



Behaviour Policy

St Peter's Church of England (VA) Primary School

Church Lane

Mill End

WD3 8HD

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Written by SLT

Ratified by the full Governing Body

Our Vision	4
Our <i>Christian Ethos</i>	4
Purpose	4
<i>Leadership</i> and Management	5
<i>Legal</i> Guidance and Responsibilities	5
<i>Strategies used by all staff</i>	5
<i>Pupils are expected to:</i>	5
Parents and carers are <i>expected to:</i>	5
Senior <i>Leadership</i> in school are <i>expected to:</i>	6
<i>Governors</i> are <i>expected to:</i>	6
<i>Pupil Support</i>	6
<i>Preventative</i> and De-escalation Measures	6
<i>Zones of Regulation</i>	7
<i>Reasonable adjustments to be made by all staff</i>	7
<i>Pupils with Special Education Needs</i> and Disabilities	7
<i>School systems to support behaviour</i> management	8
<i>Principle of Reward</i>	8
<i>Individual Rewards</i>	8
Sanctions and Consequences	8
<i>Behaviour Chart</i>	10
<i>Verbal warning</i>	10
<i>nameOuh</i>	10
Detentions	10
Community service	10
<i>Report card</i>	10
Exclusions	11
<i>Behaviour</i> offsite	11
<i>Staff induction, Development</i> and Support	11
<i>Child-on-child</i> abuse	12
Bullying	12
<i>Sexual Violence and Harassment Between Children in Schools</i>	12
<i>Physical Contact with Pupils</i>	12
<i>Use of Reasonable Force</i>	13
Managing <i>Pupil Transition</i>	13
Screening, Searching and Confiscation	13
<i>Mobile Phones</i>	14
<i>Race Equality and Equal Opportunities</i>	14
<i>Allegations</i> Against Staff	14

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.

This Behaviour Policy aims to

- *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 way*
- *set expectations of high standards of orderliness, to maintain a quality learning environment and opportunities for all*
- *explain how the principles of inclusion are 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*

Our Rules

At the start of each school year, each class will create a set of agree class rules which will be displayed in the classroom and referred to regularly. The wording of these rules will be age appropriate, but will focus around these core principles:

- *We respect each other*
- *We are safe*
- *We try our best*
- *We are silent when the teacher is talking*
- *We follow instructions immediately*
- *We let others focus on their work*

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*
- *Use calm voices at all times*
- *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*
- *Actively support the Behaviour Policy through implementation and discussion with pupils*
- *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*
- *Use the 'Zones of regulation' to support children to manage their emotions*
- *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 2PP, to support those children with SEND who have specific needs the impact on their behaviour*
- *Report behaviour, appropriate and inappropriate, to parents/carers regularly*

Pupils are expected to:

- *Know, understand and follow the class rules*
- *Demonstrate positive behaviour for learning*
- *Follow our school's expectations, including during off-site visits and when travelling to and from school*
- *Support other members of our school community in promoting the expectations of good behaviour*
- *If dysregulated, engage with trusted adults and try to use skills modelled to them*

Parents and carers are expected to:

- *Read the Behaviour Policy and actively support it through discussions with their child*
- *Support and encourage their child to uphold the class rules*
- *Where problems arise, work with us to minimise the risk of this happening again, first raising concerns with the class teacher*

Senior Leadership in school is expected to:

- Support staff to create a positive learning environment where all children can flourish
- Support staff to confidently implement the behaviour policy
- Monitor trends in behaviour
- Show a commitment to continuing professional development in management of behaviour
- Ensure volunteers are briefed on our behaviour policy and that they must report negative behaviour to a paid member of staff in the event a child should receive a consequence for their behaviour.
- Place school expectations in prominent places
- Review the policy annually to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently
- Hold all staff to account with implementing the agreed behaviour policy

Governors are expected to:

- Refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate
- Know, support and promote our behaviour policy; including implementation and maintenance of Hertfordshire Steps
- At St. Peter's, we use the following document to help support governors in holding senior leaders to account regarding behaviour.

[https://www.hertfordshire.gov.uk/media/5480/0J-3b_ll_ed915_d.ZLLe622eaaalB_ehaJJJLJJ.Land-diseipJin_e-in_cb_o_ols-gLLidanc_e-Jocg_0_1LerningJ_odies.p_df](#)

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

Zones of Regulation

At St Peter's, we use 'The Zones of Regulation®' which is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation.

Reasonable adjustments to be made by all staff

- *Give or repeat additional instructions*
- *Ask children to move seats*
- *Give time-out (within or outside of the classroom) to refocus*
- *Check in for learning or emotional wellbeing*
- *Adapt usual line order*
- *Use timers*
- *Use visual timetables*
- *Ensure all children are able to access the learning*
- *Provide scaffolds for children that require support with behaviour choices*

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 a 2 Page Profile 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.

School Systems to support behaviour management

Principle of Reward

At St Peter's, we recognise that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

Individual Rewards

The following rewards are used regularly by all staff

- *Specific verbal praise congratulating or highlighting the effort or acquisition of new skill/ understanding*
- *Stickers for the pupil to wear or put on their piece of work*
- *Opportunities for pupils to share their work with the SLT*
- *Certificates awarded during the weekly celebration assemblies*
- *Praise in weekly school newsletter*
- *Raffle tickets that are given for recognising where children are consistently upholding the Christian values and/or adhering to school rules.*
- *Whole class reward system where there is collaboration towards a whole class reward*
- *Certificates provided for good attendance*

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.

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 2 Page Profiles and on the SEND register may have exceptions, as noted in their plan in conjunction with parents/caregivers and Senior Leadership Team.

<i>Stage</i>	<i>Characteristics</i>	<i>Interlentions and consequences</i>
<i>1. Low level disruption/inappropriate behaviour</i>	<ul style="list-style-type: none"> • Calling out • Interrupting others • Ignoring instructions • Incomplete learning tasks • Being off task 	<ul style="list-style-type: none"> • Highlight positive behaviours • Reinforce expectations through praise • Provide reasonable adjustments to support focus • Quiet conversations / reminders • Verbal warning • Time out in class • Conversations to establish if there is a trigger for this behaviour (pre-empt situations)
<i>2. Medium level disruption/inappropriate behaviour</i>	<ul style="list-style-type: none"> • Persistent disruptive behaviour • Increasing incidents of ignoring instructions • Minor, offensive language • Prolonged lack of effort in learning • Deliberately creating a disturbance 	<ul style="list-style-type: none"> • Apply positive strategies as above • Conversations to establish triggers for behaviour • 5 minutes of missed play time to reflect on behaviour • Time out with member of SLT • Discussion between pupil and SLT member to reinforce behaviour policy expectations • Discussion with parents • Record of incidents on CPOMs • Discussion with SLT about possible need for further interlention in form of behaviour plan etc • The use of community service e.g. tidying the classroom
<i>3. High level disruption/incident</i>	<ul style="list-style-type: none"> • Serious challenge to authority • Intentional physical harm of others • Repeated & sustained ignoring instructions • Leaving classrooms without permission • Malicious allegations against others • Deliberate damage to property • Prolonged lack of effort in learning • Taking possessions belonging to others • Inappropriate use of school IT systems • Early indications of targeted behaviour (including cyber) • Offensive language directed at child/staff 	<ul style="list-style-type: none"> • Apply positive strategies as above • Individual behaviour plan written, including roots and fruits and/or anxiety mapping • Record of incidents on CPOMs • Regular review meetings with parents • Advice sought from outside agencies • Enacting of monitoring stage of the anti-bullying policy • Lunchtime or afterschool detention • The use of community service e.g. litter picking or tidying the dining room • Individual report card
<i>4. Persistent disruptive behaviour</i>	<ul style="list-style-type: none"> • Bullying - physical, emotional, cyber • Repeated serious challenge to authority • Serious intentional physical harm of others • Leaving school boundary without permission • Bringing, using or supplying banned substances/items to school e.g. illegal drugs • Serious inappropriate use of school IT systems • Malicious allegations against others • Sexual violence/harassment • Using abusive and discriminatory language which may cause offence 	<ul style="list-style-type: none"> • Apply positive strategies as above • Individual behaviour plan written, including roots and fruits and/or anxiety mapping • Record of incidents on CPOMs • Regular review meetings with parents • Lunchtime or afterschool detention • Enacting of anti-bullying policy • Involvement with outside agencies • Individual report card on return from suspension • Fixed term suspension (internal exclusion may be used) • Permanent exclusion

N.B: Whilst this policy is a framework and some behaviors have been listed, this is not exhaustive. School reserves the right to make decisions regarding behavior in line with our ethos and approach. Examples of this might be removal of privileges, removal of rights to attend school trips or events etc. We would inform parents regarding this on a case-by-case basis.

Behaviour Chart

A behaviour chart is displayed in all classrooms and is supported with a visual guide for pupils. Teachers use professional judgement where, in certain circumstances, individual names are not displayed. All children start each day on 'green', giving children the opportunity of a fresh start.

Verbal warning

When a child is starting to display low level disruptive or inappropriate behaviour, staff members will have a quiet conversation with the child to remind them of the expectations. If it is suspected that this behaviour is linked to SEND need, appropriate intervention will be made at this point, for example a movement break.

Time Outs

When appropriate, 'time outs' may be issued in response to low level disruptive or inappropriate behaviour. In the first instance, 'time outs' occur within the classroom itself and then with a member of SLT if the severity of behaviour requires a higher level of intervention. During a 'time out', the child will have access to the same learning as their peers. If a time out has occurred, this will be communicated with parents by the class teacher and it will be documented on CPOMs. A discussion between the class teacher and SLT will occur in order to decide whether further support in the form of a behaviour plan is needed at this stage.

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, as identified in behaviour levels 3 and 4.

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. Parents have the opportunity to appeal a decision for a detention via discussion with the head teacher/SLT prior to the detention taking place.

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.

Exclusions

At St Peter's we will apply exclusions as a last resort and after all other interventions and support strategies have been applied. We conform to the Local Authority and DJE Exclusion Guidance. As fixed-term exclusions are deemed to be serious, parents will be informed immediately through a telephone call and a formal letter that provides all parties' rights, responsibilities and details of the exclusion. When establishing the facts in relation to an exclusion decision, the head teacher will apply the balance of probabilities to determine the likelihood of what is true. If a pupil is excluded for a period of 5 days or less, we will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. Only the head teacher has the power to exclude a pupil.

Permanent exclusion is rare and is a last resort for vulnerable pupils. (e.g. for those who are 'Looked After' by the Local Authority or who have high SEN/0 needs). In the event of a permanent exclusion, the Local Authority will contact parents. Wherever possible, we will work with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

When an internal exclusion is used, we will provide a quiet place for the child to complete work set by the classroom teacher, under the supervision of a paid staff member. Seclusion and isolation rooms are not used at St Peter's

Behaviour offsite

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.

Staff induction, Development and Support

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.

Child-on-child abuse

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.

Physical Contact with Pupils

We recognise that there are occasions when physical contact (other than reasonable force) is proper and necessary, such as:

- *Holding the hand of the pupil*
- *When comforting a distressed pupil*
- *When a pupil is being congratulated or praised*
- *To demonstrate how to use equipment*
- *To give first aid*

Further guidance and specificity is contained in the Safe Touch Policy available on our school website or through the office.

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.

At St Peter's, we do not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded on CPOMs by staff involved as soon as possible after the incident and copies will be given to the class teacher and head teacher.

Further guidance and specificity is contained in the Safe Touch Policy available on our school website or through the office.

Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are particularly careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We make available to selected pupils the Transition Programme run by the Behaviour Support Service.

We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side.

Restorative practices in line with Hertfordshire Steps will be used following a breach of the behaviour policy in order to explore, restore and repair relationships. The child will be reminded of the expectations around behaviour, including any strategies specifically outlined on a behaviour plan to support self-regulation and prevent escalation.

Following fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that led to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again.

Screening, Searching and Confiscation

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.

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.

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.