



BARNACRE ROAD
— PRIMARY SCHOOL —

Behaviour Policy

Barnacre Rd Primary School
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Approval and Review

Governors to Approve Policy	Local Governing Board
Date of Approval	Under review
Chair of Governing Body	Mr J Cowper
Headteacher	Mrs J Molyneux
Policy Review Period	12 months
Date of Policy Review	November 2026

1. Compliance

- 1.1. This discipline and behaviour policy has been prepared with regard to the following statutory provisions and guidance:
 - 1.1.1. Education (Independent School Standards) Regulations 2014
 - 1.1.2. Education and Inspection Act 2006
 - 1.1.3. Equality Act 2010
 - 1.1.4. School Information (England) Regulations 2008
 - 1.1.5. Children and Families Act 2014
 - 1.1.6. School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
 - 1.1.7. The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
 - 1.1.8. Department for Education's advice "Behaviour in Schools" September 2022
 - 1.1.9. Department for Education's advice "Preventing and Tackling Bullying" July 2017
 - 1.1.10. Department for Education's guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement", September 2022
 - 1.1.11. Department for Education's guidance "Searching, screening and confiscation at school", July 2022
 - 1.1.12. Department for Education's guidance "Use of reasonable force in schools", July 2013

2. Purpose of this policy and intent

- 2.1. At Barnacre Road Primary School positive behaviour is actively promoted. Barnacre Road recognises that good behaviour is essential to creating an effective teaching and learning environment in which all pupils are able to progress.
- 2.2. Barnacre Road believes that equally it is important to academic learning and pupils should be taught to take responsibility for their own actions and have a sense of understanding and respect for others - both in school and the world outside - so that they may contribute responsibly and constructively to society.
- 2.3. The school recognises that sometimes negative behaviours can be displayed as a result of a Special Educational Needs (SEN). In such cases, the SEN policy will be applied and reasonable adjustments/ adaptations made to the application of this policy.
- 2.4. The school also recognises that at times pupils misbehave and in cases where a pupil is persistently disruptive sanctions and further action may be required as outlined in this policy.
- 2.5. The purpose of this policy is to set out:
 - 2.5.1. the standard of behaviour expected of pupils
 - 2.5.2. the consequences which staff can issue if behaviour falls below expected standards
 - 2.5.3. how Barnacre Road will deal with online and offline poor behaviour off the premises.
- 2.6. This policy will be published on the school's website and can be made available in hard copy upon request.

3. School Vision

3.1 At Barnacre Road Primary School, our vision is built around three core principles: Believe, Belong, Become. We aim to create a safe, nurturing environment where every child feels a genuine sense of belonging. A place where they are recognised as individuals, valued within our school community, and proud to be part of a place that feels like family. We encourage all children to believe in themselves and in one another, to embrace challenge, and to approach their learning with determination, resilience and independence.

3.2 Through high expectations and strong relationships with parents and carers, we support every child to become the very best version of themselves: confident, kind, aspirational pupils who are ready to make a positive contribution to both their local community and the wider world. This policy echoes our core values of kindness, respect, resilience, endeavour, character and belonging and supports our children to be their 'Barnacre Best' and is based on research from the [EEF's report on Improving Behaviour in Schools](#).

4. School Aims and Expectations

- 4.1. Pupils should develop a sense of respect and tolerance towards each other, staff and the wider community.
- 4.2. Barnacre Road should offer a safe, happy and positive environment.
- 4.3. Positive approaches towards rewarding and openly recognising good behaviour should be encouraged at all times.
- 4.4. Pupils should develop a sense of self-discipline through understanding the consequences of their own actions.
- 4.5. Pupils should be actively supported in developing the appropriate social skills and strategies in order to be more able to deal with difficulties and conflict.
- 4.6. Pupils will be taught what good behaviour looks like.
- 4.7. Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of abuse listed in our definition of child on child abuse. It will be challenged by staff and recorded and monitored on the CPOMS database, and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to challenge and record the casual use of derogatory language using school reporting systems.
- 4.8. **A prejudice-based incident** is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views 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 Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent child on child abuse as it enables targeted anti-bullying interventions.

5. Roles and Responsibilities

- 5.1. The Governors have the overall responsibility for the effective operation of this policy and for ensuring compliance with any statutory framework.
- 5.2. The Governors have delegated the day to day responsibility of the implementation of this policy to the Executive Headteacher. The Executive Headteacher is responsible for:
 - 5.2.1. maintaining good understanding of behavioural expectations
 - 5.2.2. directing which members of staff can issue sanctions
 - 5.2.3. ensuring that all new staff are inducted into the school's behaviour and that training is offered to all staff so they can meet their duties and functions within this behaviour policy
 - 5.2.4. ensure that all new pupils have a clear understanding of behaviour expectations
 - 5.2.5. anticipate that those pupils with Special Education Needs (SEN) may need extra support in place to help them meet the behavioural standards
 - 5.2.6. The Headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the behaviour policy.

5.3. The Headteacher also holds the power to suspend or permanently exclude a pupil on disciplinary grounds.

5.4. Senior leadership at the school will:

5.4.1. ensure that they visibly display high levels of good behaviour

5.4.2. ensure that all staff understand the behavioural expectations and the importance of maintaining them

5.4.3. assist the Headteacher with the induction of new staff into the school's behaviour culture.

5.5. All members of staff have a role to play in developing a calm, positive, structured and safe environment at the school. All staff shall ensure that:

5.5.1. clear boundaries of acceptable pupil behaviour are established

5.5.2. they teach and model good behaviour and positive relationships

5.5.3. respond to incidents of misbehaviour predictably, promptly, assertively and in line with this policy

5.5.4. they challenge pupils to meet the expectations of this behaviour policy

5.5.5. they consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

5.6. All pupils at Barnacre Road deserve to learn in a safe and calm environment. To uphold this standard pupils must:

5.6.1. follow the school rules

5.6.2. follow the behaviour expectations as set out within this policy

5.6.3. encourage and support a culture of good behaviour at the Barnacre Road.

5.7. The school recognises that good behaviour must be supported at home. As such, it is expected that parents;

5.7.1. get to know this behaviour policy

5.7.2. support and reinforce the policy at home

5.7.3. engage with the School when behaviour expectations are missed.

6. Barnacre Road's procedures and strategies

6.1 When developing our behaviour procedures, the school considered the six recommendations from the EEF Improving Behaviour in Schools research:

- Know and understand your pupils and their influences
- Teach learning behaviours alongside managing behaviours
- Use classroom management strategies to support good classroom behaviour
- Use simple approaches as part of your regular routine
- Use targeted approaches to meet the needs of individuals in school
- Consistency is key

6.2 Barnacre Road believes that routines help create a predictable and secure environment for all pupils, including pupils with special educational needs. Routines save learning time, dissuade low level behaviour, and make teaching easier. At Barnacre Road, we follow a number of routines which are designed to support children in remaining safe and learning effectively. These are reviewed by staff annually and all pupils and families are made aware of them through regular communication, such as Meet the Teacher or Parents' Evenings.

6.3 All school employees are encouraged to always provide opportunities for pupils to be listened to so that any worries or difficulties can be talked through and be dealt with more easily. The school believes that the curriculum should be

planned to include all pupils in order to maximise their opportunities to experience success and enhance their self-esteem.

6.4 The school will consider whether poor behaviour is as a result of a pupil suffering, or likely to suffer, significant harm. In these circumstances the appropriate safeguarding lead will be notified and the appropriate procedures followed.

6.5 The school will also work to identify if any poor behaviour is due to any unmet educational or other needs. If these needs are identified the appropriate safeguarding/educational lead will be notified and the appropriate procedures followed.

7 Assemblies

7.1 There are weekly assemblies during which individual pupils, and classes, receive recognition based upon positive behaviour and achievement.

8 Around the School

8.1 Pupils are expected to walk calmly around school and act respectfully on corridors and around school site.

8.2 Staff presence around school is carefully and intentionally planned to supervise children and vigilantly maintain good order around school.

9 SEN Pupils and Adaptations

9.1 Barnacre Road believes that all students should have the support to achieve high standards of behaviour inside and out of the classroom. However, the school also recognises that some members of the community with SEN or disabilities may have barriers in place to achieve these standards.

9.2 The school aims to support the behaviour of pupils with SEN by:

9.2.1 making reasonable adjustments where possible to accommodate their needs

9.2.2 co-operating with the Local Authority and other authorities where the pupil has an Education, Health and Care plan (EHCP)

9.2.3 remitting short planned breaks for pupils whose SEN means they find it difficult to sit still for a long period of time

9.2.4 training staff in potential triggers for medical conditions so they can recognise triggers which might cause bad behaviour.

9.3 However, where it is apparent a student with SEN is struggling at the school even when adaptations are in place, the school will work with multi agencies to provide education for those who Barnacre Road might not be the best option. This includes supporting a move to an alternative educational provider.

9.4 Some children exhibit particular behaviours based on early childhood experiences. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use skilful staff to build relationships with each individual child. These children will have bespoke behaviour plans / Positive handling plans.

9.5 It is not unlawful to suspend or exclude a child with special educational needs or a disability. However, the Headteacher will consult with the SENDCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant exclusion is a manifestation of the pupils SEND. In the event that it is, the Executive Headteacher may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

10 Sanctions

10.1 When a pupil's behaviour justifies the application of a sanction one will be issued in order to deter future repeats.

10.2 Consistency when addressing behaviour is crucial when dealing with any incidents. We will respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

10.3 De-escalation techniques will be used to help prevent further behaviour issues arising and recurring and we train staff to ensure that language and approaches are consistent across school.

10.4 In reception- year six, a visual chart is used in classrooms to help children remember the school's behaviour expectations. All children start each session (morning and afternoon on green). Where there are cases of low-level misbehaviour, staff will give children a verbal reminder of the school's expectations.

10.5 If the misbehaviour continues, despite the member of staff issuing reminders, then we will adopt the following sanctions:

10.5.1 Yellow card – when three reminders have been issued, the child will move to yellow on the behaviour chart and miss 5 minutes of breaktime or lunchtime followed by a restorative conversation. If child has work to catch up on, the time at breaktime or lunchtime will be used for this, therefore the time missed may vary. Yellow cards will be recorded on CPOMs and parents will be informed if three yellow cards are received in one week.

10.5.2 Red card – when misbehaviour has continued after a yellow card is issued, the child will be moved to red on the behaviour chart. The child will miss the following break for a restorative conversation and, where applicable, to complete unfinished work. Parents will be informed of Red Cards.

10.5.3 Blue cards – if a member of staff requires support with a child's behaviour, then a blue card will be sent to the office or a buddy class.

10.6 If there is a repeat of behaviour that is not consistent with our expectations then parents will be contacted to discuss their child's behaviour and what action the school/parent will take to resolve the situation. For some children at any point of concern a home-school link book or similar arrangement may be set up as part of the information sharing process and closer monitoring of their behaviour. This is also reinforced using CPOMS.

10.7 For severe behaviour, such as violence, swearing, prejudiced language or deliberate damage to school property, an immediate red card will be issued (see below).

10.8 At the end of a sanction, where appropriate, the pupil will receive further guidance about what they did wrong, the impact of their actions and how they can do better in the future. They will also be offered further support if appropriate which may include:

10.8.1 A change of class

10.8.2 Consideration by the Special Education Needs Coordinator (SENCO), with colleagues, of possible interventions within the school

10.8.3 Allocation of a key worker such as a Learning Mentor, Education Welfare Officer or member of the Pastoral Team

10.8.4 Referral to a specific support service, such as the Education Welfare Service, Children's Services, Child and Children's Mental Health Service, or School's Family Support Service

10.8.5 Additional pastoral support.

10.8.6 Suspensions and permanent exclusions are dealt with in more detail below.

11 Moderate to Serious Breaches of the school's rules

11.1 Any serious breach of the school rules (including serious aggressive behaviour), will be followed up immediately by a member of the senior leadership team.

11.2 Parents will be informed and, if appropriate, asked to come into the school for a meeting where the behaviour/incident will be explained.

11.3 Where considered necessary, suspension (or, in a rare case, a permanent exclusion) will be given.

11.4 We will endeavour to work with pupils, parents and third parties to develop intervention and strategies to effectively manage behaviour as far as we can.

12 Removal from the classroom

12.1 We use removal from the classroom as a key behaviour management tool as action short of suspension for moderate and/or persistent breaches of this behaviour policy.

12.1 Removal from the classroom is, however, a serious sanction and can be used when behaviour is so disruptive as to warrant immediate removal. It is used to:

12.1.1 restore order and calm following and high level of disruption

12.1.2 enable disruptive pupils to be taken to a place where education can be continued in a managed environment

12.1.3 allow the pupil to regain calm in a safe space away from any triggering issues.

12.2 Pupils will be set appropriate tasks outside of the normal timetable to allow them time to decompress in a reduced sensory environment. This allows them the chance to consider the consequence of their actions, the impact on others and to adjust their behaviour once returned to normal timetable.

13 Mobile phones and other smart devices

13.1 Mobile phones are banned from the school. Should pupils need to be contacted this should be through the school office.

13.2 In the event that a mobile phone or other smart device such as a tablet is found on a pupil or is being used in breach of this policy it will be lawfully confiscated and returned at the end of the school day.

13.3 The prohibition on mobile phones and smart devices extends to any school trips off-site.

13.4 We have a lawful right to search the content of mobile phones and other electronic devices without consent from the pupil or parents.

13.5 There may be rare occasions where the Headteacher allows a pupil to have a mobile phone or smart device present in school for a finite period. This is a matter for the Headteacher in their absolute discretion.

14 Information to pupils

14.1 All pupils will be made aware of the school rules and expectations. We will do this through material around the school throughout classroom work and assemblies.

14.2 A copy of this policy will be accessible on our website and other means within the school to allow pupils to independently consider our approach to behaviour and to allow them the opportunity to take responsibility for their conduct with school.

15 Use of reasonable force, searching and screening

15.1 The school recognises that at times there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. There are also times when members of staff may have to search or screen pupils to search for illegal items or those prohibited under the school rules.

15.2 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Members of staff may also use reasonable force when conducting a search of illegal items.

15.3 Staff shall exercise these powers in line with the school's 'Use of reasonable force, searching and screening policy' which is available by request and in accordance with government guidance.

16 Recording and Reporting Significant Incidents

16.1 The term 'significant incident' means any incident where the use of force goes beyond appropriate physical contact between pupils and staff. A significant incident will include when physical force is used to implement a non-physical restrictive intervention.

16.2 The school recognises that at times there are circumstances in which staff may use force in a way which amounts to a significant incident in order to safeguard children.

16.3 Where there has been a significant incident, the member of staff must:

16.3.1 complete the reporting form under appendix 2 of this policy, and

16.3.2 submit the reporting form to the headteacher as soon as practicable and no later than by the end of the school day

16.4 Where there has been a significant incident the school will report this to the parent so the pupil involved as soon as practicable after the incident and no later than on the same day.

16.5 If a member of staff is unsure whether an incident would constitute reasonable force or a significant incident, they should consult a member of the senior leadership team as soon as practicable to determine whether the reporting form should be completed.

17 Use of restrictive interventions and seclusion

17.1 The school recognises that at times there are circumstances when it is appropriate for staff in schools to use restrictive interventions of seclusion.

17.2 The term 'restrictive intervention' means to prevent, restrict or subdue movement of the body or part of the body of a pupil. Restrictive intervention can involve no physical contact with a pupil (for example, removing a walking aid from a pupil).

17.3 The term 'seclusion' means a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving either by physical obstruction, blocking or making them believe they will be punished if they try to leave. Seclusion should not be confused with removal from the classroom which is a disciplinary intervention used in response to deliberate or wilful misbehaviour.

17.4 Seclusion will be used by the school as a safety measure to protect others from harm where a pupil is experiencing high levels of emotional or behavioural dysregulation.

17.5 Members of staff have the power to use restrictive interventions, which may also include the use of reasonable force.

17.6 The school expects that staff should limit the use of restrictive interventions and, in most situations, will seek to minimise the use through prevention and de-escalation. The school seeks to minimise the use of restrictive interventions by:

17.6.1 Considering how the school and classroom environment can support all pupils to learn and thrive

17.6.2 Sharing best practice for whole class behaviour management

17.6.3 Training staff in effective communication and de-escalation strategies

17.6.4 Recording and analysing data on the use of restrictive interventions

17.6.5 Working closely with parents to support individual pupils, and

17.6.6 Implementing support for pupils based on their identified needs

18 Reporting the use of restraint and/or seclusion

18.1 Where there has been use of seclusion or non-physical restraint incident, the member of staff must:

18.1.1 Complete the reporting form under appendix three of this policy, and

18.1.2 Submit the reporting form to the headteacher as soon as practical and no later than by the end of the school day

18.2 The school will notify parents of the incident as soon as practicable after the incident and no later than on the same day. This will apply even if restrictive interventions are in place as part of an agreed support plan.

18.3 If the use of restraint occurred alongside the use of significant use of force, the school will report to parents under the procedures set out in section 16.

18.4 The school will provide written information to parents regarding the seclusion or restraint incident.

19 Direction off-site to improve behaviour

19.1 The Headteacher has the power to direct a pupil off-site to an alternative educational placement to improve behaviour. Parental consent is not required and attendance at the directed placement is compulsory. This is not a sanction, but a measure at the school's disposal to take steps to support an improvement in a pupils' behaviour, with a view to reintegrating back with such an improvement.

19.2 A placement will be commissioned based on the circumstances that have arisen leading to the sanction. This can be at another mainstream school or alternative provision which, in the Headteacher's assessment is going to assist in supporting an improvement in behaviour.

19.3 The period off-site will be proportionate and subject to review with the Chair of Governors.

19.4 Parents may submit written representations at the time of a periodic review should they believe the placement should end. Reviews will be held with the Headteacher, the Governors and parents on whether to end or extend the placement.

19.5 Should a pupil refuse to follow the direction to attend the alternative placement then the Executive Headteacher will be entitled to treat this as a serious breach of the behaviour policy warranting suspension or permanent exclusion.

20 Managed Moves

20.1 The Headteacher has the power to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. A managed move should be voluntary and agreed with all parties involved.

20.2 A managed move will only be considered when it is in the pupil's best interests and offered as part of a planned intervention once an appropriate initial intervention has been carried out. The Headteacher shall have complete discretion in relation to what an appropriate initial intervention is.

21 Suspension

21.1 The Headteacher has the power to suspend a pupil for a fixed period. This power cannot be delegated but may be exercised on the advice from senior leaders where there have been moderate, persistent or serious breaches of this behaviour policy. The Headteacher has the power to suspend a pupil on disciplinary grounds for a maximum of 45 days in a school year.

21.2 Suspension and permanent exclusion are the most serious sanctions available to the school and will be issued when behaviour warrants such intervention. For the majority of pupils, a suspension will not be necessary. The school aims to exhaust other sanctions before turning to a suspension. When establishing the facts in relation to a suspension the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities'. This means that the Headteacher will accept that it is more likely that an incident happened than it did not happen. The Headteacher will take into account their statutory duties in relation to SEN duties when considering whether to exclude a pupil.

21.3 The school will take reasonable steps to set work for the pupil during the first five school days when they are suspended. For longer suspensions, the school will arrange suitable alternative educational provision from the sixth school day of the suspension.

21.4 A suspension can be issued for part of the school or for a number of days. A suspension cannot be converted to a permanent exclusion. However, in the event that evidence has come to light which, at the end of the suspension, warrants a more serious sanction to be imposed the headteacher may issue a permanent exclusion.

22 Permanent Exclusion

22.1 A permanent exclusion will be used in response to persistent breaches which other sanctions, intervention and strategies have not been able to effectively manage, or a serious breach of this behaviour policy. It will be used when allowing the pupil to remain at the school would seriously harm the education or welfare of the pupil or others at the school.

22.2 A serious breach will be a singular event which warrants permanent exclusion from the school. These may include, but are not limited to:

22.2.1 violence towards children, staff or visitors;

22.2.2 drug use or possession;

22.2.3 serious but false allegations against a student or staff.

22.3 Exclusions will follow the Department for Education's statutory guidance on exclusions.

23 Poor behaviour off the school's premises

23.1 All pupils have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring the school or our community into disrepute.

23.2 The same standard of good behaviour is expected online as apply offline. The school prides itself as an intrinsic part of the community. It will fully support police investigations or community incidents and will sanction or reward pupils accordingly.

23.3 The Executive Headteacher is entitled to take into account behaviour outside the school gates when applying this policy to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying which occurs off school premises or online and which is witnessed by a staff member or reported to the school.

24 Child-on-child abuse

24.1 Our school is a place where everyone should be able to flourish in a loving and hospitable community. Child on child abuse is hurtful, unkind or threatening behaviour which is deliberate and repeated. Child on child abuse can be carried out by an individual or a group of people towards another individual or group, where the abuser(s) hold more power than those being abused. If child on child abuse is allowed it harms the perpetrator, the target and the whole school community and its secure and positive environment.

24.2 The nature of child on child abuse can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Online (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent child on child abuse

24.3. Child on child abuse can be based on any of the following things:

- Race (racist abuse)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist abuse)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to being a member of an identified vulnerable group

24.4 Child on child abuse can be reported to any adult at school. However young people will often identify a member of the Barnacre community they feel comfortable with to tell. This could be the class teacher, TA, DSL or a senior leader. The school also uses an anonymised box so that children can feel comfortable reporting any concerns.

24.5 All staff have a duty to challenge child on child abuse, (including homophobic, biphobic and transphobic (HBT) abuse, and derogatory language), report child on child abuse, be vigilant to signs of child on child abuse and play an active role in the school's efforts to prevent child on child abuse.

24.6 The Senior Leadership team and Headteacher - 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 wellbeing of all young people.

- 24.7 Parents and carers - also have a responsibility to look out for signs of child on child abuse (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the child on child abuse.
- 24.8 The school takes any report of online or offline abuse or sexual violence seriously and will not tolerate such behaviour.
- 24.9 As part of ensuring high behaviour standards the school will ensure that pupils and staff do not normalise sexually abusive language or behaviour by treating it as an expected part of growing up.
- 24.10 All members of the school community must advocate for high standards of conduct and model dignified and respectful relationships.
- 24.11 If a pupil makes an allegation of sexual violence or harassment against a peer a referral in the first instance must be made to the designated safeguarding lead (DSL) and dealt in line with the safeguarding policy. If a pupil makes a deliberately invented or false allegation they may receive a consequence in line with this behaviour policy. Support from the DSL will be engaged to determine whether a consequence will be appropriate

25 Responding to child on child abuse

25.1 When child on child abuse has been reported, the following actions will be taken:

- 25.1.1 Investigate the incident following Barnacre procedure to gather accounts and evidence from those involved and from witnesses.
- 25.1.2 Consider the incident and which individuals are responsible for which actions. Decisions should be considered on the balance of probability if there is ambiguity.
- 25.1.3 Support will be offered to the target of the abuse from the most appropriate person. This could be the class teacher or most relevant member of staff. Restorative justice is a system that could be used to resolve the issue.
- 25.1.4 Parents and carers will be contacted so they are aware of the incident. Their support will be invaluable for their child, whether the victim or the perpetrator.
- 25.1.5 Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.
- 25.1.6 Staff will record the child on child abuse on an incident reporting system (CPOMS).
- 25.1.7 The Headteacher will monitor reported incidents and this information will then be analysed.
- 25.1.8 The Headteacher will produce termly reports summarising the information which will be reported to the governing body.

26 Child on Child Abuse Outside School

- 26.1 Child on child abuse outside of school is unacceptable and will not be tolerated. Child on child abuse can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community.
- 26.2 Staff, parents and carers, and pupils must be vigilant to child on child abuse outside of school and report and respond according to their responsibilities.
- 26.3 Parents are encouraged to limit mobile phone use in the evenings and to monitor communications at home.

**Appendix 1
Significant Incident Reporting Form**

Date of incident:	Time of incident
Location of incident:	
Duration of incident:	
Dealt with by:	
Report completed by:	

Type of incident/concern:

Use of reasonable force	
Significant incident	

Name of pupil	
Witnesses	
Does the pupil have SEND?	
SEND status code	

Summary of the incident (attach additional sheets if necessary)

Include:

- Brief account
- What led to the incident
- Identified or potential triggers (if known)
- Preventative and/or de-escalation strategies used
- What type of reasonable force was applied
- Degree of force
- Details of any physical injuries sustained
- Why the use of force was necessary
- Post incident support (including medical treatment)

Action taken and follow up (attach any letter to parent/carer)

Other information (previous history log, background information etc.)

Leadership comments

Signed (reporting teacher)

Signed (SLT)

Appendix 2
Use of seclusion and non-force related restraint Reporting Form

NB. If the incident has involved the use of force and/or force related restraint, the form under appendix two of the behaviour policy should be used instead.

Date of incident:	Time of incident
Location of incident:	
Duration of incident:	
Dealt with by:	
Report completed by:	

Type of incident/concern:

Seclusion	
Non-physical restrictive intervention	

Name of pupil	
Witnesses	
Does the pupil have SEND?	
SEND status code	

Summary of the incident (attach additional sheets if necessary)

Include:

- Brief account
- Why intervention was necessary
- Details of any injuries sustained
- Post-incident support (including medical treatment)

Action taken and follow up (attach any letter to parent/carer)

Leadership comments

Signed (reporting teacher)

Signed (SLT)

