

Grantham Additional Needs Fellowship



Unique learners. Limitless learning.

Relationship Support Policy (including Anti-bullying)

Policy Code:	
Policy Start Date:	September 2024
Policy Review Date:	September 2025

1. Our Approach to Relationship Support

The safety of our pupils is of paramount importance to everything we do at school and the Relationship Support Policy is one of a suite of policies at GANF relating to the safeguarding of pupils.

GANF aims to provide pupils with a high quality of education in a caring, supportive and ordered environment which will help to prepare and encourage all pupils to fully participate in their home, school and wider communities.

We see every member of our school community as a **'unique learner'** capable of **'limitless learning'**, through the acceptance and celebration of diversity, pupils' rights and the belief that all children and young people can learn, achieve and fully participate in school and wider community life, whatever their circumstances.

Positive relationships built on trust are seen as an important part of the school ethos. They are essential for effective teaching and learning to take place and are needed to encourage good engagement and positive behaviour from pupils. Positive relationships between staff, children and young people are also required to maintain a safe, calm, orderly environment and a welcoming atmosphere in school.

At GANF we believe that these three principles are key components of effective relationship building:

- **Visible kindness**
- **Deliberate 'botheredness'**
- **Certainty in adult behaviour**

We aim:

- to create a positive, safe and secure learning environment for pupils and staff in which the rights of all are acknowledged and respected
- to provide a well organised, planned and sequenced curriculum with a range of opportunities to promote positive behaviour and attitudes from pupils
- to develop positive relationships between all staff and pupils
- to foster mutual respect and support for pupils to develop confidence, pride and self esteem
- to achieve a whole school philosophy which is centred around building positive relationships
- to work together with parents/carers and multi-agency professionals to ensure best practice in relation to positive behaviour support
- to ensure that effective systems and processes are in place in relation to positive behaviour support

2. A Positive Approach

At GANF we seek to understand the function of behaviours of concern by using the 'Everybody EATS' acronym, which suggests that the behaviour seen is communication driven by one of the following:

Escape: A stimulus or condition is terminated or avoided because of the behaviour. For example, a child engages in this type of behaviour to escape or avoid a demand or non-preferred task or activity.

Attention: Interaction from peers or adults is gained because of the behaviour. For example, a behaviour which makes other pupils laugh or gains a reaction from the adult.

Tangible: Access to tangibles such as food or a preferred toy is gained because of the behaviour.

Sensory: The behaviour provides access to sensory input.

At GANF we aim to promote positive relationships and to understand each individual child or young person – their likes, dislikes, triggers, preferences, strengths and individual differences. We create individualised Pupil Support Plans (PSPs) which identify the strategies that will help to respond to, manage and/or replace any behaviours of concern that a pupil may exhibit. PSPs are living, breathing, working documents that are kept under constant review by class teams and routinely shared with parents and carers. Strategies in the PSP are always reflective of the individual's needs, differences and developmental stage.

Building positive relationships with pupils is the responsibility of all staff in school, who are all trained in our philosophy and expected to model our three core principles within all their day-to-day interactions with pupils. As part of our work with pupils, families and other stakeholders, we strive to ensure that all pupils have the most appropriate, personalised support in place to reflect their preferred method of communication, and where relevant, appropriate strategies in place to assist with their emotional regulation difficulties.

Our positive approach to relationship support emphasises what pupils are doing well, rather than focusing attention on their difficulties. We aim to understand the trigger/cause and function of behaviours of concern, rather than focusing on the behaviour itself. Ultimately, our aim is to help pupils to learn how to self-regulate, to take responsibility for their own actions and to treat themselves and others with care and respect.

At GANF we believe that '**certainty in adult behaviour**' is at the heart of exceptional relationship development. We understand that our pupils need consistency, routine and certainty to feel safe, so we work hard to ensure that this is provided for all pupils. Our core Trust and school values of **HONESTY & INTEGRITY, PROFESSIONALISM, ASPIRATION and INCLUSION** underpin and guide our approach to developing positive relationships with pupils and the support we provide to teach and develop self-regulation.

2.1 Positive approaches within the curriculum and learning environment

The whole school curriculum provides lots of opportunities to model, encourage and practice positive relationships with self and others. We embed the Trust and school values into our 'character curriculum' which is core to everything we do at GANF. This means that children and young people are supported to be good citizens with a sense of belonging, responsibility and where possible, an awareness and appreciation of their own and others' protected characteristics. This is achieved in many ways including through the formal PSHE curriculum, Religious Education and the Culture and Enrichment programme, which incorporates a range of themes to promote social, moral, spiritual and cultural (SMSC) development. There are also opportunities in other areas of learning such

as careers, work related learning, Forest School, outdoor and experiential learning, and through educational visits and community-based activities.

We carefully consider how the learning environment may support positive behaviour. For example, how learning activities or lessons are planned, presented and facilitated will substantially affect pupil motivation, engagement, participation and response. Consideration is therefore given to the following to ensure that effective teaching and learning can take place:

- Noise level – classroom activities should be conducted at levels of acceptable classroom noise.
- Pupils should be grouped accordingly to ensure appropriate support and challenge, and to maximise engagement in learning.
- Learning activities should begin on time and pupil engagement should be secured.
- Transactional support and high-quality interpersonal support will be embedded into teaching.
- Reward systems and other visual supports and cues should be in place.
- Different strengths and abilities should be acknowledged and planned for.
- Wherever possible, pupils should be aware of personal targets (e.g. Individual IPP targets or success criteria at the start of the lesson).
- Pupil effort and achievement should be praised through verbal or tangible feedback throughout a lesson.
- Pupils should know how to ask for help (e.g. visual support to promote independence).
- Materials and resources should be prepared and ready before the activity begins.
- Learning activities should be well structured.
- Transitions between one activity and another should be planned for and supported.
- If possible, pupils should be brought together as a group at the beginning and end of activities, to recap / consolidate what has been learned and to celebrate progress made.

2.2 Modelling

All adults in school are expected to demonstrate **visible kindness**, considerate and respectful interactions with other adults and pupils at all times. This creates a positive example for pupils to follow. Adults will praise examples of positive relationships and interactions when observed and where appropriate to reinforce this expectation.

2.3 Rewards

Across GANF we hold high regard for celebrating success at all levels. Each week we deliver a celebratory assembly at both schools and present a 'Gold Cup Award' and a 'Kindness Award' to two different pupils in each class. Pupils are presented with trophies and certificates, and photographs are displayed both in school and on the GANF website and social media platforms.

At our Ambergate campus, there is also a reward system called 'Power Points'. In every lesson at our Ambergate campus, pupils can achieve up to 10 Power Points. Pupils can also earn extra points for following the school's rules – **be safe, be kind, try your best** - and showing positive behaviour, such as respecting school property and equipment. Power Points have monetary value, and pupils can purchase prizes with their points which

are awarded during assemblies.

3. Responding to behaviours of concern

Despite the focus on building positive relationships and an awareness of known triggers for specific pupils, there will undoubtedly be occasions when behaviours of concern do occur. It is essential that staff recognise that all behaviour is a form of communication and an indicator of an unmet need. Regular staff training on positive behaviour support is provided, and any debrief following an incident will aim to focus on the function and cause of the behaviour of concern.

There may be occasions when staff are required to manage situations in which pupils have not responded to the strategies identified in their PSP. Staff will need to choose a calm, reasonable and proportionate response appropriate to the situation and the pupil's developmental stage. PSPs will often need to be updated in response to this.

When managing behaviours of concern that have escalated to a significant incident or 'crisis situation' for the pupil, staff are to provide calm, clear and concise communication with the pupil to help de-escalate the situation. This may include the use of a positive help script e.g., 'I care about you and can see you are upset... I am here to help', as well as statements that tell the pupils what to do rather than what not to do e.g. 'Kind hands' rather than 'No hitting'. The chosen response will be proportionate to the situation and the member of staff will need to use their intuition to some degree. For instance, there may be some cases when saying nothing whilst observing but giving the pupil space may be a more appropriate response – providing it is safe to do so.

3.1 Break/calm time

- This may be a useful tool for helping pupils to emotionally regulate if they are anxious, agitated or showing signs of dysregulation or distress.

A break or calm time is a regulating strategy and may look quite different for each individual pupil. For example, it may be some time with a twiddle toy, some chosen time alone in a quiet space or a preferred location chosen by the pupil, a supported walk around the school, or other strategies identified in their PSP. Staff are to encourage pupils to recognise their own emotions wherever possible by positively labelling them 'in the moment' (e.g., I can see that you are upset/angry/sad etc.) and should encourage pupils to ask for a break when needed. Visual cues (e.g. break symbols) should be available within the learning environment so that pupils can freely request a break. The aim for every pupil is to help them understand when they need a break and to request one accordingly, and independently wherever possible.

Before using break or calm time:

- Communicate to the pupil what break, or calm time is
- Be clear about the reason that warrants a break or calm time and communicate this to the pupil (e.g. I can see that you are sad/angry/upset)
- Identify a low stimulus place for this intervention to happen (e.g., Quiet space, or an agreed location in the school)

3.2 Quiet spaces

- The majority of classrooms across the school have a 'quiet space' nearby that can be used in a variety of ways to support teaching and learning, but we also teach our pupils that these rooms are a quiet and safe space they can go to if they would like some time alone, or away from the main group. Pupils will always be supported when using quiet spaces unless they choose to be alone, in which case a member of staff will supervise them through a vision panel and will be available to offer regular support, should the pupil request this. Staff will reinforce to the pupil that 'help is available', using visual cues if needed.
- Sometimes 'quiet spaces' can be used as part of a planned de-escalation intervention, but only if all other de-escalation strategies have failed and the pupil is still displaying signs of extreme dysregulation and at risk of seriously injuring themselves, another person or if there is a risk of significant damage to property. It must be agreed in a pupil's PSP if a quiet space is a strategy that can be used as part of a 'dynamic risk assessment' to de-escalate an unsafe or potentially unsafe situation. This plan must be agreed with parents / carers and a member of the senior leadership team.

When responding to behaviours of concern and behaviours that challenge, there are some important definitions to be aware of:

Seclusion/Isolation - This must never happen unless it is an emergency, and the person would otherwise be at risk of injury towards self or others.

The following statements are taken from the paper 'Balancing the Risks of Seclusion and Physical Restraint' (Dean Cotton, 2019)

- Seclusion is defined as '*The supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving.*' DoH (2014) or '*Where a person is forced to spend time alone against their will*' DoH & DfES (2002).
- '*...seclusion can only be used in emergencies and only for those who are being detained under the Mental Health Act (1983), subject to a Deprivation of Liberty authorisation, or Court of Protection order under the Mental Capacity Act (2005). The Mental Health Act (1983) stated that staff must not use seclusion other than for people detained under the Mental Health Act 1983. [Paras 80, 89].*
- '*The guidance for restrictive physical interventions states that seclusion can only be used in an emergency, this means that seclusion cannot be used if the situation was foreseeable.*'

Guidelines for the use of quiet spaces as part of a planned de-escalation intervention:

- Pupils can ask for a break in a quiet space and use this independently.
- Staff must never tell pupils 'You need to take a break' and then use the quiet space against their will.
- Quiet spaces should be used as a planned strategy and not as a consequence.
- In an emergency situation, if a pupil were harming/damaging/injuring they can be guided to a quiet space and supervised as part of a dynamic risk assessment.
- Quiet spaces and outdoor learning spaces are an extension of the classroom and should be viewed by staff and pupils as teaching spaces first and foremost.

3.3 Withdrawal

- Withdrawal is the act of removing a pupil from a situation that is causing them upset or distress, but actively monitoring and supporting the pupil to recover and re-engage successfully as soon as is reasonably possible.

Withdrawing, removing or guiding a pupil away from an activity or situation is not intended to be a punishment. It is an opportunity for the pupil to leave the situation that has triggered the dysregulation and for them to re-establish their regulation, to reflect on their behaviour where possible and to make a fresh start. If a pupil regularly becomes dysregulated staff will always consider why they might be feeling this way (the function of the behaviour in line with the **'everybody EATS'** acronym) and will consider and respond to the trigger wherever possible.

4. Physical Intervention – Lifting, Moving, Handling and Restrictive Physical Intervention (RPI)

Definition and context for restrictive physical intervention (RPI):

Restrictive physical intervention / physical restraint occurs when a member of staff uses force with the intention of restricting a pupil's movement against their will. The use of barriers to restrict movement would also be a restrictive physical intervention.

Physical prompts or manual guidance from which a pupil can release themselves without difficulty do not fall within this definition (e.g. holding hands). Some pupils across all age phases will require supportive physical contact – or 'contingent touch' - as part of the normal programme of work in school; for example, being led whilst held by the hand, a gentle physical guide to sit appropriately so that they can access learning, help to have a seatbelt fastened in a vehicle etc. When these supportive interventions are required to be used regularly to support an individual, this is recorded in their PSP.

In our early years classrooms and in classes with younger children, the use of physical guides and prompts is part of everyday practice to support transitions. There will also be some situations when it is necessary to physically guide or offer contingent touch to a small pupil to offer comfort, manage dysregulation or to avoid injury or damage to property. Lifting or carrying a child is an absolute last resort and should only be considered as an option when to do otherwise is likely to result in more dangerous consequences leading to injury/distress to the pupil or injury to others. This response should always be made in the best interests of the pupil.

4.1 Team Teach

At GANF we follow the principles of Team Teach and train as many staff as possible fully in this programme. We have our own experienced and qualified Team Teach trainers in school and across the Trust. Team Teach supports staff to manage behaviours of concern and related incidents in a positive way and promotes de-escalation strategies first and foremost. Staff are also trained to safely use the restrictive physical intervention techniques endorsed by Team Teach where necessary. We are clear that any restraint or restrictive physical intervention is always a last resort and should only be used when it is **reasonable, proportionate, and necessary** to do so, such as when:

- The pupil's behaviour poses a risk of injury to self-and/or others
- There is risk of significant damage to property

- Alternative calming strategies have failed to de-escalate a situation, or it is not reasonably practicable to attempt alternative strategies due to the imminent risk of injury
- The response is in the best interests of the pupil Guidelines for the use of Restrictive Physical Intervention (RPI)

The use of RPI/physical restraint is always a last resort. All other methods of managing the behaviour are used first, including communicating with the pupil, change of face, distraction, using calming strategies, allowing time and space and offering negotiation. RPI/physical restraint must only involve the **reasonable, proportionate and necessary** force to maintain good order and safety. It should be applied for the shortest amount of time possible, until the pupil is calm. Supportive calming techniques should be used in conjunction with the hold/restraint to encourage the pupil to calm as quickly as possible, e.g. using 'help scripts', talking rationally and calmly to the pupil and explaining what is happening, why it is happening and when it will end.

RPI/physical restraint is only ever used at GANF to de-escalate an unsafe, potentially unsafe or dangerous situation. It is never used as a threat or a punishment. There should be careful planning of responses for individual pupils known to pose a risk to themselves or others with prearranged strategies and methods which are based upon a risk assessment, and these are written into a pupil's PSP. Where RPI strategies are planned, these should be agreed in advance by a multi-disciplinary or school-based team, working in consultation with parents/carers and the senior leadership team. Again, these are specified within a pupil's PSP. Staff are made aware of and signposted to the DfE (Department for Education) guidance: 'Use of reasonable force – Advice for head teachers, staff and governing bodies' (July 2013).

When RPI / physical restraint is used, this must be recorded on CPOMS as a 'physical handling'. Within the CPOMS system, there is a built-in form for recording such incidents. The lead member of staff should complete the CPOMS form, and any other member of staff involved in the RPI / physical restraint is required to log an action on CPOMS and write 'read and agreed', to indicate that they have read and agree with the written account.

Any pupil involved in a RPI / physical restraint is to be offered a first aid check and a supportive, restorative conversation when they have calmed. Their parents and carers also need to be informed on the same day the incident occurred.

4.2 Authorised staff

The 1996 Education Act allows all staff at a school to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers, who have control or charge of pupils, provided they have been authorised to do so by the Headteacher. At GANF this includes teachers and teaching assistants employed by the school or through a supply agency. All staff will have access to a copy of this policy and will receive clear guidance on the use of positive approaches to relationship support and restrictive physical intervention.

4.3 Staff Training

Training and guidance in relationship support, Team Teach and other relevant training updates will be provided for all long-term staff who work directly with pupils. Those staff who are not trained in Team Teach upon appointment will receive relationship support

training and 'good practice' guidance so that they are confident and able to positively manage behaviours of concern.

At GANF we ensure that our philosophy and ethos is continually reinforced, by regularly sharing key 'good and expected practice' reminders and messages through periodic training updates, weekly briefings and debriefs. We also ensure that staff have access to school policies and other key documentation linked to promoting positive relationships.

4.4 Asking for 'Assistance'

In situations where behaviours of concern have become particularly difficult to manage or have lasted for an extended period of time, the school has a 'Radio Call' system.

Staff working with pupils who are known to display significant behaviours of concern must carry a radio. There are radios assigned to every class in school at both campuses. If a staff member requires support, they can relay the following information in a radio message: **'Assistance to...(Location)'**. Available colleagues, the relationship support manager and/or a member of SMT/SLT should respond to this with a radio message and provide personal assistance to the person asking for help immediately. In difficult situations the support of colleagues should always be sought.

Paul Dix comments that **'what seems to be the most obvious response to poor behaviour, what is instinctive, often makes the situation worse... an emotionally led response to bad behaviour should always be resisted'**. At GANF staff are trained to respond in a consistent, calm and regulated way to any incidents of behaviours of concern. Wherever possible, pupils should be allowed time and space to process and respond to any external stimuli or communication. When supporting, the clear communication between adults around the risk assessment and plan of action is key and one staff member should take the lead in managing the situation; staff are told to be clear about what help they require from colleagues (for example to take over the situation, to assist with the pupil, to support other class members, to be on 'stand by').

A 'change of face' is often a very effective strategy during an incident where a behaviour(s) of concern has become particularly difficult to manage. Where necessary, staff should seek support from a senior leader or manager.

CPOMS should be used to record significant or major incidents and logged under the relevant 'tabs'. This is a useful observation tool that can help staff to understand and analyse the potential causes and functions of behaviours of concern, by recording what happened before, during and after the behaviour.

All CPOMS entries are monitored by the school safeguarding team. If an incident report form is completed on CPOMS it will be monitored and actioned by the appropriate member of staff, as directed by the safeguarding team. This member of staff will ensure that there is a restorative debrief conversation or activity with the pupil and staff involved, and they will record any action taken on CPOMS. Action may include updating the pupil's Pupil Support Plan (under the direction of SLT or class teacher) where necessary. Where there are serious or frequent incidents, or if a pattern is identified, these cases are discussed at weekly SLT safeguarding, attendance and behaviour meetings. The Assistant Headteachers responsible for 'behaviour and attitudes', together with the Designated Safeguarding Lead, safeguarding team, other senior leaders and the Relationship Support Manager will use the information on CPOMS to analyse behaviour incidents on a weekly

basis, which will in turn inform a half termly report for the Headteacher and Local School Board. Where a pupil displays persistent behaviours of concern, a 'frequent behaviour recording sheet' may be more appropriate than completing numerous entries on CPOMS. Frequent behaviour recording sheets should be uploaded to CPOMS daily, as the information collected may help to identify possible triggers for certain behaviours of concern.

As previously mentioned, all pupils have a Pupil Support Plan (PSP - Appendix 1) in place which should be agreed with parents/carers, a member of SLT/SMT and the pupil wherever possible. All staff working with a pupil should be aware of their individual PSP so that the strategies and approaches required are consistently applied.

5. Pupil Support Plans

Pupil Support Plans outline:

- The early warning signs and known triggers that can lead to or cause dysregulation
- Known teaching, support and de-escalation strategies that can help to promote more positive communications and relationships (effective transactional supports and interpersonal supports)
- How to adapt the environment to increase the probability of more positive behaviour
- Strategies for positive reinforcement and appropriate sanctions linked to behaviours of concern

PSPs are viewed as working documents and are updated and amended as and when necessary. Parents/carers are informed if any form of RPI/physical restraint has been used and are consulted with, and involved in, the development of the PSPs wherever possible. A multi-agency approach to supporting pupils with behaviours of concern is adopted wherever possible. Many of our pupils have other agencies involved in their care and support and we always endeavour to work with such professionals, for example Children's Social Care (CSC) or Child and Adolescent Mental Health Services (CAMHS). Social Services will always be involved if the pupil is subject to a Child Protection plan, or if they are a Child in Need or a Child in Care (CIC).

5.1 Self Defence/Emergencies

An effective risk assessment procedure together with well-planned preventative strategies will help to keep emergency use of RPI to an absolute minimum. However, staff are made aware that in an emergency they have a right to defend themselves in response to any aggressive behaviour towards them, providing that they do not use a disproportionate degree of force to do so. Similarly, if a pupil was at immediate risk of injury, or deemed likely to inflict injury on someone else, a member of staff should intervene wherever possible for the safety of all concerned. (Education and Inspections Act 2006 / DfE guidance: 'Use of reasonable force – Advice for head teachers, staff and governing bodies' (July 2013).

6. Reporting and Recording

In all incidents involving a pupil being severely dysregulated and where RPI/physical restraint has been used, the following actions must be taken:

- An incident report form clearly establishing the scenario and the actions taken by staff members present will be completed on CPOMS in a timely manner. Our CPOMS system is pre-loaded with an electronic form to create detailed reports regarding physical handlings.
- Relevant staff will be notified of this incident via CPOMS.
- Should any further action be required, a member of the safeguarding team or SMT/SLT will instruct this by alerting the relevant member of staff via CPOMS. Any actions will also be recorded on CPOMS in a timely manner.
- Parents/carers should be informed (on the day of incident) by a phone call.
- In circumstances where the incident and resulting action has caused significant concern or injury, school will also notify the appropriate member of staff within the Trust and Local Authority.
- The Relationship Support Manager will monitor physical handlings and will ensure that actions requiring immediate attention are carried out
- The AHTs responsible for behaviour and attitudes will complete routine analysis of incidents and compile reports in line with the Headteacher's requirements.

6.1 Review and Monitoring

The following aspects of relationship management, and related systems and procedures, are considered and reviewed on a regular basis:

- Health and safety policies and procedures
- Incident reporting and recording procedures
- School policy on relationship management/restrictive physical intervention
- Pupil Support Plans
- CPD, staff training needs (including induction)
- The effects of behaviours of concern on pupils and staff, and the provision of support where necessary
- The support available from outside agencies as appropriate

The Headteacher must be satisfied that the course of action taken during any incident complies with Trust/school policy and Local Authority guidance.

7. Reflective and Restorative Practice

Following an incident in which RPI/physical restraint has been used, both staff and pupil(s) will be given separate opportunities to communicate and reflect on what happened in a calm and safe environment. Staff need to ensure that the pupil and staff member are comfortable and offered a drink/snack if needed. Post incident debriefs are to be conducted in a supportive and timely manner (on the day of the incident if possible) and should be used to ascertain exactly what happened and to evaluate the effects on those involved. They should never be used to apportion blame or to punish those involved.

Restorative questions for those who have caused harm could include:

- What happened?
- What were you thinking at the time?
- What have you thought about since then?
- Who was impacted or harmed, and in what way?
- What might you do to make things right?

Restorative questions for those who have been harmed could include:

- What happened?
- What were you thinking at the time?
- How has this affected you and others, and in what way?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

If there is any reason to suspect that a pupil or staff member has experienced injury or severe distress, they will receive prompt mental health support and/or medical attention where relevant and appropriate.

8. Child on Child abuse

Child on child abuse is addressed in the Safeguarding and Child Protection Policy. This states that:

At Grantham Additional Needs Fellowship we recognise that children sometimes display harmful behaviour themselves and that young people are at risk from harm not only from adults but from other children. We are also aware that even if there are no reports, it may still be happening.

Abuse between children is categorised as child-on-child abuse. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as “banter”, “just having a laugh” or “part of growing up”.

The Safeguarding and Child Protection Policy outlines steps to minimise the risk of child-on-child abuse and the systems that are in place to report and deal with any incidents. It considers some specific aspects of this such as relationship abuse and up-skirting. At GANF we recognise that sexually harmful behaviour (inappropriate sexual language, touching, sexual assault etc.) from children is not always contrived or with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour. This is especially true for young pupils or those with complex learning needs who are unlikely to fully understand the consequences, or even to recognise why behaviour may be inappropriate or potentially harmful. Because of this there is always a high level of adult supervision in school. We are confident that this ensures a ‘culture of vigilance’ where staff are aware of any incidents and able to address them to support pupils. Staff are trained to recognise sexually harmful behaviour and know that this can range from exposing oneself, inappropriate sexual language, and inappropriate role play, to sexually touching another person or sexual assault/abuse.

Any incidents of child-on-child abuse are recorded on CPOMS, and cases are discussed at weekly senior leadership safeguarding, attendance and behaviour meetings, or immediately if needed. Action is always immediate to ensure there is no opportunity for repetition of the behaviour and all actions are also recorded on CPOMS. Additionally, parents/carers are informed, and individual Pupil Support Plans are updated as appropriate. Where necessary, the police and Children’s Social Care will be notified. The Designated Safeguarding Lead, Deputy Designated Safeguarding Leads and the Assistant Headteachers who lead on behaviour and attitudes oversee any incidents and are vigilant to any patterns in behaviour or trends that may need addressing.

Racial, homophobic or other discriminatory incidents must be reported to one of the

Designated Safeguarding Leads, who will log the incident on CPOMS and follow the appropriate procedures (e.g. talking with pupils, putting risk assessments in place, reactive PSHE lessons etc.)

9. Bullying

A child-friendly definition of bullying: Bullying is something that can hurt you on the inside or on the outside. It can hurt you on the outside by hitting you and hurting you physically and it can hurt you on the inside by name calling or hurting your feelings. Bullying is done on purpose; it is not an accident. It is bullying if these things happen more than once.

Bullying is intentional: a behaviour or action is done with the intention to cause harm to another person or group. Bullying may be related to race, gender, religion, culture, appearance or health condition, home circumstances, sexual orientation etc.

Signs of bullying may include.

- Unwillingness to come to school
- Looking withdrawn or a change in behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Damage or refusal to complete work
- Complaining about physical pain
- Self-harm
- Feeling ill in the morning before school
- Bullying other children or siblings
- Changes in eating habits
- Looking nervous when an electronic message is received

The above list is not exhaustive, but if a member of staff is concerned about a pupil displaying any of the above signs or notices any changes in a pupil's behaviour, they are to contact the DSL / DDSL immediately.

9.1 Prevention

The school will respond to all instances or disclosures of bullying, in addition to implementing a vigilant and preventative approach throughout the school. This consists of school staff proactively managing issues between peers that may provoke conflict, which may involve talking to pupils positively about differences, delivering targeted assemblies and workshops, addressing the issues as part of the wider curriculum and maintaining effective relationships between staff and pupils. The school promotes and encourages '**kindness**' as a guiding rule and principle for staff and pupils, and through our curriculum we help pupils to develop an understanding of how an individual's actions can affect others. At GANF, bullying in any form between any members of our school community, including pupils and their families, staff members, and other key stakeholders, is seen as totally unacceptable and will always be challenged in the most appropriate way.

As a school we recognise that unstructured times, such as break times, can be a difficult time for our pupils to remain regulated and to socially interact appropriately. We also recognise that unstructured times and break times are good opportunities to support the development of positive social communication and interaction skills. For this reason, we have a robust break time routine in place which includes a high staff:pupil ratio and identified staff members who facilitate different activities for pupils, to encourage positive

engagement and. This enables our pupils to engage in positive games, activities and communication exchanges with other pupils, whilst being supervised effectively by staff who act proactively to manage and prevent instances of negative interactions between or bullying behaviour.

9.2 Forms of Bullying

Online/Cyber-bullying is bullying that takes place over electronic devices and can include sending, posting or sharing negative, harmful, or false content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour. The most common places where cyberbullying occurs are:

- Social media such as Facebook, Instagram, snapchat etc.
- Text messages
- Instant messages such as email, social media, or device apps
- Online gaming platforms such as Xbox, PlayStation etc.

Emotional/indirect bullying is the continual emotional mistreatment of others. This includes, but it not limited to; isolating others, tormenting, hiding other's belongings, threatening gestures, humiliation, intimidating, excluding, manipulation and coercion etc. This behaviour is often subtle, secretive, and hidden from others witnessing. This can include the exploitation of individuals or isolating others.

9.3 Actions to take if you witness or suspect bullying.

Pupils

If you are being bullied:

- Tell an adult straight away. This can be any of the adults in school or an adult at home (they can always talk to school for you). There is always someone that can help you.
- If you do not want to talk to somebody you can write your worries down and pass this to any adult inschool or an adult at home.

If you see someone being bullied:

- Report it to an adult straight away
- Do not join in
- If bullying is witnessed and not reported to staff, this could be seen as condoning the act.

Parents and carers

The support of parents/carers is vital in preventing bullying and pupils can often feel more comfortable talking to the adults within their home. As a parent or carer, we ask that you:

- Look out for any signs that your child may be a target of bullying.
- Monitor their use of technology appropriately. This may be close supervision when your child is using electronic devices or putting parental controls on your home internet/child's individual devices. You can learn the steps to keep children safe online via the NSPCC website: [Online abuse | NSPCC](#)
- Contact the school immediately and speak to your child's class teacher or the

designated safeguarding lead if you feel that your child is being bullied. All reports of bullying are shared with the headteacher.

- Work with us to establish the facts to support your child.
- Model appropriate behaviour and conduct when addressing any issues with your child, which includes intervening online. Parents and carers are not encouraged to message other children on behalf of their own child online.

Staff

All staff at GANF are expected to:

- Contribute to creating and maintaining a welcoming and supportive environment for pupils and their families
- Promote the wellbeing of all pupils and ensure that safeguarding is at the forefront of all thinking
- Model and promote exceptional behaviour throughout the school day by 'living, breathing and displaying' our core principles in practice – **visible kindness, deliberate botheredness, certainty in adult behaviour**
- Take all reports of bullying seriously and immediately report to the DSL, DDSL or SLT, and intervene if necessary if there is an immediate risk of harm to a pupil
- Log all reports of bullying on the school's electronic recording system (CPOMS), to ensure patterns in behaviour can be monitored, analysed and reviewed
- Liaise with parents/carers regarding any concerns or incidents of bullying and agree an appropriate time to review the original concern
- Participate in continued professional development regarding safeguarding, child protection and bullying.

If we become aware of any bullying taking place, we will deal with the issue immediately. Wherever possible, we will talk to the pupil who has bullied and will explain why their actions were wrong, using restorative questioning to help the pupil reflect and understand the impact of their own behaviour, so that better choices can be made in the future.

The voice of any victim of bullying will be gained and the pupil will be reassured and supported using a restorative approach. The nature and context of the bullying incident will inevitably impact the consequence a pupil receives, but adult-facilitated peer resolution will be promoted whenever and wherever appropriate, as long as the pupil agrees and if it is in their best interests to do so.

As a school we will continue to promote our 'zero tolerance' message regarding bullying, and any consequence a pupil receives for bullying behaviour will provide an opportunity for them to reflect and learn from their actions as part of the post-incident relational and restorative work that will happen. Consequences may include a pupil being taken out of class for a reflective, restorative conversation with the relationship support manager or member of SLT, a logical consequence (e.g. not being allowed to play football for an agreed period if the incident occurred during a football game or removing electronic devices if the incident is to do with cyberbullying) or a loss of privileges. If necessary, the headteacher will exercise their right to internally suspend or as a last resort, issue a fixed term suspension or permanently exclude the pupil from school.

9.4 Bullying outside the school premises

In the DfE guidance 'Preventing and tackling bullying' (2017), it states:

'School staff members have the power to discipline pupils 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 pupils' 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 pupils' behaviour in those circumstances.'

Where a pupil or parent informs us of bullying off the school premises we will:

- Talk to pupils about how to avoid or manage bullying outside of school
- Ensure that the headteacher/designated safeguarding lead of any other schools are aware
- Talk to the police where this is deemed necessary

9.5 Creating an Anti-Bullying Culture in School

The school's relationship support policy explains how we promote positive behaviour in school to create an environment where pupils feel safe, listened to and respected. We reinforce our three rules for pupils – **be safe, be kind, try your best** – at every opportunity and during every assembly, and pupils are praised and rewarded for modelling these rules in practice through 'Gold Cup', 'Kindness Awards' and the Power Point reward system we have in place at our Ambergate campus. We believe that celebrating success at every opportunity helps to create a kind and supportive environment, and the right climate for learning. Our values and rules are displayed in every classroom and on many displays around the school as visual reminders of our whole school expectations. Our staff also model the positive behaviour we expect from pupils by adhering to the three core principles that underpin all aspects of our work – **visible kindness, deliberate botheredness and certainty in adult behaviour**.

Our curriculum model and strong pastoral systems provide lots of opportunities to promote positive, kind and respectful behaviour through direct teaching, and by creating an emotionally and socially safe environment where important social skills are learned and practiced. Through our curriculum we can:

- Raise awareness about bullying
- Increase understanding for targets of bullying, and support the building of an anti-bullying ethos
- Teach pupils how to constructively and positively manage their relationships with others
- Use themed weeks, themed assemblies, role play and external workshops/visitors to show what pupils can do to prevent bullying, and to create an anti-bullying culture in school.

At GANF we cater for many pupils who experience social and emotional difficulties due to their complex needs, which can sometimes lead to social misunderstandings and pupils 'falling out'. We therefore try to help pupils understand the difference between bullying and falling out.

There is a wealth of support and advice available to help us educate our pupils and other key stakeholders about bullying. Here are some useful links:

<https://www.anti-bullyingalliance.org.uk/>

<https://www.beyondbullying.com/>

<https://www.childline.org.uk/>

<https://www.kidscape.org.uk/>

<https://www.nspcc.org.uk/>
<https://www.thinkuknow.co.uk/parents/>

Childline: 0800 1111

10. Searching Pupils

The Headteacher and members of SLT have the power to search pupils and their possessions if they suspect that the pupil has a prohibited item. Prohibited items include:

- Knives and weapons
- Alcohol
- Drugs (including medication which must be locked away)
- Tobacco (including vapes/vaping products)
- Pornographic material
- Stolen items
- Explosives
- Mobile phones/camera enabled devices
- Any other item deemed unsafe/inappropriate

Searches will always be conducted with two members of staff present, one of whom must be the same sex as the pupil being searched and an adult trusted by the pupil. If staff have reason to deem a search necessary on a school trip, they must gain authorisation from the Headteacher/SLT first.

In the event of a prohibited item being confiscated, staff have the right to retain the property and not hand it back to the pupil. Staff may request that parents/carers collect the item, or in some cases it may be deemed appropriate to dispose of the item or to call the police.

11. References and further information

- DfE guidance: 'Use of reasonable force – Advice for head teachers, staff and governing bodies' (July 2013)
- NICE (National Institute for Health and Care Excellence) guidance: 'Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges' (May 2015)
- 'When the Adults Change Everything Changes: Seismic shifts in school behaviour' Paul Dix (2021)
- 'Balancing the Risks of Seclusion and Physical Restraint' (Dean Cotton 2019)

Appendix 1: Team Teach Restraint definitions:

Team Teach restraint definitions:

Two person holds:

Friendly Hold: The holding arm approaches from behind. In the friendly position, the holding arm takes the long bone with a Caring C shape and gently eases the hands of the client into the seatbelt position. Staff members stand close with hips gently pressing to close the gates with the other leg out to balance.

Single Elbow: Standing, sitting or kneeling alongside the person, holding the nearest forearm drawn back to be parallel to the ground with hands close to the chest and supporting pressure through the hip. The nearest hand holds the forearm with the other supporting the shoulder.

Figure of Four: Standing, sitting or kneeling alongside the client with the hand of the outer arm holding underneath the person's nearest forearm and the other passing under the armpit, across the top of nearest forearm to hold own wrist.

Double Elbow: Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip. One arm is supporting the person's back.

Single person holds:

Half Shield: The member of staff makes contact in a T shape stance with their hip to the small of the YPs back (depending on the height of the YP). The arm nearest is posted in front of the arm of the client, to prevent it from punching forward, with the back of the member of staffs hand flat along the YPs back. The member of staff gathers the other arm with a Caring C, aiming to secure just above the elbow, maintaining contact at the hip. The member of staff should walk forward as the YP crabs sideways.

Double Elbow: Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip.