their freedom of movement or ability to disengage.                                                                                                                                         | • Reassuring hand on the shoulder• Hand-holding where the pupil is willing and free to disengage• Guiding a pupil with their agreement• Supporting a distressed pupil who seeks comfort•                                                                                                                                                | Included within Norfolk Steps <b>Step On</b> training and designed to support pupils safely and respectfully.             |
| <b>Restrictive Interventions</b>                | Actions that restrict a pupil's movement, liberty or freedom to act independently. Restrictive interventions may be physical or non-physical and should only be used when necessary, reasonable and proportionate to prevent harm, serious damage to property or significant disruption. | • Directing a pupil to remain in a particular area for safety reasons• Restricting access to an item that may cause harm• Preventing access to an unsafe area• Preventing a pupil from leaving a safe space when there is an immediate risk of harm• Escorting or supervising a pupil in a way that restricts their freedom of movement | Used only when less restrictive approaches are insufficient to manage an identified risk.                                 |
| <b>Restrictive Physical Interventions (RPI)</b> | The use of physical contact to restrict a pupil's movement in order to prevent injury, serious damage to property or significant disruption. These interventions will                                                                                                                    | • Restrictive escorts• Restrictive holds• Interventions used to prevent injury to self or others• Interventions used to prevent serious damage to property                                                                                                                                                                              | Included within Norfolk Steps <b>Step Up</b> training and used only when lawful, necessary, reasonable and proportionate. |

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| Level | Definition                                                         | Examples                      | Norfolk Steps Link |
|-------|--------------------------------------------------------------------|-------------------------------|--------------------|
|       | only be used as a last resort and for the shortest time necessary. | where there is a risk of harm |                    |

### Important Note

The examples provided above are illustrative and not exhaustive. Whether an intervention is considered restrictive will depend on its purpose, nature and effect on the pupil's freedom of movement or liberty. Staff will always seek to use the least restrictive intervention necessary and consider the individual needs of the pupil, including any Special Educational Needs and Disabilities (SEND).

### Recording, Reporting and Communication with Parents/Carers

The school is committed to maintaining open and transparent communication with parents and carers regarding the use of restrictive interventions. In line with Department for Education guidance, all significant restrictive interventions, including restrictive physical interventions, will be recorded using the Trust's approved procedures.

Parents or carers will be informed of any significant restrictive intervention as soon as reasonably practicable, and wherever possible on the same day. The school will review all incidents to ensure that interventions were lawful, necessary, reasonable and proportionate, and to identify opportunities to reduce the need for future restrictive practices.

The use of restrictive interventions will be monitored and reviewed to support pupil welfare, promote positive outcomes and ensure that restrictive practices are used only when necessary.