



St. Peter's

Church of England Primary School

Behaviour Policy Procedures 2024-2025

History of document:

Version	Author	Date written	Adopted by LGB	Note of Revisions
V1	P Griffiths	September 2021	September 2021	New following new HT
V2	P Griffiths	August 2022	September 2022	Introduction of Class Charts
V3	P Griffiths	March 2023	10 July 2023	Move from Class Charts to Arbor. Further clarification of what being Responsible Respectful and Safe actually means and 'looks like'. Link to and reference of Trust Teaching and Learning Principles. Addition of behaviour curriculum to clarify and exemplify expectations.
V4	P Griffiths	September 2024	October 2024	Updated checklist with links to TLP's and focus on pastoral. Mobile phone statement Updated vision Substances statement



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Positive recognition

Here is an overview of how adults can positively recognise expected behaviour.

Reward	Explanation
Merits	<p>Only a single merit can be awarded at a time. All merits will be recorded on Arbor as 'Merit'. Opportunities to receive a merit include;</p> <ul style="list-style-type: none"> • Each Lesson – "Subject Merit". When children are actively involved and demonstrating effective behaviour for learning. These merits will be written on the "Recognition Board". • Outside of the classroom – "Above and Beyond Merit". When children have demonstrated behaviour that is above and beyond what is expected, whether this is observed within or outside of the classroom. • Weekly "Clean Slate" merit – children who do not get a minus or are involved in any incident by the end of the week. • Weekly "Whole Class Target" merit – children who achieve the whole class target <p>Children are not awarded merits for behaviour that is expected such as;</p> <ul style="list-style-type: none"> • Holding doors open for people. • Using good manners. <p>Number of merits awarded per day. Typically, a class teacher would award the subject merits each lesson then as a guide between 5 – 7 other merits per day.</p> <p>Parents can track merits awarded via the Arbor parent app.</p> <p>Children will earn merit milestone awards as outlined on the Behaviour for Learning Expectations Poster.</p>
Shine Board	<p>Each classroom has a consistent 'SHINE' board and each week a focus behaviour is chosen. When a child demonstrates the chosen behaviour, their name is added to the board. All staff encourage the behaviour and the aim is that all class members have their name on the recognition board by the end of the week.</p>
Celebration Certificates	<p>Each Friday there will be a 'certificate assembly'. Each week the leader will reference the number of merits gained across the whole school and the running total. They will reference back to the behaviour expectations. Milestone certificates will be handed out in these celebrations. A weekly Shine award can be used to recognise specific learning behaviours if the adults wishes to on any given week.</p>
Merit Certificates	<p>If a child has earned a certain amount of merits, they will be awarded a specific aspirational merit certificate;</p> <ul style="list-style-type: none"> • Bronze (50), • Silver (100), • Gold (150) • Platinum (200) • Diamond (250)

Merits Clarification Guidance

Each week children to receive;

- 1 clean slate (if they have had 0 negatives in a week)
- 1 Weekly Behaviour Merit each week if they have met the behaviour target

Typically, most children would earn at least 2 merits a week. Please award retrospectively if needed. There are many children with 0 negatives but only 1 positive merit. It is okay to award retrospectively to catch up if needed.

Each Day

- 1 or 2 children awarded lesson specific positives/merits per lesson

5-7 other merits for other aspects e.g. extra mile

« Back **Award Merits**

Student(s)*

Point award scale Merits

Reason/attribute*

Total awarded* Choose reason/attribute first...

Narrative

Awarded at 19:46 19th May 2023

Location

Awarded by Staff Paul Griffiths

Link point to lesson

Attachments

Awarding Merits

Best managed through 'My Classroom' where whole class and or multiple children can be awarded Merits at the same time.

St Peter's Church of England Primary School Paul Griffiths Sign out Arbor Community Help Centre

My Items Students School System

Lesson: Herons

Fri, 28 Apr 2023, 08:30 - 12:00

Lesson: Herons

Course: Herons

Location: Herons Classroom

My Classroom Take Register

Behaviour

Assignments

Contextual Information

Previous lesson 12:30 - 15:00 Thu, 27 Apr 2023 Room: Herons Classroom Helen Bolton, Katie Emsley, Paul Griffiths and 2 others

Next lesson 12:30 - 15:00 Fri, 28 Apr 2023 Room: Herons Classroom Helen Bolton, Katie Emsley, Paul Griffiths and 2 others

Behaviour

Download Register

Download Student List

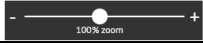
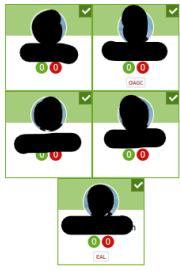
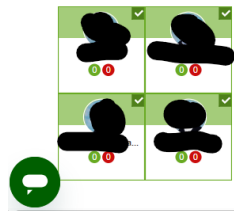
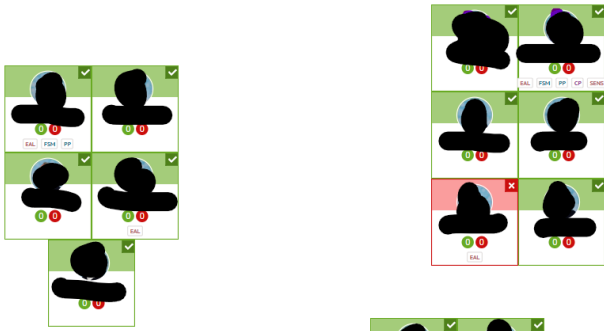
Suspend Lesson

Delete Lesson

Attachments

Select multiple Take attendance Record behaviour

inches



Improving Behaviours Where Needed

Where behaviour can and needs to improve it is important this is made clear and explicit to children and recorded accurately. This is done through records of; 'Change Needed' or 'Behaviour Incident'. All change needed and behaviour incidents are recorded on Arbor.

Award Change Needed

Student(s)*

Point award scale: Change Needed

Reason/attribute*

Total awarded*: Choose reason/attribute first...

Narrative

Awarded at: 19:48, 19th May 2023

Location

Awarded by Staff: Paul Griffiths

Link point to lesson

Log New Behavioural Incident

Date of incident*: 19th May 2023

Event

Time of incident*

Students involved*

Behaviour*

Assign to staff member*: Paul Griffiths (Head Teacher)

Incident summary

Staff involved: Paul Griffiths (Head Teacher)

CHANGE NEEDED – Lower level more typical classroom or lesson behaviours		
Category	Rating	Description
Answering back Calling out Distracting others Not being on task or completing work Not being respectful Not being responsible Not being safe Not completing homework Not listening to adults Not ready for learning Not remaining in class	All -1	Self-explanatory as category descriptor

BEHAVIOUR INCIDENT – higher level, more complex or serious incidents		
Category	Rating	Description
Incident Neutral	0	Behaviour incident likely to relate to an additional need or special circumstances.
Bullying Allegation	0	Incident when bullying has been mentioned by child, parent or staff member.
Minor Incident Verbal	-1	Unkind language rather than swearing or milder swearing one or two words.
Minor Incident Physical	-1	Minor physical aggression towards others e.g. push, or minor hit. Rough play gone too far or pushing when lining up.
Minor Incident Sexualised Behaviour	-1	More minor Harmful Sexualised Behaviour (HSB) incident such as younger children peering over a toilet door or lifting up or pulling down their own clothing.
Casual use of Homophobic/transphobic/racist language	-1	Non-targeted homophobic or transphobic language e.g. 'liking Pokémon is gay'
Serious Incident Verbal	-2	Deliberate and targeted abusive language towards another child or adult.
Serious Incident Physical	-2	Deliberate physical harm to another child, adult or property.
Serious Sexualised Behaviour	-2	More serious sexualised behaviour including abusive sexualised language or threats or more serious physical contact.
Serious Incident Homophobic/transphobic/racist	-2	Homophobic, transphobic, racist abuse towards another, verbal physical, written or spoken.

Note – Incidents outside of school that are deemed appropriate to make a record of e.g. one child sending unkind messages outside of school time can be recorded as a behaviour incident. The date, time and narrative would indicate when the event took place.

Stepped Actions

When the expected behaviour is not seen, stepped actions to teach the expected behaviour will be delivered. Protocol is;

- Actions are delivered calmly by staff members.
- The child's name is used to focus attention.
- Discussions occur at the child's level.
- Eye contact is given.
- 'Processing time' between each step to provide a chance to amend their behaviour.
- Adults will not describe the child's behaviour to an adult in front of the child.
- Adults will thank the child for listening.

Stepped Actions <i>See Appendix D – Stepped Actions (Script example)</i>	
1	Verbal redirection
2	Verbal reminder
3	<p>Second verbal reminder/ warning. <i>This can be a “calming time” in class for 2 to 5 mins or “thinking time” out of class for 5 mins with another adult. Teachers will exercise professional judgement.</i></p> <p>Change Needed or Behaviour Incident (on Arbor) given</p> <ul style="list-style-type: none"> • <i>EYFS/ KS1 – verbal telling of a change needed and given time out to reflect of behaviour</i> • <i>KS2 – children kept at the end of the lesson for 2/3 minutes to explain the reason for the change needed and be shown on Arbor the ‘Change Needed’ or ‘Behaviour Incident’ being recorded.</i>
5	<p>Follow up – SLT Member <i>‘Behaviour Incidents’ will be recorded on Arbor, communicated to parents and appropriate consequences considered and applied.</i> <i>Repeated and frequent ‘Change Needed’ incidents will be communicated to parents and appropriate consequences considered and applied.</i></p> <p><i>The Headteacher or appropriate SLT member will support. They will typically identify a time to speak to the child individually at the start of a convenient break time to discuss behaviour. Typically, a “Notification of behaviour” email to parents is sent (See Appendix E).</i></p>

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of stepped boundaries in order to be dealt with more quickly by a member of SLT. If this occurs, a focused meeting involving SLT and the staff member will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with all types of behaviour.

Unacceptable behaviours may include:

- Violence (physical contact made with the intention to harm)
- Persistent defiance / rudeness towards any adult
- Persistent taunting, teasing or bullying behaviour
- Stealing
- Spitting
- Swearing
- Homophobia/Transphobia or Racism

In the event that an example of any of these kinds of behaviour should occur, we recognise that consistency of approach is required. It has been agreed that the following guidelines are appropriate:

- We will make sure that the child is safe.
- We will follow the steps as outlined in the 'reminding' section of the behaviour principles poster.
- We will talk quietly and calmly with the child, offering advice and support and avoiding an audience.
- We will be prepared to listen to the child and encourage a dialogue with them.
- We will tell the child what we expect of them, referring to the 'behaviour principles'.
- We will identify the appropriate level of consequence in line with the 'reminding' section of the behaviour principles.
- Where appropriate we will use the structure of reflect, rethink, resolve.

The four-step process and associated language is used support children and to help them understand what is happening:

- Step 1: Recognising, empathising, soothing to calm.
 - 'I understand how you feel, you're not alone'.
- Step 2: Validating the feelings and labelling.
 - 'This is what is happening, this is what you're feeling'
- Step 3: Setting limits on behaviour.
 - 'We can't continue to do ___ as it is not safe.'
- Step 4: Problem-solving with the child/young person.
 - 'We can sort this out by ___' / How do you think this could be resolved?'

Suspension and Exclusion

Suspensions and/or exclusion will occur following extreme incidents at the discretion of the headteacher and/or the appropriate child discipline governor committee.

A suspension will typically be given in the following circumstances;

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will better support the child.
- The child being at home will or is likely to have a positive impact on future behaviour.
- Staff and/or children need respite after an extreme incident.

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

- Long term misbehaviour is not responding to the strategies implemented 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.

As all schools in the Trust St Peter's follows the [DfE Statutory Guidance in relation to Exclusions](#). St Peter's also has its own Suspension and Exclusion Policy.

Conflict Resolution, and Peer Support

Children are always encouraged to resolve any conflict or issues with one another with the direct support and guidance from their class teacher. They are encouraged to understand feelings, acknowledge their own behaviours and how they may have impacted on others.

Children's behaviour is underpinned by the stage they have reached in social and emotional development, the level of skills they have in this area, and their emotional well-being, in interaction with the social, emotional and physical environment.

We cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. We need to take active steps to develop children's social, emotional and behavioural skills.

Children may need help and support with their interactions. Adults need to offer support to the children around naming feelings (anger/ sadness and knowing it is ok to have such emotions) and being able to help consider ways in which any wrongdoing can be repaired. When dealing with conflicts or issues, adults consider knowledge and understanding of the child's back story and how that might impact on their behaviour. When considering the child's viewpoint, adults need to see this from the child's perspective, rather than with the logic, cognition and emotional response of an adult.

Working restoratively ensures that relationships are stronger, and learning is more effective.

Typical "Restorative Practice" questions to support interactions using neutral, dispassionate language include;

- What happened?
- What were you feeling at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think we should do to put things right?
- What could we do differently next time?

The number of questions used depend on the age of the child. Adults will use their professional judgement, as to whether a conversation with parents / carers via a telephone call may be necessary after this step.

A meeting will be recorded and monitored. Parents / carers may be asked to join this meeting as a final step.
See Appendix F – Reflect, Rethink, Resolve – Restorative Meeting Template

Understanding Emotions

At St Peter's, at the start of the day, every child is made to feel welcome, greeted by adults and shown that they belong and are liked, respected and valued. The children begin the school day with an emotional check in. By sharing how they feel, adults in the classroom are able to identify the children who may need support and encouragement and anticipate needs for the day ahead. The adults in the classroom share how they are feeling with the children in order to share and generate a safe environment, build empathy and help the children identify why they are feeling a certain way and start to understand emotions they are feeling and why.

Children and staff are encouraged to reflect on and name emotions throughout the day to demonstrate that emotions and feelings change during the day and do not stay fixed. Children are still learning about emotions and need consistent practice placing and naming the feelings they develop through modelling and understanding. Ending the school day with a check out enables the children to see how their emotions feelings have changed throughout the day. The children learn to label and recognise their feelings, acknowledge their feelings and those of their peers, manage their feelings and learn what to do about them.

Children are encouraged to develop their strategies for dealing with difficult situations with support, structure and modelling from teachers. We have embedded within school various support mechanisms to nurture our children and a wonderful example of this is the Wellbeing Ambassadors, where members of each class actively promote wellbeing and supporting peers.

Special Educational Needs

In the case of children who have been identified as having special educational needs the school, acting in partnership with the parents where necessary, will create a personal behaviour plan. The plan will be designed to facilitate improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged and will be dealt with in accordance with the policy where appropriate. Additional strategies will be used by staff such as: social stories, Now and Next boards, timers, sensory breaks to support children with SEND in feeling safe, calm and included in school life.

Appendix A – Behaviour Checklist

Behaviour, Pastoral Care and Wellbeing Daily Checklist

Where there is inconsistency, children are more likely to challenge the boundaries. If a child thinks there is a chance that the school will forget about or not apply a sanction then sanctions will be no deterrent in the future.

Doing the simple things consistently makes a difference with behaviour. For example, the teacher who takes the time to meet and greet children at the door will find they come in happier and ready to learn.

The 'Checklist Manifesto' by Atul Gawande, a surgeon who was concerned that so many patients seemed to suffer serious complications in the days after their operation offers valuable insight. Gawande realised that many of these problems were caused by operating staff failing to follow basic procedures. For example, a surgeon failing to wash his hands could cause an infection, or failing to account for all the swabs used in the process could lead to one being left in the patient's body. Gawande developed a checklist to be read out before each operation to ensure that all of the simple, but essential procedures were followed. The outcome was a marked decrease in the number of patients becoming seriously ill or dying after surgery.

The prominent national adviser on behaviour Charlie Taylor has taken the idea of a checklist and adapted it to help schools to improve behaviour. Teachers and support staff run through the checklist first thing in the morning and again after lunch to ensure the correct preparations are in place. It serves as a reminder of what needs to be done and ensures consistency.

Teachers who follow these guidelines find there is more consistency of approach to managing behaviour, both in the classroom and around the school. When children know that adults will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

The checklist may seem too simple, but managing a school or a class is a complex operation and because of this complexity it is easy to fail to get the simple, but essential, things right.

A laminated copy of this should be kept under the keyboard of every teachers computer.

Behaviour, Pastoral Care and Wellbeing Checklist

Laminated copy kept in prominent position for staff including supply staff to access.

Classroom	
Aspect	In Place
Know the names and roles of all adults in class.	
All adults have been appropriately briefed.	
Collect the children on time at the start and throughout the day.	
Behaviour principles including reminders and recognition clearly displayed on 'Shine Board' in classroom.	
Visual timetable on display and referred to at the start and throughout the day.	
Access to Arbor for making behaviour records in line with whole school approaches.	
Access to Individual Learning Plans for individual children and all adults working with the child.	
Children	
Aspect	In Place
Know the names of the children and use them. Avoid the use of informal collective nouns such as 'guys' 'kids' 'gang'. Avoid nick names.	
Greet the children and ensure children line up smartly and silently before entering the building. Transition in single file.	
Morning emotional check in – how are you today? Use of micro-affirmations when welcoming e.g. it's really lovely to see you this morning.	
Show children all valued equally – children very perceptive to favourites – self-awareness from staff is important.	
Ensure lockers and trays are used properly with high levels of care for personal and school belongings. Actively promote and ensure collective responsibility for this. Coats ON pegs. Cloakroom monitor as needed (collective responsibility).	
Know the children who need extra support in terms of behaviour.	
Teach children the class routines ensuring children have a clear understanding of them.	
Teaching	
Aspect	In Place
Ensure that all resources are prepared in advance and are easily to hand.	
Praise the behaviour you want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise). Praise in Public (PIP) and Reprimand in Private (RIP).	
Only start talking when all children are paying attention . Stop and re-engage if children stop paying attention.	
Consistent use of nomination when asking questions. Encourage and promote 'no hands up' to answer questions to promote deep thinking.	
Know the needs of the children and adapt provision to promote and encourage independence and sense of success for all. See TLP's . Individual Learning Plans must be referred to regularly.	
Stay calm. Keep to the steps to avoid 'sudden' escalation from calm to cross very quickly.	
Parents	
Aspect	In Place
Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.	
Always check parents have time and are happy to speak before starting.	
Ensure conversations take place in a suitably confidential location.	

Appendix B – School Behaviour Poster

The Behaviour Expectations are clear and concise;

- Be Responsible
- Be Respectful
- Be Safe

A clear overview of the positive reinforcements and stepped actions is included for all children to understand. A poster copy of this is displayed in each classroom and in prominent positions around school and referred to during the day.

St. Peter's
Church of England Primary School

Behaviour For Learning Expectations

Our vision of LOVE LEARN SHINE has shaped our agreed behaviour expectations. They are;

RESPONSIBLE
I will take pride in all I do and always do my best.

RESPECTFUL
I will be respectful and honest with everyone.

SAFE
I will be safe and kind to myself and others.

Our expectations apply at all times, in all places and with all people.

RECOGNISING		<p>3. Written recognition from the Headteacher. Certificates awarded for key 'Merit Milestones'. 50, 100, 150, 200 and 250.</p>
		<p>2. Written recognition from an adult. 'Positive Merits' awarded via Arbor.</p>
		<p>1. Verbal recognition from an adult.</p>
REMINDING		<p>1. 'Change Needed' verbal reminder. Conversation with the class teacher. Children may be moved within their classroom if considered appropriate.</p>
		<p>2. 'Change Needed' recorded. 'Change Needed' recorded on Arbor. Restorative conversation in child's playtime or lunchtime.</p>
		<p>3. 'Behaviour Incident' or repeated 'Change Needed' recorded. 'Behaviour Incidents' will be recorded on Arbor, communicated to parents and appropriate consequences considered and applied. Repeated and frequent 'Change Needed' incidents will be communicated to parents and appropriate consequences considered and applied.</p>

Appendix C – Stepped Actions (Script example)

1. Verbal Redirection

A gentle 'nudge' in the right direction.
Come down to the child's level and quietly say their name.

2. Verbal Reminder

I noticed that you chose to... (state the noticed behaviour)
(Child's name) this is a reminder that we need to be...(state the relevant rule - responsible, respectful, safe)

You now have the chance to make a better choice.

Thank you for listening.

Example: 'I notice that you are running. This is a reminder that we need to be safe. Please walk. Thank you for listening'

3. Second Verbal Reminder/ Warning

I noticed that you chose to... (state the noticed behaviour)
This is the second time I have spoken to you. You need to speak to me after the lesson / section of the lesson. Can be spoken to immediately if break time.

(Child's name) if you choose to break the rules again you will need to have some thinking time.

Do you remember when... (give an example of when they modelled good behaviour)? That is the behaviour I expect from you. I know you can make good choices.

Thank you for listening.

Example: 'I noticed that you are not ready to do your work. Do you remember yesterday when you started your work straight away? That is what I need to see today. Thank you for listening.'

Calming time in the classroom

You need to have some thinking time...(state where they need to go e.g. reading area, desk at back of class, if outside, beside adult on duty). This will result in missing some of break time or group work but remaining in the same space.

I will come to speak to you in two minutes.

Thank you for listening.

Example: 'I noticed that you chose to use rude words. You are breaking the rule of being respectful. You have now chosen to have some thinking time at the back of the class. I will come and speak with you in two minutes. Thank you for listening.'

Calming time somewhere else

Example: 'I noticed that you chose to continue to use rude words. You are breaking the rule of being respectful. You have now chosen to have some thinking time out of class. I will now contact Mrs Jones and you will need to complete your learning in her office. I will come and speak with you at break time. Thank you for listening.'

4. Minus Given

You have chosen to continue to.....(named behaviour). You have been given opportunities to reflect on your behaviour but you are not making acceptable choices. You will be given a minus point. We will have a discussion at the end of the lesson.

Appendix D – Notification of Behaviour Email to Parents

Dear "Parent/carers name"

I am writing to inform you that "child's name" has received XX 'Change Needed' points this XXXXXX. As a result, "name of SLT" has spoken to him/her about behaviour choices and has reminded him/her about our three expectations which are to;

- Be Safe
- Be Responsible
- Be Respectful

We hope and believe that this discussion will help "child's name" to reflect on their behaviour and make positive choices in the future.

This behaviour incident has been dealt with at school and no action is needed by parents.

Kind regards
"Class Teacher"

Repeated Change Needed marks given

Dear "Parent/ Carers name"

I am writing to ask you to contact the school office to arrange a meeting with Mr Griffiths, as "Child's name" has now received XXX change needed marks which has resulted in him/her being spoken to on two separate occasions by a member of the Senior Leadership Team.

Please contact the office to arrange a convenient time to meet with Mr Griffiths.

Kind regards
St Peter's School.

Appendix E – Restorative Practice Recording Sheet



St. Peter's
Church of England Primary School



**Yorkshire
Causeway**
SCHOOLS TRUST

Reflect, Rethink, Resolve – Restorative Meeting

This will help you think about what happened.

Name		Date	
-------------	--	-------------	--

Tell me what happened? *Who else was there/involved? When? Where?*

Who else has been affected by what happened?

What were you thinking/feeling at the time?

How are you feeling now about what happened?

									
Angry	Worried	Don't Care	Annoyed	Guilty	Confused	Ashamed	Glad	Sad	Sorry

How do you think they feel now about what happened?

									
Sad	Won't Care	Worried	Annoyed	Angry	Sorry	Confused	Hurt	Vengeful	Shocked

How can I turn this into an opportunity for learning?

STAFF COMMENT: (completed by the staff member after discussing the report)

On reading and discussing this 'Reflect, Rethink, Resolve', what does the young person appear to have learned from this experience.

Would any further work be advised? If so, what? When ? Who ?

(Please inform any relevant people if unsure seek guidance)

Appendix F – Mobile Phone Statement

Children and families are regularly reminded of the school's position in regard to mobile phones via newsletters and the school website. St Peter's School is clear in its position that **children attending the school do not need a mobile phone or Smart phone in order to attend the school.**

We understand that access to mobile devices such as SMART phones, watches and tablets means some children, whilst at school could sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share harmful content.

All school devices that have internet access are controlled to filter harmful content via the school filtering system (Smoothwall). Attempts to access harmful content are reported to the Designated Safeguarding Lead (DSL) who follows up with the user or user group identified.

As per the code of conduct staff and visiting adults are permitted to have personal SMART devices on site. They are requested to use them only in spaces unoccupied by children and follow all expectations within the staff code of conduct at all times.

The strong preference of the school is that children do not bring any personal mobile phones or SMART devices into school. These items are often high value and the school accepts no responsibility for any loss or damage.

The school recognises that in a very small number of cases some of our older children may for safety reasons need to have access to their phone before or after school and therefore by default be carrying it in school. In these circumstances parents are requested to send an email to admin@stpeters.ycst.co.uk to inform the school their child will be bringing their phone, for what purpose and acknowledging they do so at their own risk.

Children must at the start of every day either;

- *Switch off their device and give it to their class teacher for safe keeping until the end of the day.*
- *Switch off their device and store it in their locker.*

Under no circumstances should children use their phone to contact anyone during the school day. Should a child need to contact a parent or family member during the day they must speak to a school adult who will support them in making contact using the school phone.

Appendix G – Wider Reading

- *Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018*
- *When the Adults Change Everything Changes (Paul Dix 2017)*
- *The Ladder of Intervention: Supporting children and young people with Social, Emotional and Mental health difficulties in schools September 2019 (NYCC)*

Appendix H – Substances Statement

Children and families are regularly reminded of the school's position in regard to substances including cigarettes and e-cigarettes via newsletters and the school website.

St Peter's is a smoke and substance free school. This includes all forms of cigarettes including e-cigarettes. Adults are strongly discouraged from bringing and cigarettes including e-cigarettes onto the premises. If adults do they must keep these securely locked away in staff lockers and must move beyond visual sight of the school if choosing to smoke.

Further information regarding our curriculum to develop children's understanding of healthy living including education around the risks of legal and illegal substances can be found in our RSE Policy and PSHE curriculum implementation document which are both available on the school website.