

Shilbottle Primary

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Fun, Respect & Friendship



Anti – Bullying and Behaviour Policy

Staff and Pupils

At Shilbottle Primary we value and respect everyone in our community and work as a team

‘Fun, Respect & Friendship – Every Child Matters to Us’

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at Shilbottle Primary is equal and treats each other with respect and kindness.

Approved by: Craig Shaw (Executive Headteacher); Jenienne Hinchcliffe (Child Protection and Chair)

Updated: 2026

Date to be reviewed: Autumn term 2027

Contextual Statement

Shilbottle Primary welcomes its duties under the Equality Act (2010), which provides the legal framework to tackle disadvantage and discrimination. The Equality Act establishes 9 protected characteristics which apply to school pupils and staff:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

Shilbottle Primary has paid due regard to the need:

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Shilbottle Primary values every learner as an individual who has an important part to play in our community. We encourage all learners to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens. However, where unacceptable behaviour occurs, there are clear, fair and consistent strategies to follow.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school, the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

1. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- **Attacking property** – such as damaging, stealing or hiding someone's possessions.
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- **Psychological** – such as deliberately excluding or ignoring someone.
- **Cyber** – such as using text, email or other social media to write or say something hurtful about someone.

Bullying can be based on any of the following things:

- **Race (Racist bullying)** – Where someone thinks you're inferior, and treats you differently or unfairly, because of your colour, ethnicity, nationality or race
- **Religion or belief** – Being treated differently because of your religion, lack of religion or your beliefs. It is also wrong for someone to treat you unfairly because of your friend or family members' religion.
- **Culture or class** – Being treated differently because of the ideas, customs and social behaviour of a particular people or society.
- **Gender (sexist bullying)** – A type of bullying and harassment that occurs in connection with a person's sex, body, sexual orientation or with sexual activity.
- **Sexual orientation (homophobic or biphobic bullying)** – bullying directed at someone who is perceived to be lesbian, gay or bisexual.
- **Gender identity (transphobic bullying)** – behaviour or language that makes a person feel unwelcome or marginalised because of their perceived or actual gender identity

- **Special Educational Needs (SEN) or disability** – targeting others due to their ability to learn, behaviour, ability to socialise, ability to read or write, ability to understand things, concentration levels or physical ability.
- **Appearance or health condition** – targeting others due to an aspect of their appearance or health.
- **Related to home or other personal situations**
- **Related to another vulnerable group of people** – looked after pupils, young carers, Gypsy, Roma and Traveller children, English as an additional language, entitled to free school meals and poverty.

No form of bullying will be tolerated and all incidents will be taken seriously.

2. Reporting bullying

PUPILS WHO ARE BEING BULLIED: If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, Mr Phillips (Lead anti-bullying staff member) or any other teacher.
- Tell an anti-bullying buddy, who in turn can help them tell a teacher or member of staff.
- Tell any other adult staff in school – such as lunchtime supervisors, Learning Support Assistants, Caretaker or the school office.
- Tell an adult at home
- Report discreetly through the school Worries Box.
- Call Childline to speak with someone in confidence on 0800 1111.

Reporting – roles and responsibilities

STAFF: All school staff, both teaching and non-teaching (for example, lunchtime supervisors, and caretaker) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

Mr Phillips is the anti-bullying lead – Contact via: robert.phillips@shilbottleprimary.co.uk

Staff must also be aware of those children who may be vulnerable pupils (See Section 1), becomes aggressive, disruptive or unreasonable

SENIOR STAFF: The Senior Leadership Team and the executive head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying lead, Mr Shaw is the Senior Leader responsible for anti-bullying.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can

report an incident of bullying to the school, either in person, or by phoning or emailing the school office or a member of staff. CONTACT: 01665 575285 or admin@shilbottleprimary.co.uk

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form and also record the incident centrally on CPOMS (Safeguarding, Pastoral Welfare and Child Protection Software).
- Designated school staff will monitor incident reporting forms and information recorded on CPOMS, analysing and evaluating the results.
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body.
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target to bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of school initiatives such as anti-bullying buddies and playground monitoring.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the bully's class teacher and devise a plan of action.
- Staff will decide whether to inform the parents or carers and where necessary involve them in any plans of action.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

School updates parents with regard to the legislation about children's use of online platforms and the legal age for children to access these. Where bullying is linked to the use of the one of these social media platforms that the parent has allowed their child to access the school expects the parent to remove their child's access to prevent further incidents.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS. Any follow-up actions or sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as an incident reporting form or a classroom log.

6. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitude, belief or view towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy (displayed in school classrooms and on the anti-bullying noticeboard) ensures all pupils understand and uphold the anti-bullying policy.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week and online safety awareness.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Anti-bullying buddies and pupil-led programmes (School Council, Anti-bullying Week activities, awareness raising and peer support) offer support to all pupils, including those who may have been the target of bullying.
- A provision of support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (School Council, Anti-Bullying Buddies) and through the anti-bullying survey.
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.

8. Training

The executive head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including lunchtime supervisors and caretakers) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring and reviewing

The executive head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly reports and by in-school monitoring, such as learning works and focus groups with pupils.

10. Rewards

Throughout the school several rewards are in place for children, these include (but are not limited to as children review and input these each year through the school council to promote democracy skills).

Rewards:

- Verbal feedback and praise
- Dojo points
- Awards in Celebration Assembly (reading, presentation, outstanding achievements, Hot Chocolate Friday, recognition for achievements outside of school, additional Friday session on the MUGA for the overall class who has behaved well etc)
- Additional playtime

11. Restorative Conversations

Where a child has behaved in a way which is counter to the school rules and values, a restorative conversation may be held between the member of staff dealing with the incident and the pupil. It is important to note that not all incidents need to be resolved in this way. The atmosphere in a restorative conversation is supportive and reflective rather than a judgmental attack on a child's behaviour. Restorative conversations follow a consistent Key Stage script (which can be worded differently to meet different children's understanding but always ensuring the crux remains the same). The scripts are based on a selection of the following questions (not all questions would be asked):

1. What has happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How were they affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Depending on the child's responses, there may be further supplementary questions. As part of the restorative conversation, the child is given the opportunity, and supported, to reflect on the impact of their behaviour and how they can make things right.

Members of staff will use their own judgement about whether it is appropriate to hold the conversation immediately or if it is better to delay it. For example, the child and/or adult may require a short period of 'cooling down' time to ensure that the restorative conversation is held when all parties are best placed to benefit from it. Equally, it may not be possible to hold the conversation immediately if this will impact on lessons and learning opportunities.

In some cases and for a variety of reasons, the member of staff who has discovered the incident may feel it is more appropriate to refer the child to a colleague, such as the Headteacher or other colleague. In this case, the restorative conversation, following the same consistent script, would be held by the person to whom the incident was referred.

12. Restorative Conversations

Where there has been a conflict Where there is conflict between two or more pupils:

- this is investigated fully by a member of staff
- children involved are given the opportunity to share their concerns and views about the conflict (including using the script above)
- the member of staff acts as a facilitator to help resolve the conflict and supports and encourages all parties involved to seek a resolution.

13. Physical Strategies to Support Self-Regulation (see Appendix 1)

We deploy physical strategies as self-regulation tools. These include:

- Sensory tools suited to the different sensory needs of the children
- Use of breakout space
- Movement breaks
- Visual cues to help identified children make the correct choices (now and next boards, visual timetables etc)

14. Frame of Language for Pupils

Through coaching and role play, we explicitly teach children how to handle conflict. We provide children with a frame of language, which is appropriate to their age and misbehaviour, to support this.

For example:

"When you were running away from Alice how do you think Alice felt? Do you think Alice understood why you were running away?"

"Maybe instead of running away next time you could say something like 'I know you're just trying to help me Alice but I need some time by myself. Please can I come and find you later when I have cooled off'"

Or

"What happened after you pushed Adam? Do you think it solved the problem?"

"Maybe next time instead of pushing, you could take two steps back and say to Adam 'I didn't like it when you did/said XYZ, please don't say that to me again' in a firm voice".

15. Taking Responsibility for Choices - logical consequences

Following a discussion with the child, staff may feel, in some instances, it is necessary and appropriate for there to be a consequence for the child's behaviour. Consequences should always be related (and never arbitrary) to the misbehaviour so the child can learn from it. However, it is not expected that there will always be a consequence; an alternative such as focusing on solutions, creating routines, offering limited choices or dealing with the belief behind the behaviour may be more appropriate.

16. Community Service

In some cases, the child will be directed to carry out community service. This should be explained in a meaningful way to the child so they understand there is a direct link between their actions and the consequences. For example, if a child has made the yard an unpleasant place during playtime due to being unkind to other children, their community service could be to pick litter up from the yard to make it a nicer place for everyone else to be.

17. Informing Parents

It may be necessary to inform parents of the misbehaviour if it is serious or if it is part of a pattern of behaviour. This will usually be done by either the class teacher or the Headteacher. In some cases, it may be deemed appropriate for the child to phone their parent under the supervision of a member of staff to inform them of their actions. Parents may be invited into school for a meeting in some cases.

18. Persistent Misbehaviour

We are aware that there are experiences in school that can trigger patterns of behaviour in pupils. These triggers may relate to learning, peers, adults/authority, or other factors in a child's life. Where a child repeatedly misbehaves, we keep a log of the child's behaviours and the situation surrounding them.

In doing this, we can:

- increase our awareness
- recognise potentially disruptive situations and attempt to minimise them
- implement strategies to manage behaviour within the school e.g. some pupils may be unable to cooperate in a group situation for very long and they would require closer observation/greater input.

If a child regularly displays poor behaviour and a pattern is detected, this should be reported to Mr Shaw/Mr Phillips who will work alongside the class teacher to identify appropriate and personalised support for the child. The parents should also be informed of this information.

19. Counselling

We recognise that for some children, their needs will not be met solely by the practices in this policy and for these children we provide access, in school, to counselling sessions. Children are eligible if they are displaying a need either at home or at school.

20. Serious Incidents

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones
- Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses or in the village
- The Headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty on schools to make provision to tackle all forms of bullying
- Searching bags if there has been an incident of theft
- There will be zero tolerance of any form of serious assault on pupils or staff

21. Exclusion

At Shilbottle Primary School, we view exclusion as the very last resort and aim to work with parents and external agencies to avoid this option as far as possible, whilst at the same time considering and ensuring the safety and well-being of the rest of the school community. Only the Headteacher can exclude a pupil.

The reason(s) for exclusion has to be so serious that this merits the child being off-site for either a fixed term exclusion or in very serious circumstances, permanent exclusion. Permanent exclusion is a very last resort.

The reasons for a Fixed Term exclusion may include:

- Physical harm to another child
- Persistent racist behaviour
- Actual serious damage to school property
- Assault or verbal abuse to staff
- Persistent disruptive behaviour to peers in class (preventing learning taking place) or at playtimes for which all other methods of reforming of attitude have been exhausted
- Any involvement with drugs
- Carrying or bringing into school what constitutes an offensive weapon, something which can cause harm to another person (e.g. screwdrivers, knives/penknives, nails, baseball bats etc.)

The exclusion procedure is laid down by specific guidelines and includes informing the child's parents, Chair of AC and LA. Northumberland County Council agreed Exclusion Policy will be followed.

A permanent exclusion may result from:

- Serious physical harm to another child
- Abusive, threatening or violent behaviour towards a member of staff
- Continuous disruption to the learning of classmates, which seriously impinges upon the learning of peers
- Uncontrollable rages which could, potentially, put others in danger.

There may be other instances in which this sanction becomes necessary but the school would undertake to have a dialogue with the Local Authority before taking any such action relating to permanent exclusion.

Depending on the type of exclusion, in most cases, parents have the right to make representations to the academy committee (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days of a permanent exclusion. Work would be set by the class teacher using Google Classroom. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

HELP ORGANISATIONS:

- Advisory Centre for Education (ACE) 020 7354 8321
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline 0845 1 205 204
- Parentline Plus 0808 800 2222
- Bullying Online www.bullying.co.uk
- Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Appendix 1

Use of Restrictive Interventions and Reasonable Force

All staff in Shilbottle Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being. Our policy on the use of restrictive intervention and reasonable force is part of our overall behaviour and pastoral care procedures.

Legal Framework

The DfE 'Restrictive interventions, including use of reasonable force, in schools' Guidance for schools in England 2026 allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children.

The right for school staff to use reasonable force is further set out in the DfE document Behaviour in Schools, which states that members of staff have the power to use reasonable force to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where possible.

Reasonable minimal force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by the Department for Education's Teacher Standards.

Staff who are **likely to need** to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

Communicating the school's approach to the use of force

DFE guidance states:

- Schools do not require parental consent to use force on a pupil
- Schools should not have a 'no contact' policy.
 - There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil from causing harm.
- There are circumstances when it is appropriate for staff to have some physical contact with pupils, which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include:
 - to administer first aid
 - to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on

- a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- o to comfort a distressed pupil

Determining when the use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

To make this assessment, the member of staff should consider the following:

1. Is it necessary?

- a. Staff should consider whether there are other more effective, less restrictive ways to manage a situation and assess whether a restrictive intervention is likely to successfully reduce the relevant risks.

2. Is it proportionate?

- a. Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- b. If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- c. Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

3. Have you considered the pupil's welfare?

- a. Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken.
- b. Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- c. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.
- d. For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

NB: This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. We will always look to minimise the need to use restrictive interventions, such as through prevention, de-escalation, and approaches for individual pupils.

Whole-school measures could include:

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management and for managing communal spaces such as corridors and playgrounds
- training staff in effective communication strategies, such as using an appropriate tone of voice and empathy to aid de-escalation
- development of working staff-pupil relationships and trust
- recording and analysing data on the use of restrictive interventions to inform improvement planning and individual risk assessment/support plans

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for “legally prohibited items.”

Searches will be conducted in line with the statutory Searching, Screening and Confiscation in Schools guidance - linked [here](#).

Risk assessment/support plan

Some children with SEND or additional needs may require an individual risk assessment/ support plan/ behaviour plan/ positive handling plan. This will be communicated to parents/carers and reviewed and updated accordingly. We will attempt to reduce risk by managing:

- The environment, including reducing stimuli or triggers that may be causing stress
- Staff approaches including
 - Body language
 - Communication
 - De-escalation strategies
- Medical factors, if relevant

Where there is an identified risk, such as an increased likelihood of the need to use reasonable force and/or other restrictive interventions, we will have a specific risk assessment/plan in place and, where possible, to mitigate risks such as through staff training and prevention strategies.

Reporting and recording

Statutory guidance states that those with a governance responsibility must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school’s duty under section 93A of the Education and Inspections Act 2006.

We will contact parents/carers to share incidents as appropriate and for every significant incident (statutory). This includes when physical force is used to implement a non-physical restrictive intervention. Parents/carers should be contacted as soon as possible following a significant incident, and the incident should be explained to them. This action will also be recorded.

In deciding what a serious incident is, school leaders will use their professional judgment and consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

A report of the incident made to parents should include the following details as a minimum:

- The time, date, location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary in that instance
- A brief account of what type of force was applied, and the degree of force
- The details of any physical injuries sustained, if applicable

The school will communicate this verbally wherever possible and follow up in writing (statutory) via email. This includes any child who required seclusion or restraint as part of a behaviour support plan or risk assessment.

Where necessary and appropriate, we will invite parents/carers into school to discuss significant incidents so that we can look at any potential warning signs/triggers or actions that may be done differently in the future.

Staff will record all incidents of reasonable force in accordance with school procedures and report these to the Headteacher.

Seclusion

We may use seclusion as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.

NB: Seclusion will not be used by staff through the threat of punishment.

The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting'.

Pupil and staff support

As a school, we will evaluate all incidents involving restrictive intervention and seclusion as soon as practicable after an event to understand why it was used and the impact on pupils and staff. We will also look for any patterns or trends and identify how the use of restrictive interventions may be avoided in the future.

If appropriate, the pupils and staff members involved should receive a medical assessment and treatment for any injuries as soon as possible. Injuries will be recorded in line with our Health and Safety policy.

The school will also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be part of the debriefing process and

will look to understand what happened during the incident and why. This will aim to bring closure to the incident.

As a school, we will continue to monitor pupil and staff wellbeing and provide additional support if needed.