



Barrow CEVC Primary School

Inspire, Create, Discover, Together

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Trauma Informed Behaviour Policy

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Rationale

We have high expectations of behaviour at Barrow CEVC Primary School. We understand the importance of our Christian values in school and we feel this policy should reflect respect, forgiveness, reconciliation and our positive behaviour management philosophy in school. This is a whole school approach to encourage consistency. We believe that it is important to set good 'habits' early and we encourage a positive relationship with each other and the whole community. We believe that children should be given the opportunity to try to put things right if they make mistakes with their behaviour.

Every behaviour pattern is driven by an emotional state; therefore, we believe strongly that an emotionally literate school with a clear, strong ethos of positive behaviour management will help support the emotional states and behaviour patterns that we experience every day.

Our Trauma Informed Behaviour and Positive Relationships policy is primarily concerned with promoting positive relationships with our pupils and adults with the common purpose of developing a whole school ethos of respect, nurture and empathy by providing clear and consistent behaviour expectations of all children. This also incorporates the need for mental health to be acknowledged amongst our children.

'Transforming Children and Young People's Mental Health Provision' Green paper recognise the important role of school staff who are often 'at the front line of recognising and supporting a young person's mental health'.

The purpose of this policy is to place emphasise on rewards and behaviour management which is inclusive for all and benefits the whole school community in line with attachment and trauma informed practice.

It is recognised that in order to fully meet the needs of all pupils it is important that school demonstrates an attachment and nurturing environment (Wall; 2018)

Key Approaches:

Behaviour is a form of communication Sen Code of Practice (2015)

Putting relationships before judgement – nurture and value robust relationships with all children within our care.

Knowing our children in order to provide a safe and happy environment therefore maximising opportunities to learn. – opportunities for creating positive communication in class –

Acknowledging and appreciating the need for social, emotional and well-being programs in order for some children to achieve their academic best.

Providing a fully inclusive approach for all children as being the minimum expectation of our school. – all staff and children are able to work with and communicate with ALL of our children

Giving children opportunities to be heard, seen and to contribute to school life.

Maintaining clear and consistent approaches across the school. Including predictable routines throughout the school and nurturing environments whilst maintaining structure and calm classrooms.

Understanding that some behaviours are not simply a matter of choice – some children cannot self-regulate, and it is up to us to help them

Encouraging parental engagement and collaboration to ensure the very best outcomes for our pupils.

Listening to our children and ensuring that children with EAL, selective mutism and communication difficulties have the resources in order to be heard.

Aims

- To create an enriched emotionally literate environment that is safe, secure, calm and purposeful where children can learn with confidence.
- To develop and maintain respect for self and other people, their property and ways of life.
- To encourage all children to develop self-belief, self-control, independence and responsibility for their own actions.
- To value inclusion, celebrate diversity and develop empathy to calm the intensity of emotions in the classroom.
- To enhance learning and teaching through positive behaviour reinforcement.
- To encourage children to develop their full potential with their achievements being valued.
- To work together as a school community and with extended schools' partnerships in the knowledge that we have a shared responsibility and involvement in the smooth running of our schools.
- To work in partnership with parents and carers and to encourage open communication in establishing patterns of good behaviour in the school and our community.

- To set clear, consistent boundaries
- To resolve conflict

Why parental support is crucial

Parental support is essential in promoting positive behaviour patterns in children. Children need to know that the school/ home relationship is consistent and secure and that all adults are working together for their benefit. We value parents' role and contribution. Ensuring children have good attendance and are punctual also supports the importance of positive behaviour in school.

Parents are welcome to make an appointment to speak to staff if they have concerns. We would ask that issues are not discussed at the classroom door either first thing in the morning or at the end of the day. We would request that parents do not make assumptions about other children and that any behaviour issues are not discussed on social media forums. This is part of maintaining a respectful environment and ensuring that we get the full picture before taking action.

Classroom Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum.
- be positively stated, telling the children what to do rather than what not to do.
- actively encourages everyone involved to take part in their development.
- has a clear rationale, made explicit to all.
- be consistently applied and enforced.
- promotes the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

Adults act as co-regulators, develop pupils' insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills.

- To have the opportunity to interact, build tolerance and inclusion.
- For the enjoyment of positive play.
- To be healthy – to have fresh air, exercise and the opportunity to relax
- For the opportunity to explore and play with adults and peers in a less structured, positive environment

At the beginning of each academic year, class teachers (in consultation with the children) will establish the classroom rules and expectations.

We use our merit system across the school to recognise and reward good behavior.

Children have an opportunity to express how they are feeling by using the Zones of Regulation tool in each class. This is a self-regulation tool to help kids identify, address, and use strategies to achieve self-control and emotional regulation in a non-judgmental and safe way.

We use a restorative justice approach in school. Restorative practice supports children to recognise that all of their activities affect others and that people are responsible for their choices and actions and can be held accountable for them. It enables them to reflect on how they interact with each other and consider how best to prevent harm and conflict.

Sensory breaks are factored into each lesson where necessary. This can support sensory regulation. The purpose is to help children either increase or decrease to a level where they can engage and participate in their learning.

1. **BEHAVIOUR REWARDS AND SANCTIONS GUIDELINES**

As a school community we recognise that some children have special needs or social and emotional difficulties which may cause them to behave in an inappropriate way. We realise that such children need a more individualised response to their behaviour. However, every effort must be made to minimise the impact this has on other children.

2. Golden School Rules

- We are kind and caring to each other.
- We speak politely and listen to each other.
- We look after everything inside and outside our School.
- We move around carefully and safely and are aware of others.
- We try to do our best.

Responsibilities

All members of the school community have rights and responsibilities. To ensure that we achieve the aims of this policy:

3. Children are expected to:

- Follow the school rules
- Wear the school correct school uniform with pride
- Treat everyone with respect
- Work together with staff and parents to implement the behaviour policy
- Be as independent as possible and show self-discipline
- Be ready to learn

4. Staff are expected to:

- Set a good example within school
- Be consistent in implementing the school behaviour policy
- Work together with children and parents to implement the behaviour policy
- Be professional at all times
- Remind the children of school rules and routines regularly
- Be fair in their enforcement of the school rules
- Listen and not make assumptions about behaviour

5. Parents are expected to:

- Be aware of the school rules to encourage independence and self-discipline.
- Ensure that children arrive at school calmly, ready to learn and on time.
- Be responsible for their children's behaviour at the start and the end of the school day.
- Work together with the school to help implement the behaviour policy
- Set a good example whilst on school premises in line with the school's Parental Conduct Policy.

Protocols

Preventative Action (to prevent or minimise unnecessary disruption)

- Have an aesthetically pleasing and functional room.

- Prepare and utilise appropriate materials.
- Arrive in class in time.
- Plan engaging lessons.
- Ensure quality differentiation.
- Plan appropriate seating arrangements.
- Avoid use of confrontational language.
- Have clear routines and be consistent in expectations.
- Have clear, fair, positive rules and know the consequences for significant rule breaking.
- Use phrases like, "I noticed that..." (positive reinforcement).

When carrying out corrective action, the member of staff should:

- Maintain eye contact.
- Minimize embarrassment and hostility.
- Use respectful but assertive tone of voice.
- Acknowledge and pick up on-task behaviour.
- Privately encourage positive behaviours.
- Respect personal space.
- Avoid unnecessary argument, give clear choice and maximise pupil's responsibility.
- Be consistent in follow through.
- Utilise wide support e.g. other teachers, TAs, outside agencies.

Corrective Actions (the actions you take when disruptive behaviour occurs.
Listed from the least - to most intrusive.)

Planned ignoring (where appropriate).

- Simple, brief, directions (finish with thank you).
- Rule reminders (Simple reminder or re-statement).
- Simple choice ("in bag or on my desk, thank you").
- Casual or direct question (avoid "**why**", what are you doing/what should you be doing?)
- Redirect (instead of arguing).
- Avoid servicing "secondary behaviours"
- Make consequences clear (via choice)
- Direct pupil to work aside from peers (in room).
- Cool-off time
- Exit/time out (for dangerous behaviour, or continual disruption, or safety issues).

Supportive Action (action to employ in support of teacher and pupil)

- Time out – a cooling off period or withdrawal under supervision.
- Contracting/counselling: process to lead to behaviour agreement, staff and child.

Rewards

We feel that the best way to encourage children to keep to our school rules is by positive rewards. We are as positive as possible with children at all times and expect children to be able to manage their own behaviour. If children, choose to keep to our school rules they will

be rewarded.

We have a house system. There are four house groups in our school. Teams include children from Reception to year 6. During celebration assembly a trophy will be presented to the house with the most merits each week.

Headteacher's Stickers

Children will receive headteacher gold stickers for trying hard, good work, good attitude towards learning, behaviour and attitude. Teachers will send children to the headteacher to receive these stickers.

Celebration Assembly

Every Friday we have a whole school celebration assembly which celebrates children's learning and behaviour.

Consequences

At Barrow School, children will learn that behaviours can have positive and negative consequences.

Whenever possible the consequences of breaking a rule will be directly related to the rule which has been broken. This is to encourage socially acceptable behaviour and to teach children what is unacceptable.

CONSEQUENCES

TALKING – if I call out without putting up my hand, I understand that my teacher will ignore me and that I may have to sit apart from the rest of the class and not join in the rest of the discussion.

LEARNING – if I can't share with others, I may not be able to use the class materials.

MOVEMENT – if I disturb others whilst moving around, I may lose this privilege.

TREATMENT – if I put people down, I will be warned about my behaviour and asked to apologise to those concerned.

PROBLEM – if we fight, we will be asked to sit and talk and find other ways to resolve our problems, this may be in our own time, i.e. break time

SAFETY – if I use equipment in an unsafe way, it will be taken from me and I will be asked to fix or replace anything I break. I will need to demonstrate that I can use equipment safely before I'm allowed to be independent with equipment.

Examples of planned consequences

TREATMENT – if I put people down, I will be warned about my behaviour and asked to apologise to those concerned.

PROBLEM – if we fight, we will be asked to sit and talk and find other ways to resolve our problems, this may be in our own time, i.e. break time

SAFETY – if I use equipment in an unsafe way, it will be taken from me and I will be asked to fix or replace anything I break. I will need to demonstrate that I can use equipment safely before I'm allowed to be independent with equipment.

GOLDEN RULES – If I break a golden rule/classroom rule, I will miss some of my playtime/lunchtime.

Foundation Stage

Settling into school is an important time for children. All behaviour will be closely monitored, and staff will work closely with parents to ensure children settle into their new routines as quickly as possible. Staff will also use the policy more flexibly at first as they allow children to learn the rules and routines of the classroom.

Reminder of the school rules in a private and calm way.

Time in the calm area reflecting – for children in EYFS this is 5 minutes.

Time spent with an adult outside during break to reflect. This is 5 minutes.

For more serious issues, the child will be spoken to by the EYFS leader or the Headteacher.

Key Stage 1

Reminder of the school rules in a private and calm way.

Time in the calm area reflecting – for children in KS1, this is 5 minutes. Time spent with an adult outside during break to reflect. This is 5 minutes.

For more serious issues, the child will be spoken to by a member of SLT

Key Stage 2

Reminder of the school rules in a private and calm way.

Time in the calm area reflecting – for children in KS2, this is 10 minutes. Time spent with an adult outside during break to reflect. This is 10 minutes.

For more serious issues, the child will be spoken to by a member of SLT

Continued Behaviour issues

If a child is struggling in the class situation and the universal behaviour approach is not working, then the class teacher will send the child to work in an alternative supervised space.

Continued behaviour issues will be reviewed by the SLT and parents will be informed.

Breaktimes

Children who have not followed our school rules will spent either 5 minutes (EYFS & KS1) or ten minutes (KS2) with an adult to reflect on their choices. This will take place outside.

Lunchtimes

Staff at lunchtime should be afforded the same level of respect as all other members of staff in our school. We continue to encourage positive behaviour management at lunchtimes and have the same rules as for the rest of the day.

Sanctions

Children breaking our school rules will have time out on the bench for 5 minutes (EYFS & KS1) and 10 minutes (KS2). The class teacher will be informed

A serious incident of aggressive or inappropriate behaviour then the child will be spoken to by a member of the Senior Leadership Team.

During lunch time a member of SLT has overall charge of the children.

At the end of lunch, the bell will be rung for the children to stop play and an additional bell will signal that it is time to line up in silence.

Monitoring Behaviour

Behaviour incidents are recorded on Evolve, and this is audited and monitored regularly. Examples of incidents that should be recorded include deliberate acts of defiance, threatening behaviour or deliberately hurting another child. Persistent misbehaviour is also recorded. A member of staff can record an incident on Evolve as they feel necessary.

Support systems/plans

We accept and recognise that some children present different learning behaviour's, and these will need to be dealt with on an individual basis in relation to the child's personal pathway this will include children in care and those who are adopted. To support this we will use recorded observations. We will look for the:

- Frequency,
- Intensity,
- Generality, and
- Duration,
-

Of the disordered behaviour in order to discover what triggers or exacerbates the behaviour concerned.

Discussions with parents regarding significant behaviour incidents involving other members of staff should, wherever possible, include the child's class teacher and the pastoral team.

Then an Action Plan will be drawn up. We will –

- Have a team approach so that all staff are giving the same message;
- Show the pupil what is acceptable behaviour;
- Offer moral, emotional and practical support for the pupil, his teachers and support staff.
- Involve the parents of the child.

Serious Misbehaviour

If a child's behaviour is regularly causing concern or a child has been involved in an incident that is a serious breach of the school rules then the child's parents will be invited into school to discuss this with the child's class teacher or another appropriate member of staff, e.g., Pastoral lead or SLT.

Intentional physical violence is completely unacceptable and in this instance a member of the Senior Leadership Team (SLT) would be informed who would contact the child's parents. Each case must be dealt with individually and in accordance with other relevant policies.

Children leaving the school premises – Staff will attempt to talk to the pupil at a distance. If the child refuses to come back into the school grounds and are a risk to themselves, staff will contact 999 and the police will be contacted.

Bullying

Bullying is not tolerated in our school and instances of bullying will be dealt with in line with our anti-bullying policy.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening, or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over an extended period and can hurt a child both physically and emotionally.

Bullying is not confused with friendship issues and one-off incidents. If you have concerns, please contact the class teacher to arrange an appointment as soon as possible.

Dealing with extreme behaviour

Parents/Carers will be involved in discussions about behaviours and each case will be discussed independently and confidentially. Investigations into Health and Safety requirements are appropriate at this stage and individual pupil risk assessment undertaken. Examples of behaviours that would be considered extreme.

Verbal or Physical assault on a pupil

Verbal or Physical assault on an adult

Behaviour that would put adults, themselves or other children in danger and would warrant a personal risk assessment being written.

Extreme or prolonged threatening or intimidating behaviour. The child may receive a fixed

term suspension or permanent exclusion for displaying some of these behaviours, depending on the incident and its consequences. This will be at the discretion of the Headteacher following the results of an individual pupil risk assessment and every incident will be investigated.

Confiscation of Inappropriate Items

Schools have the right to confiscate pupils' property as a disciplinary sanction. At Barrow we would remove from the child any inappropriate, expensive or potentially dangerous items. The confiscated items will be held by the class teacher or sent to the school office until the end of the day.

Items such as toys, any latest craze, small amounts of money or hairbrushes etc that might be brought into class and might cause a disturbance will be taken and kept by the teacher until the end of the day when they can be returned to the child or parent/carer. **Y**

Permission to search without consent is authorised for the headteacher and other members of staff that are School Safe trained.

In the unlikely event that any illegal item, be confiscated then relevant authorities will be informed.

Dealing with sexualised behaviour.

Children who have experienced sexualised behaviour will need immediate support following an incident; however, they may well need ongoing support to help them come to terms with the incident and feel safe at school. Those harmed may need support to tell their full story and discuss how this has affected them.

The main response to such an incident must have two clear outcomes:

Protect the victim

Prevent the incident happening again.

The school will.

Investigate the incident

Offer immediate support to the victim

Offer structured support following the incident

Offer a designated member of staff to support the family and is available to discuss and ensure support is continued.

Engage with external agencies and partners – possibly referring to social care, child abuse investigation team, and specialist agencies for the victim and the perpetrator.

The handling of sensitive issues is particularly relevant when the incident is of a sexualised nature. Confidentiality and the protection of the privacy of the victim and perpetrator are

important.

School sanctions will be determined after the investigation and will depend on individual circumstances. Their purpose will:

- Impress that the behaviour is unacceptable
- Deter pupils from repeating the behaviour
- Signal to others that the behaviour was unacceptable
- Reassure the pupil harmed, prevent future harm and repair harm.

Fixed term Suspensions or Permanent exclusions.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehavior. For repeated or very serious acts of anti-social behavior, the headteacher may permanently exclude a child.

Both these actions are after the school's governors have been notified and in full compliance with the document 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England' (September 2023). Following an incident, the school may decide to review the preventative practice and strategies. At all times the school will be promoting a positive, supportive and confrontation free ethos.

Out of School Behaviour

The same behaviour expectations for pupils on the school premises apply to off-site behaviour. Consequences will be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff.

6. Summary

Barrow CEVC Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school pupils should be provided with the opportunity to experience, understand and celebrate diversity.

7. Appendix 1:

General Routines

UKS2 Toilet Routine

- ☐ Children must ask class teacher
- ☐ Children must follow corridor routine
- ☐ Go to the toilet, wash hands and come directly back to class.

KS2 Corridor Routine

- ☐ Children walk to the left
- ☐ Children hold doors open for adults
- ☐ Quiet in corridors
- ☐ If children are remaining in a space eg at lunchtime, go to SLT office

End of Lunchtime and Break Routine UKS2

- ☐ MDSA ring the bell
- ☐ Children instantly line up at allocated space
- ☐ Children silent, single file led back into class by teacher.
- ☐ Children lead into one class at a time

LKS2, KS1 and EYFS Toilet Routine

- ☐ Children must ask class teacher
- ☐ Children must follow corridor routine
- ☐ Go to the toilet, wash hands and come directly back to class.
- ☐ Children to be sent to toilet before break and lunch.

LKS2, KS1 and EYFS Corridor Routine

- ☐ Children walk to the left
- ☐ Children walk single file with corridor hands (behind back)
- ☐ Children stop for an adult
- ☐ Children hold doors open for adults
- ☐ Quiet in corridors
- ☐ Return to the classroom and do again if behaviour is poor and line up again
- ☐ If children are remaining in a space eg at lunch time go to SLT office

End of Lunchtime and Break Routine LKS2, KS1 and EYFS Lunch

- ☐ Five to one MDSA ring the bell once for toilet reminder
- ☐ Children to collect belongings/ put away play equipment
- ☐ Ring bell again all children freeze. Ring bell again children silently walk to line up in allocated spot on the playground.
- ☐ One class at a time at a time come into the building

Break time (no play equipment at morning break)

- Ring bell once when all staff present
- All children freeze
- Ring bell again- silently walk to line up at allocated spot on the playground
- One class at a time at a time come into the building

Lunchtime Arrangements

Dining Hall:

Teaching/support staff, bring their class to the dining hall having washed their hands, quietly ready for a positive lunch experience.

Pupils are expected to say please and thank you.

Children stay in their chair and put their hand up if they need help

Pupils are encouraged to use knives and forks for eating

Children speak quietly to other children on their table

Pupils leave the table after an appropriate time and scrape their waste and put their utensils in a designated place ready for washing.

Additional space is provided in the dining hall for pupils who find the environment challenging.

Playground:

The playground is supervised by MDSA staff. Children are offered a sport activity by our PE Coach.

Year 6 Playground buddies offer a selection of games that they facilitate and manage.

First Aid:

An identified first aider is on duty every day.

Recognising and rewarding positive behaviour choices:

All lunchtime staff rewards their observations of positive behaviour and play choices with verbal praise, stickers and merits to individual children.

Managing and supporting Negative/challenging choices:

All staff record/report all incidents of negative behaviour on Evolve.

A range of strategies are used including verbal reminders, support from Lunchtime Supervisor or SLT. All incidents must be reported to the class teacher.

Elmer Club:

Elmer club is small group lunchtime provision for those identified children who require additional support in the longer break

Elmer club operates from the Reception Classroom each day between 12.30 1.00.

A range of play strategies are used to support calm, appropriate play and friendship making.

Appendix 2:

Barrow CEVC Primary School

Guidance for children at risk of suspension or permanent exclusion

Rationale

This policy is designed to support adults and children with procedures for dealing with undesirable or unacceptable behaviour, this will be our policy and procedures for positive handling.

Aim

The aim of this guidance is.

- To ensure the prime consideration is the welfare of children in school care.
- To ensure the safety, welfare and protection of adults who look after them.

Guidelines

This policy has been written for pupils who are managing themselves in such a manner that the school's standard behaviour policy will not support them adequately. These children may have an Educational Health Care Plan for an emotional behaviour disorder, or they may be experiencing extreme emotional difficulties in a period in their life that is causing severe and heightened emotional states.

Our positive behaviour management as stated in our policy will include a range of supportive strategies for managing challenging behaviour. We will endeavour to reward effort and encourage children to take responsibility for improving their own behaviour. Staff will look for early warning signs if a child is not managing themselves well, be aware of and communicate to others any factors which may influence challenging behaviour and take steps to divest foreseeable risk. Pupils will be encouraged to focus on positive strategies using anger management techniques and choices. Staff will support pupils in this emotional state and safely manage crises when they occur. Teaching and learning support staff have had positive handling training, however this will need to be renewed and new staff will need to attend training. Any member of staff who would like more training due to the needs of the pupil they work with needs to speak with the Headteacher.

Positive Handling

If a situation arises when a young person is not able to manage their emotional state and is a danger to themselves or others, it may in a small number of incidences be appropriate to involve the use of reasonable force (physical restraint) to control or restrain a pupil.

Reasonable force may be used to prevent injury to people or damage to property. If it is felt that positive handling of a young person may be necessary, then the staff working with

that child should conduct a risk assessment of their environment with awareness of children's needs. The child's previous patterns of behaviour may help assess and reduce risk. Physical restraint is a last resort and staff may choose not to make a physical intervention. They can make effective risk reduction by:

Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.

Give clear instructions and reason.

Remind them of choices and consequences.

Remove an audience and take vulnerable pupils to a safer place.

Make the environment safer by moving furniture and removing objects.

Use positive guidance or escort pupils somewhere less pressured.

Ensure that colleagues know what is happening and get help. Staff should support each other, offer and accept help, stay around if needed or look after a group/class. Staff can also offer alternative strategies and should communicate clearly so all understand what assistance is needed and available. Well-chosen words can avert an escalating crisis; however, it can be better to say nothing and take time to choose your words carefully to avoid an argument, confrontation and enflaming a situation.

The Headteacher or senior leadership team should always be called to responses to extreme behaviour and staff should be reminded that responses to severe behavioural outbursts should be reasonable and proportionate, be acts of good faith and not anger.

Risk assessment

Individual pupil risk assessments must be undertaken following either violent or excessive verbal aggression in order to identify appropriate control strategies.

Physical controls

Staff should not attempt positive handling or physical restraint if they have not been trained. All pupils who have been identified as presenting a risk should have a Behaviour Plan which details strategies which have been found to be effective or ineffective with the pupil. This plan will be reviewed in connection with any multi-agency work. When choosing to use physical restraint it must be ascertained that this is in the best interest of the child. Staff should consider whether this is the least intrusive action and whether they are the best person for taking this action. Staff should always make a verbal warning and use approved techniques and methods. Where possible staff should not act alone and one member of the SLT should be present or involved. Unreasonable use of force is when it is used to ensure compliance where there is no risk. Pupils should not deliberately have pain

inflicted or be subjected to undignified or humiliating treatment. When dangerous behaviour presents a significant risk of injury to people it must be reported to the Health & Safety representative for the school, governors and local authority.

Post incident

All incidents involving the use of physical restraint will be recorded in writing. The Headteacher will evaluate the incident and take appropriate action. The school will offer support to all involved. All injuries will be reported and recorded, and a Health & Safety investigation carried out if necessary. The priority is to reduce risk and achieve calm. Time will be found to repair relationships and pupils will have an opportunity to express their feelings and suggest ways forward.

Complaints

There is a formal complaints procedure for both pupils and staff. The school is an open establishment and will promote a transparent policy for all its community adults and children.

Barrow CEVC Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school pupils should be provided with the opportunity to experience, understand and celebrate diversity.