

St Peter's CofE (VA) Primary
School

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Contents

Our Vision	3
Purpose	3
Leadership and Management	4
Role Of Parents / Carers	4
Monitoring and Evaluation	4
Pupils with Special Education Needs and Disabilities.....	6
Behaviour for Learning- The St Peter’s Way	7
Rewards:.....	7
Sanctions and Consequences.....	9
Our Behaviour Pathway.....	9
Unacceptable Behaviours	10
Most Serious Behaviours	10
Exclusion.....	10
Bullying.....	11
Sexual Violence and Harassment Between Children in Schools.....	11
Race Equality and Equal Opportunities.....	11
Detentions.....	12
Community service	12
Report card.....	12
Behaviour off site	12
Appendix 1 Be Ready, Be Respectful, Be Safe	14
Appendix 2 Steps to Dealing with Behaviour.....	15
Appendix 3- Use of Reasonable Physical Intervention and Use of Reasonable Force.....	18
Appendix 4- Pupil Support Preventative and De-escalation Measures	20
Appendix 5 Staff Training	21
Appendix 6-Screening Searching and Confiscation and Mobile Phones	22
Mobile Phones	22
Appendix 7 Allegations Against Staff and Complaints	23

Our Vision

Our Christian Ethos

St Peter's Primary School is committed to establishing a safe and positive learning environment in which pupils and adults can thrive. We are a caring community, whose values are built on mutual trust, respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution. We promote positive behaviours and attitudes that foster an environment where everyone feels happy, valued and secure.

At St. Peter's, our approach to behaviour management is rooted in our unique Christian ethos. As a school, we believe that children should be allowed to flourish. In instances where children need support with their behaviour choices, we have a compassionate, therapeutic approach that is rooted in restorative justice. This links closely with Jesus's parable of the Lost Sheep and his teachings. As in our school parable of the Lost Sheep, our school behaviour policy strives to include and embrace all that feel lost in their behaviour. Below, our policy details our values and how they are interwoven into all that we do.

Purpose

The purpose of this Behaviour Policy is to support our staff, parents and children to create a calm, safe and supportive environment where all of our pupils can learn and thrive. Good behaviour and self-discipline are central to a good education.

- demonstrate our high standards of behaviour
- share the principles underpinning our behaviour policy with our school community
- explain our therapeutic approach to behaviour management which is guided by the principles of Hertfordshire Steps
- outline the underpinning principles of rewards and sanctions which are consistently applied in school in a transparent and fair
- set expectations of high standards of orderliness, to maintain a quality learning environment and opportunities for all explain how the principles of inclusion are

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promoted and practised throughout our school community at all times outline arrangements for continuing professional development for all staff

- explain how children with protected characteristics are armed with the skills and knowledge to challenge discrimination detail how children are treated with fairness and feel supported despite their choices of behaviour

Leadership and Management

Legal Guidance and Responsibilities

The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for Headteacher's and school staff (February 2021)' has been read and used to guide us on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within our school.

Strategies used by all staff:

- Develop strong individual relationships with children
- Develop a learning environment which is calm, engaging and orderly with systems in place to reduce behaviour incidents e.g. lining up at the classroom door or leaving the carpet in a systematic and calm way
- Listen to pupils, making it clear through their response that pupils' comments are heard, taken seriously and are of importance
- Teach strategies for self-regulation
- Seek to de-escalate a situation before a crisis occurs
- Seek to understand the reason behind problem behaviour
- Set high standards of professional behaviour, politeness, self-discipline and respect to all
- Treat each situation and child as unique and deploy appropriate behaviour strategies
- Seek advice from senior leaders and report any concerns regarding the implementation of the behaviour policy
- Speak professionally and with respect when discussing pupils, behaviour and stakeholders
- Implement individual strategies, outlined in a behaviour plan and on annual SEND plans, to support those children with SEND who have specific needs the impact on their behaviour
- Report behaviour, appropriate and inappropriate, to parents/carers regularly

Role Of Parents / Carers

At St Peter's, active parental involvement is expected, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day
- understand and reinforce the school language (be ready, be respectful, be safe) as much as possible

- share concerns about standards of behaviour generally
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor incidents.

Monitoring and Evaluation

The school's leadership team will monitor the effectiveness of this policy and report to the Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by this policy.

Pupils with Special Education Needs and Disabilities

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards. Reasonable adjustments to this policy will be made to support children with characteristics protected by the Equality Act 2010. The headteacher will consider a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.

We acknowledge that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of our SENCO and will have an annual SEND plan and Behaviour Plan in place. Staff use Hertfordshire Steps training to support and develop the implementation of any such plans. Other agencies may become involved to assess the needs of the pupil.

We recognise that, where individual pupils are engaging in continuing disruptive behaviour, this can be as a result of unmet mental health needs. If such needs are identified, we aim to ensure the pupil receives appropriate support.

We will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy, where it is deemed to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement

Further information is available in our SEND Policy.

Behaviour for Learning- The St Peter's Way

Be **Ready**, Be **Respectful** and Be **Safe**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principle for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

Our school has three rules: 'Be Ready, Be Respectful and Be Safe', which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community. A further breakdown of each rule can be found in Appendix 1.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In some cases, these children will have bespoke positive behaviour plans, which may include targeted sanctions and rewards to reinforce positive behaviour.

Rewards:

An example of rewards are detailed below. Whilst the language may differ, the philosophy remains the same.

Expectations	Visible Consistencies	Over and Above Recognition
Be Ready	Daily meet and greet	Dojo points
Be Respectful	Persistently catching children doing the right thing – 'Shout Outs'	Raffle tickets
Be Safe	Picking up on children who are meeting the St Peter's expectations	Table points
Relentless Routines		'Star of the Week' certificates
		Home contact

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Wonderful Walking Legendary Lines Eyes Front	Praising in Public (PIP) Reminding in Private (RIP) Consistent language	HT / DHT recognition Class rewards
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Sanctions and Consequences

Any disciplinary action undertaken must be made by a paid member of school staff, must be made on school premises or while the pupil is under charge of a staff member and must not breach any other legislation (with respect to the Equalities Act 2010) and must be reasonable in all circumstances.

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person.

The interventions and consequences described below are in place to reinforce the expectation that the behaviours of everyone in our school community positively promote learning. Whilst appendix 2 describes elements of our approach to sanctions and consequences, the school reserves the right to work outside of the detailed sanctions as long as it is fair, proportionate, reasonable and transparent.

NB In all circumstances, our knowledge of the individual children, and the context in which incidents and behaviours are exhibited, will be factors brought under the consideration of staff. Children on SEND annual plans and on the SEND register may have exceptions, as noted in their plan in conjunction with parents/caregivers and Senior Leadership Team.

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence and take into account the child and their needs. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

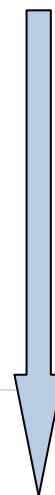
Our Behaviour Pathway



1. Reminder
2. Warning
Space to cool off
 - In class or at a wellness stations
3. Follow up, repair and restore

Should adults feel, using their professional judgement, a senior member of staff needs to be part of the follow up / restorative conversation then the following will apply:

4. Pupil is taken to a member of SLT, Deputy Headteacher or the Headteacher (usually in that order)



5. Parents contacted (to be put on CPOMS under 'incidents')
6. Parents called to school to discuss next steps which may include an internal sanction
7. Short, fixed term exclusion (1-2 days) – Staff must know that these are extreme cases
8. Longer fixed term exclusion (3-5 days)
9. Permanent exclusion

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be accelerated through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss the incident /s.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours include	Violence with the intention to harm Defiance / rudeness to any adult Persistent taunting, teasing or bullying behaviour Stealing Spitting Swearing Lying
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Most Serious Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. 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 expected behaviours. Where possible, we use our most skilled staff to build relationships with each individual. Regular meetings will take place with the adults working with that child to ensure a bespoke approach is taken in positively dealing with the child.

When dealing with an episode of serious behaviour our physical intervention policy will be followed. This will be used as last resort and by trained staff. Our Physical intervention and use of reasonable force strategies are found as Appendix 3.

All behaviour incidents of this nature will be recorded on CPOMS.

Exclusion

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.

- The impact on staff, children and learning is too high.

Bullying

At St Peter's, we will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in our school's Anti-bullying and Internet Safety Policies, copies of which can be obtained from the school office or on our school's website.

Sexual Violence and Harassment Between Children in Schools

We recognise sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. We follow the Brook's Traffic Light Tool when identifying, monitoring and addressing sexualised behaviour in children.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and school staff are supported and protected as appropriate, including the alleged perpetrator(s).

Consideration will be given to supporting children who have witnessed sexual violence.

Witnessing such an event is likely to be traumatic and support may be required.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

All our staff receive regular safeguarding training to support their knowledge and confidence to identify and understand sexual abuse and how to support children and report concerns immediately to the designated safeguarding lead.

Race Equality and Equal Opportunities

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

Detentions

Although we prioritise a therapeutic approach to behaviour, there may be occasions where children receive a lunchtime or after school detention. This is reserved for children in upper key stage two and for serious infringements of behaviour.

Parents/Carers will be provided with 24 hours written notice in most instances if their child is expected to attend a detention, along with an explanation of the child's behaviour that has led to this decision. Whilst parental consent is not required for a member of staff to impose a detention, staff will take the individual circumstances of the child into consideration.

Detentions will provide an opportunity for a restorative justice process to be followed and allow the child in question to understand the impact of their behaviour choices. They will be used as an opportunity to educate children on their behaviour and what may be causing negative behaviour patterns. Detentions are common practice in secondary schools and, by using these appropriately, they can benefit the transition of children to secondary school.

Community service

When appropriate, we may issue 'community service' in response to continuous low level disruptive or inappropriate behaviour. This may include helping to tidy up the classroom, or helping in the dining room at lunchtime.

Report card

When appropriate, we may issue a 'report card' for a pupil for a fixed period of time. This is following a period of continuous low level disruptive or inappropriate behaviour. The teacher will record how a pupil's behaviour has been during different lessons throughout the day. This will be shared with SLT and parents. It will be used to encourage the child to make the right choices and may highlight areas of the day that the pupil may find particularly challenging. This will help staff to promote self-regulation and de-escalation strategies at the right time.

Behaviour off site

The expectations provided in this Behaviour Policy apply whilst pupils are off site. In doing so, their behaviour will maintain the positive reputation of our school:

- in any off-site school visit
- travel to and from school
- in the Community (including online)

We will respond to non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to us. We will act where an incident may adversely impact the maintenance of good order and discipline within our school or where it may negatively affect the education and welfare of members of our school community. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers.

Appendix 1 Be Ready, Be Respectful, Be Safe

Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> • We arrive at school on time, every time. • We arrive to lessons on time. • We wear our uniform with pride and have the right clothes for PE and playing outdoors. • We have the right attitude to learn. • We complete our homework. • We are sensible, we wait for our teacher to start lesson and we do not distract others • We walk sensibly and quietly around our school • We follow instructions – first time, every time. 	<ul style="list-style-type: none"> • We always listen when someone is talking. • We are polite and show good manners to everyone. • We respect difference and know we are equal. • We look after the equipment that we have been given. • We look after our environment, tidy up after ourselves and never drop litter. • We queue sensibly going into the dinner hall. • We treat others as we wish to be treated ourselves. 	<ul style="list-style-type: none"> • We stand up to bullying of any kind. • We protect each other by sharing information • We know who to go for help and support. • We stay safe online and outside school. • We do not encourage others to make the wrong choices

Appendix 2 Steps to Dealing with Behaviour

Steps to dealing with behaviour	
<p>1. Reminder / Redirection: I notice you chose to... (state the noticed behaviour) This is a reminder that we need to be ...(state relevant rule: Ready, Respectful, Safe) You now have the chance to make a better choice. Thank you for listening. (Give child 'take up time' and do not respond)</p> <p>Example: 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>	
<p>2. Warning: I noticed you chose to...(state the notice behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (name) ... if you choose to break the school rules again, you will leave me no choice but to ask you to move to... / go to the quiet area / thinking mat, etc... Do you remember when... (Models of previous behaviour)? This is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening to me. (Give child 'take up time' and do not respond to secondary behaviour)</p> <p>Example: 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. Thank you for listening.'</p>	
<p>3. Space To Cool Off: (3.1- Classroom 3.2 – Wellness Stations)</p>	
<p>3.1 Classroom I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.</p> <p>Example: 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>	<p>Child sent to designated area of the classroom.</p> <ul style="list-style-type: none"> • 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance. • Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc. • If behaviour improves, return to class. If not or if child refuses, move to Step 4. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with SENCO: consider Behaviour Intervention.

<p>3.2 Wellness Station I noticed you chose to ... (state the noticed behaviour). You need to go to... (state space). I will come and speak to you ... (state length of time) Example: 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go to a Wellness Station. I will come and speak to you at the end of this lesson. Thank you for listening.'</p>	<p>Child escorted to designated area.</p> <ul style="list-style-type: none"> • Remainder of lesson or stated amount of time working alone without causing further disturbance. • Possible removal of privilege / playtime. • Teacher must provide work / activity for the child to complete and communicate this to colleague. • If behaviour improves, return to class. <p>If not or if child refuses, move and is disrupting the class, a member of SLT will be called. This incident must be reported on CPOMs</p>
	<p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with SENCO: consider Behaviour Intervention and/or additional support. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents contacted by teacher to inform them that behaviour is a cause for concern.
<p>I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.</p> <p>Example: 'I have noticed you have chosen to continue to use rude words. I will now contact Mr Conley and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'</p>	<p>Child escorted to / collected by appropriate adult.</p> <ul style="list-style-type: none"> • From remainder of lesson through to a half day working alone without causing further disturbance. • Possible removal of a privilege / playtime. • Teacher must provide work / activity for child to complete as soon as possible after removal. <p>This incident must be reported on Scholar Pack For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with SENCO / Head Teacher as appropriate. • Parents informed of withdrawal by teacher or Lead / SLT depending on nature of incident. • Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc. • Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.
<p>Specific Playground Sanctions Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below. You need to: 3. Stand by other staff member 4. Sit on the bench 5. Go inside to ... I will come and speak to you in two minutes.</p>	

Follow Up, Repair and Restore

Adults will use restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
- 5. Who has been affected? (KS1)**
6. How have they been affected?
- 7. What should we do to put things right? (KS1)**
8. How can we do things differently in the future?

Appendix 3- Use of Restrictive Physical Intervention and Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head teacher has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, during teaching sessions and otherwise. Use of force should only be used as a last resort and never used as a form of punishment.

Please follow this link for our restrictive physical intervention policy.

Definitions:

- Reasonable Force – actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- ‘Force’ can mean guiding a pupil to safety, breaking up a fight, or physically intervening to prevent violence or injury.
- Preventing the child from leaving site e.g. scaling fences
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- ‘Control’ is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of the classroom.
- ‘Restraint’ means to hold back physically or to bring a pupil under control.

At St Peter’s Primary School we are committed to the Health and Safety of all pupils and staff. Physical intervention will always be used as a last resort. In some circumstances it may be necessary to physically intervene

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

When can schools use reasonable force?

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – this is always unlawful.

Parents of the pupil involved will be informed when physical intervention has been used. Parents will meet with staff to discuss the incident leading to the use of physical intervention and other strategies used to diffuse the situation. Where necessary, Risk Assessments and Pastoral Support Plans will be put in place and referrals to external agencies will be discuss with parents.

Appendix 4- Pupil Support Preventative and De-escalation

Measures

We believe that a therapeutic approach and preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, we manage behaviour through positivity.

To do this, staff

- Work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil
- Praise and reward appropriate behaviour
- Plan and provide engaging learning activities that promote a love of learning
- Acknowledge and celebrate the talents, gifts and differences between individual pupils
- Use their Hertfordshire Steps training and therapeutic behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, protective behaviours (helping hands) and listening to the pupil's voice
- Use restorative practices in line with Hertfordshire Steps as a proactive measure to de-escalate situations and to explore, restore and repair relationships
- Use anxiety mapping to prevent and predict escalation
- Use roots and fruits to understand and communicate root causes of behaviour and develop solutions

Appendix 5 Staff Training

At St. Peter's, we believe that good quality induction and high-quality training will ensure consistency across our school. When a staff member joins our school, a part of their induction will focus on behaviour management. As a part of this induction, a named member of staff will be assigned to the new staff member to support with managing behaviour. At least yearly, all appropriate staff will receive behaviour training, including Hertfordshire steps.

This policy will be reviewed at the beginning of every year school year and at an appropriate mid- point. We will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in-line with our school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy is sourced from informal discussions and reports from members of our school community; from classroom and with parents; conversations with staff; and through specific monitoring by staff and governors.

Appendix 6-Screening Searching and Confiscation and Mobile Phones

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, harmful substances such as solvents, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the head teacher, or a staff member who has been authorised by the head teacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

Mobile Phones

Pupils are not allowed to use a mobile phone whilst on the school premises. We acknowledge that some children who walk to and from school may carry a mobile phone to keep in contact with parents or carers. In these circumstances, the mobile phone must be handed to the class teacher or school office immediately on entering the school building, where it will be kept in a secure location. If a child has been found with a mobile phone on the premises, the phone will be confiscated and placed in a secure location and parents/carers will be informed.

Appendix 7 Allegations Against Staff and Complaints

Allegations Against Staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (further details can be found in the Manual of Personnel Practice). All allegations will be reported to the Local Authority Designated Officer (LADO). For further detail and guidance, refer to Allegations Against Staff section of our Child Protection Policy.

Complaints

At St Peter's, we have a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. We will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure, see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from our school office and also on our school website.