St Dunstan's College
SENIOR

PART OF
ST DUNSTAN'S EDUCATION GROUP

EXPECTED PUPIL BEHAVIOUR

Policy Owner:	Head of School
ISSR Reference:	Part 3 – Welfare, Health and Safety of Pupils
Date of review:	Spring 2026
Approved by:	Local Board
Date of next review	Spring 2027

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Deputy Head Pastoral	Lent 2025	New template Converted to a Senior School only policy No material amendments necessary
Annual Review	Deputy Head Pastoral	Lent 2026	Added related documents to appendix Updated language
Interim review	Deputy Head Pastoral	Summer 2026	Update to sanctions

1. Aims

This policy is applicable to staff, students and parent/carers of St Dunstan's College Senior School ('the school') and aims to ensure all parties are clear the behaviour expectations.

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation:

- Keeping Children Safe in Education (Sep 2024).

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The governing body has ultimate responsibility for pastoral care but will delegate day-to-day responsibility to the Chief Operating Officer (CEO), who delegates responsibility to the Head of the Senior School, who line manages the Deputy Head Pastoral.

The governing body has a duty to:

- Review this policy annually
- Ensure the school follows what is articulated within this policy.

3.2 The Head of Senior School

The Head of the Senior School and Deputy Head Pastoral for the Senior School are responsible for managing the expectations of student behaviour. This involves:

- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy

3.3 Staff

Staff are responsible for the provision of expected student behaviour in the school. Staff will:

- Implement the framework outlined in this policy, including specific roles for tutors and teachers

3.4 Students and parents/carers

Students and parents/carers are responsible for communicating effectively with the school regarding any support that may be required.

4. Principles

- At St Dunstan's College, a sense of community is at the centre of how we interact. We support students to have effective and safe working relationships and to show respect for others inside and outside of the school.

- Positive behaviour is encouraged by informal praise, as well as by the use of a rewards system that formally recognises academic achievement and progress, contributions to co-curricular life and excellent conduct, and informally rewards enthusiasm and participation through the school House system.

- Students are expected to maintain the highest standards of conduct, to accept responsibility for their actions, to act in accordance with the school values and to encourage others to do the same. If a poor choice has been made, students should engage with the restorative process to repair relationships and/or accept an appropriate sanction if necessary, in accordance with the below guidance.

- The school recognises that high quality behaviour for learning is underpinned by many factors, including fostering positive relationships, routines and consistency, building intentional classrooms, planning and delivering engaging lessons and recognition of student s' successes.

- Throughout the school, corporal punishment is not used or threatened. Sanctions will never be imposed that are either degrading or humiliating. A sense of mutual trust lies at the heart of the school's beliefs and ethos.

5. Expected Student Behaviour

- By signing the Parent Contract, Parents, Carers and Guardians undertake to support the authority of the Head, or designated staff, in enforcing rules and

regulations in a consistent manner that is designed to safeguard the welfare of the community as a whole.

- The *Expected Student Behaviour Policy* and *College Rules* are discussed with students at the start of each academic year, and worked through with scenarios during tutor time, so that all are aware of the standards of behaviour that are expected.
- The related document *College Rules* will be regularly reviewed by the Pastoral Leadership Teams with feedback also invited from College Parliament.
- The related document *Behaviour Management Procedures* is constructed to be consistent with:
    - The non-statutory guidance document *Behaviour in schools: advice for Headteachers and school staff* (Department for Education, September 2022)
    - The College Rules
    - Procedures followed during trips and visits
    - The principles outlined above.

- The Behaviour Management Procedures outline the expectations of students, including;
    - to arrive to school, lessons and activities ready for learning and on time, with correct equipment, dress and academic work;
    - to behave respectfully to all members of the St Dunstan's and wider community, including other students, teaching and support staff and to look after our shared environment;
    - to act in accordance with the school values, allowing all members of the community to feel safe from unkind behaviour, rudeness, verbal or physical abuse, bullying, harassment or discrimination;
    - to engage with restorative reparative approaches and/or sanctions when poor conduct has occurred in an honest and reflective way.

- All members of staff are expected to be aware of and follow the relevant Behaviour Management procedures. In particular, they need to be aware that it is the responsibility of all members of teaching and teaching support staff,

    - to build positive working relationships with students in the school, using clear and consistent routines to promote positive choices and to prevent poor conduct from occurring in the first place and ensuring that their response to any incidences of poor behaviour is calm, fair and recognises students' individual student needs.
    - to be proactive in ensuring good behaviour and high expectations at all times during the school day, whether in a lesson, corridor or recreational space. This responsibility applies at all times, whether 'on-duty' or not.
    - to ensure students are rewarded appropriately, including with verbal, specific praise, commendations, communication to parents / carers and school awards.
    - to communicate promptly and effectively with students, colleagues and parents / carers as appropriate to the situation, and in accordance with Behaviour Management Procedures, using iSAMS and/or CPOMS as appropriate.

- Any incident involving student use of tobacco, vaping, alcohol or drugs will be dealt with in accordance with the appendix *Drugs, Alcohol and Smoking*. St Dunstan's College believes and supports the following educational aims in respect of drugs, alcohol, tobacco and vape use and misuse:

    - To enable students to make healthy, well-informed choices by increasing knowledge, challenging attitudes and developing and practising decision-making skills.
    - To provide accurate information about drugs, alcohol, tobacco and vaping.
    - To increase understanding about the implications and possible consequences of their use and misuse.

- School staff may require students to produce a statement of their experience of an incident, whether the student was involved as a participant or simply witnessed event(s) being investigated by the school. These statements may

be written or verbal, as appropriate to the age of the student and the situation. Students are expected to comply with such requests with honest accounts of their experiences. These statements are used in the gathering of information during school investigations and are never shared with other students or parents / carers.

- School staff may conduct searches of students, with or without consent, if required. All members of staff are expected to be aware of and follow the Appendix *Search and Confiscation Procedures.*
- School staff members may use reasonable force if necessary to ensure the safety of students or to prevent disruption of lessons, events, trips or visits. All members of staff are expected to be aware of and follow the Restrictive Interventions policy.
- The school will consider reasonable adjustments necessary to ensure students with a disability are not inadvertently discriminated against, in line with the guidance in the Equality Act 2010. This may include; for example, training staff in de-escalation and supervision techniques for a student whose disability causes him/her to lash out at others. A tendency to set fires, steal, physically or sexually abuse, exhibitionism and voyeurism are not considered to be impairments under the Equality Act.
- The Head has the right to temporarily or permanently exclude a student if their behaviour is deemed to be a serious concern. This will be done in accordance with the related document *Exclusion*.
- Throughout the academic year, student s will be reminded of different aspects of the *Expected Student Behaviour Policy* and the related procedures through assemblies and the pastoral programme.
- Staff are responsible for ensuring that visitors to the school behave appropriately when they are on the school e site or representing the school (for example, when attending a sports fixture at another school). In the event that a visitor is in breach of the expected behaviour outlined in the *Visitors and Contractors policy* staff will respond directly and proportionately to this behaviour in line with this guidance.

6. Monitoring

This policy will be reviewed by the Deputy Head Pastoral annually.

At every review, the policy will be approved by the Local board.

Appendix 1 - Behaviour Management Procedures

- At St Dunstan's College, a sense of community is at the centre of how we interact. We support students to have effective and safe working relationships and to show respect for others inside and outside of the school
- Positive behaviour is encouraged by informal praise, as well as by the use of a rewards system that formally recognises academic achievement and progress, contributions to co-curricular life and excellent conduct and informally rewards enthusiasm and participation through the College House system.
- Students are expected to maintain the highest standards of conduct, to accept responsibility for their actions, to act in accordance with the school values and to encourage others to do the same. If a poor choice has been made, students should engage with the restorative process to repair relationships and/or accept an appropriate sanction if necessary, in accordance with the below guidance.
- The school recognises that high quality behaviour for learning is underpinned by many factors, including positive relationships, routines and consistency, engaging lessons and recognition of student s' successes.
- Throughout the school., corporal punishment is not used or threatened. Sanctions will never be imposed that are either degrading or humiliating. A sense of mutual trust lies at the heart of the school's beliefs and ethos.
- Students are actively encouraged to understand and abide by the *College Rules*, which outline the behaviour expectations in all contexts to reflect the values of the school. Where actions and choices are of benefit to individuals or the school, we seek to reward, and where they are harmful, we seek to remind student s of expectations, give warnings of possible consequences, engage the restorative process and sanction, as appropriate.
- Consistency in expectations and consequences is important for both staff and students, and the rewards and sanctions guidance below aims to promote clarity, consistency, and responsibility.
- The School is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.
- The school understands and recognises their obligations under the Equality Act and will consider what, if any, reasonable adjustments can be made to ensure student s with special educational needs and/or a disability are able to comply with the school's behaviour expectations.

Expectations: Students

The school believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. The school positively reinforces when expectations are met and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

We expect students to behave at all times in a manner that reflects the best interests of the whole school community. We expect our students to:

- Arrive to school, lessons and activities ready for learning and on time, with correct equipment, dress and academic work.
- Behave respectfully to all members of the St Dunstan's and wider community, including other students, teaching and support staff and to look after our shared environment.
- Act in accordance with the school values, allowing all members of the community to feel safe from unkind behaviour, rudeness, bullying, harassment or discrimination.
- Engage with restorative reparative approaches and/or sanctions when poor conduct has occurred in an honest and reflective way.

The school recognises that some students may require additional support to meet the school's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

Everyone has a right to feel secure and to be treated with dignity and respect at the school, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is available on our website.

The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a student is adopted, looked after or is a carer.

Expectations: Staff

Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect our staff to:

- Build positive working relationships with students in the school, using clear and consistent routines to promote positive choices and to prevent poor conduct from occurring in the first place and ensuring that their response to any incidences of poor behaviour is calm, fair and recognises students' individual student needs.
- Be proactive in ensuring good behaviour and high expectations at all times during the school day, whether in a lesson, corridor or recreational space. This responsibility applies at all times, whether 'on-duty' or not.
- Ensure students are rewarded appropriately, including with verbal, specific praise, commendations, communication to parents and school awards.
- Communicate promptly and effectively with students, colleagues and parents / carers as appropriate to the situation, and in accordance with Behaviour Management Procedures, using iSAMS and/or CPOMS as appropriate.

Involvement of parents and carers

Parents / carers are expected to support the school in managing expectations of behaviour and the provisions of this policy, both at home and at school.

The role of parents / carers is crucial to the school developing and maintaining good behaviour. Parents / carers who accept a place for their child at the school undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent / Carer Contract.

The school values a close relationship with parents / carers and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the school expects parents / carers to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The school encourages parents / carers to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the school will liaise closely with parents where practical. The school welcomes feedback from parents / carers on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent / carer has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Involvement of students

Our experience shows that the ethos of the school is enhanced by listening to our students and by encouraging constructive suggestions from them. Students are regularly asked to provide feedback on the school's behaviour culture and their own experiences of behaviour.

The school supports all students as they transition through the school, from the day they start at the school to the day they leave, to achieve the behaviour standards. The school will ensure that all new students understand their duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for students who are mid-term or academic year arrivals.

Promoting Good Behaviour

The school believes that acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all students. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Senior School Rewards

TYPE OF REWARD	REWARD ISSUED FOR	ISSUED BY	REPORTED TO	FURTHER DETAILS
Verbal praise	Noteworthy homework, academic achievement, effort, fulfilment of College values or noteworthy co-curricular contribution	All staff	Form Tutor if desired	Praise can be given to the student but also to others in recognition of the student such as their Form Tutor.
Commendation (1 point)	Exceeding expectations in homework, academic achievement, effort, fulfilment of College values or co-curricular contributions	All teaching staff	Form Tutor and parents via iSAMS	The accumulation of set numbers of points will result in a Bronze Award Certificate, Silver Award Certificate or a Gold Award Certificate.
Leadership Team Commendation (5 points)	Repeatedly exceeding expectations in homework, academic achievement, effort, fulfilment of College values or co-curricular contributions	Heads of Year Heads of Department SSLT	Form Tutor, Head of Year and parents via iSAMS	
Head's Commendation (10 points)	Exceptional behaviour, attainment or contribution to College life which particularly embodies the College Values	Head	Form Tutor, Head of Year and parents via iSAMS	Recipients will attend a breaktime reception with the Head
Half Colours	Outstanding and significant contribution to and excellence in College activities, the academic profile of the College and/or consistent embodiment of the College Values.	SSLT	Form Tutor, Head of Year and parents via iSAMS	Student is given a choice of either a Half Colours tie or Half Colours badge. Half Colours are awarded at end-of-term assemblies.
College Prize	Outstanding and significant contribution to and excellence in College activities, the		Form Tutor, Head of Year	Academic and co-curricular prize criteria are prize-specific.

	academic profile of the College or to a particular Academic Subject and/or consistent embodiment of the College Values.		and parents via iSAMS	Prizes are awarded at the end-of-year Prize Giving ceremony.
Full Colours	Outstanding and longstanding contribution to and excellence in College activities, the academic profile of the College and/or consistent embodiment of the College Values.	SSLT	Form Tutor, Head of Year and parents via iSAMS	Full Colours blazer is awarded to student at end-of-term assembly.

Informal Behaviour Management

Excellent behaviour is to be expected from all students in the school. Positive celebration and reinforcement of good behaviour for learning helps to ensure that all students reach the standards we expect of them, both inside and outside of lessons. In addition, building strong relationships within the community increases the likelihood of students continuing to strive to meet our high expectations.

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The school's first priority will be to ensure the safety of students and staff. The school's aim in any response to misbehaviour is to restore a calm and safe environment in which all student s can learn and thrive, and to prevent a recurrence of the misbehaviour

Staff will reprimand student s as privately as possible; student s should never be humiliated in front of their peers, nor should negative behaviour be rewarded with excess attention. At all times, staff are expected to remain calm and in control of their emotions when dealing with students.

Teach the Routine

Behaviour is taught in the same way as academic learning. Every routine is explicitly explained, modelled, practised and revisited until it becomes habitual. We cannot assume students know what excellent looks like. Behavioural expectations must be taught and made explicit.

Staff Actions

- Explicitly teach routines.
- Model excellence.
- Practise until routines become automatic.
- Revisit as often as necessary, but particularly after holidays/breaks in routine.

Students will…

- Learn the routines.
- Practise consistently.
- Model Excellence.

Reminder, Choice, Consequence

Most low-level disruption can be corrected through calm, non-confrontational reminders. A reminder is an opportunity to return to the expected routine before behaviour

escalates. Use the term reminder to create clarity and consistency and should be used where possible.

Reminder

Staff Actions

- Give a brief reminder.
- Try to do so whilst minimising disruption to learning
- State the expected behaviour, not the unwanted behaviour.
- Remain calm.

Students will…

- Return to expected routine.
- Not engage in discussion or debate at this stage.

Choice

If the reminder is not acted upon, the student is reminded that behaviour is a choice to reinforce personal responsibility. Expectations remain clear, and the student is given the opportunity to make a better decision before a consequence is applied.

Staff Actions

- Restate the expectation.
- Present the choice calmly and without emotion.
- Allow take-up time.
- Follow through consistently.

Students will…

- Remain calm and consider options.
- Take responsibility for making a positive choice.

Consequence

When expectations are not met following a reminder and a choice, the consequence is delivered consistently, calmly and without emotion. Consequences are not punitive; they

demonstrate that expectations matter. Failure to deliver agreed consequences teaches the students that it was never really an expectation.

Staff actions

- Follow the agreed system outlined below
- Avoid debate – there will be a time and a place for discussion.
- Reset the relationship.

Students will…

- Accept responsibility for choice.
- Reflect.
- Learn from the experience

Behaviour Interventions (Consequences)

Stages 1-4: Day to Day Management - Teacher

1. Teach the Routine
2. RCC – Reminder, Choice, Consequence
3. Teacher Consequence – Parents Aware (automated - iSAMS)
4. Teacher Consequence – Parents Engaged by the teacher (automated on iSAMS but now with a phone call or meeting and the detail from follow up with parents recorded on CPOMS)

At Stages 3 and 4, the teacher consequence will normally take the form of a same-day callback. Callbacks

- take place between 1605-1615 on the same day as the sanction wherever reasonably practicable;
- are conducted by the member of staff who issued the consequence;
- provide an opportunity for a restorative conversation that enables the student to reflect on their behaviour;
- gives the staff member an opportunity to restate, teach, or clarify the relevant routine or expectations;
- repair the working relationship between student and staff member.

To ensure a successful conversation, adequate time should be allowed and a suitable location arranged. The conversation should be structured around the following questions:

1. What happened?
2. What were you thinking/feeling at the time?
3. How did this affect yourself/your learning/others?
4. What needs to happen now for us to move forward?

All callbacks must be recorded to support with monitoring, support, and escalation where required:

- At Stage 3, the callback and reason will be logged on iSAMS. Parents will automatically be notified.
- At Stage 4, the callback will be followed by direct communication with parents. The concern, communication and agreed next steps are recorded on CPOMS

If a student fails to attend a callback without a valid reason, the matter will normally progress to the next stage. This does not apply where the student's absence was authorised or arose from circumstances beyond their control. In such cases, the callback should be rearranged at the earliest reasonable opportunity.

The stages do not represent a tariff through which every incident must progress sequentially. Behaviour may enter the framework at Stage 5 or Stage 6 according to its seriousness, context and impact.

Escalation to Stage 5/6 – Working in Partnership – The Team Around the Child

Stage 5: Middle Leader Intervention & Decision

Stage 5 applies where:

- Teacher-led intervention has not secured the required improvement;
- A pattern of concern is developing;
- concerns have arisen across different subjects or areas of school life;
- a student has failed to attend callbacks at Stages 3 and 4;
- parental engagement and coordinated support are required;
- a single significant concern exceeds the reasonable scope of teacher led management but does not constitute a serious incident.

A designated Middle Leader will coordinate the response, investigate the concern where necessary and determine the appropriate action. This will normally be the relevant HoD for a subject-specific concern or HoY for a wider or cross-school concern:

- Gating (recurring issues with uniform & punctuality);

- Head of Year Detention;
- A Behaviour Support Card
- A Stage 5 Behaviour Support Plan

Prior approval from SSLT is not required for a sanction within this delegated authority. At this stage parents must be contacted directly, but the Middle Leader will determine the appropriate level of parental involvement:

- Parents contacted directly following a significant incident or emerging pattern.
- A parent meeting arranged where coordinated support and sustained dialogue is required.

The incident, decision, sanction and relevant communication will be recorded on CPOMS.

A matter should be escalated to Stage 6 where:

- Stage 5 intervention does not secure the required improvement;
- the pupil repeatedly fails to comply with an agreement established at Stage 5;
- the behaviour increases in frequency, seriousness or impact;
- further investigation indicates that a Serious Incident may have occurred; or
- a sanction beyond the Middle Leader's delegated authority may be appropriate.

Stage 6: SSLT Intervention & Decision

Stage 6 applies to:

- all suspected Serious Incidents;
- persistent concerns that have not improved following Stage 5 intervention;
- repeated failure to comply with an agreement established at Stage 5;
- behaviour that has increased in frequency, seriousness or impact; and
- matters for which an Internal Exclusion, External Exclusion, or Permanent Exclusion may be appropriate.

All suspected Serious Incidents should be referred promptly to an appropriate member of SSLT. Where an incident raises a safeguarding concern, it must also be referred immediately to the Designated Safeguarding Lead in accordance with the School's Safeguarding and Child Protection Policy.

Stage 6 responses may include:

- Saturday Leadership Team Detention: School Community Contribution (0830-1030);
- A temporary internal exclusion of an appropriate duration;

- a Stage 6 Behaviour Support Plan;
- a temporary external exclusion of an appropriate duration;
- a final Behaviour contract;
- Permanent Exclusion.
- referral back to Stage 5, subject to the outcome of the investigation.

The member of SSLT receiving the referral will coordinate the investigation and ensure that the relevant evidence, context and safeguarding considerations are established. They may determine an appropriate response within their delegated authority or refer up if a sanction of a higher level is potentially required.

At this stage, parents must be contacted directly, but the Senior Leader can determine the appropriate level of parental involvement:

- Parents contacted directly following a serious incident or a sustained pattern.
- A parent meeting arranged where coordinated support and sustained dialogue is required. This will always be the case after an exclusion and take the form of a Pastoral Reintegration Meeting

Decisions concerning a Temporary Internal Exclusion or final Behaviour Contract will be made by a Deputy Head or Head in their absence. Decisions concerning a Temporary External Exclusion will be made by the Head or a Deputy Head in their absence. Any decision to Permanently Exclude a student is reserved to the Head and will be made in accordance with the school's governance arrangements, policies and parent contract.

Serious Incidents

Serious Incidents are incidents of misconduct that require immediate referral to Stage 6. A single incident or a developing pattern of behaviour may constitute a Serious Incident.

Any member of staff who becomes aware of a suspected Serious Incident must refer it promptly to an appropriate member of SSLT. Referral to Stage 6 does not determine the sanction that will follow. Following appropriate investigation, which would be conducted thoroughly and presented to the relevant member of the SSLT, the school will consider:

- the nature and seriousness of the behaviour;
- its context, intent and impact;
- whether it was planned, targeted or persistent;
- the student's age, needs, vulnerabilities and previous conduct;
- the student's response following the incident;
- the reliability and balance of the available evidence;
- any relevant safeguarding, SEND, disability or equality considerations; and

- any aggravating or mitigating circumstances.

Safeguarding

Where an incident raises a safeguarding concern, it must also be referred immediately in accordance with the School's Safeguarding and Child Protection Policy.

Safeguarding and behaviour procedures may operate alongside one another. The school's need to support and safeguard the children involved does not prevent a proportionate disciplinary response where misconduct is established.

Corporal punishment is illegal and is never used or threatened at our school and we do not support parents' / carers' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection and Safeguarding Policy.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing student s with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other students, in accordance with the School's obligations under the Equality Act 2010.

The school will also consider whether any misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this may be the case, school staff will follow the School's Safeguarding and Child Protection policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the student 's name and year group, the nature and date of the offence and the sanction imposed.

Senior School Restorative Processes and Sanctions

FIRST STEPS	TYPICAL BEHAVIOUR	ISSUED BY	REPORTED TO	ESCALATION AND FURTHER DETAILS
Verbal Warning	Any infringement of student expectations	All staff	n/a	To callback or demerit as appropriate
Callback	A callback is issued for poor behaviour such as talking over others, being off task, distracting others, poor effort with academic work, low-level discourtesy or unkindness to others, missing homework, lateness to lessons, missing equipment	All teaching staff	Form Tutor, Head of Year and parents via iSAMS	Escalate through behaviour interventions Takes place at 1605 on same day wherever possible
SANCTION	**SANCTION ISSUED FOR**	**ISSUED BY**	**REPORTED TO**	**ESCALATION AND FURTHER DETAILS**
Gating	For non-compliance with uniform or punctuality expectations.	Middle Leaders or tutors	Form Tutor, Head of Year and parents. Recorded in iSAMS.	Gating takes place at 1210-1235 (Year 7/8) and 1310-1335 for all other groups. Pupils are supervised in a classroom and will be sent to eat lunch after the gating has been completed.
Head of Year Detention	Significant behavioural incidents or repeated lower-level incidents, as detailed in this policy.	Middle Leaders	Form Tutor, Head of Year, Head of Dept, SSLT Link and parent via iSAMS.	The detention time is reflective. Students are not permitted to complete homework or coursework during this time. Detentions are held on Tuesdays from 1615-1715. Repeated offenses of this level are escalated to a Saturday detention, as outlined in the serious offenses list.
Saturday SSLT Detention	Repeated significant incidents Some Serious Offences	SSLT Link	Form Tutor, Head of Year, SSLT	Saturday SSLT detentions take place 0830-1030 and are supervised on

	Persistent non-compliance with expectations		Link, Deputy Head Pastoral and parents. Recorded in iSAMS and formal letter	rotation by members of the Senior Leadership Team. Students are to meet the supervising teacher in the College Foyer by 0830. This time is spent conducting community volunteer work in the College supervised by the Senior Leader on site. Failure to attend will result in a meeting with the Deputy Head Pastoral.
Temporary Exclusion (internal or external)	For Serious Offences or as a result of escalation of the sanctions process due to non-compliance.	Deputy Head Pastoral	Form Tutor, Head of Year, SSLT Link and parent. Recorded in iSAMS and formal letter.	For internal exclusions, the student remains at school but is isolated during lessons with work provided for them to complete. They will also be escorted into lunch and may not participate in the Forder co-curricular programme. For temporary external exclusions, work will be provided for the student to complete at home. A reintegration meeting is held following temporary exclusions with the Deputy Head Pastoral. Failure to maintain a positive relationship with the College following a Temporary Exclusion is likely to result in another Exclusion, Temporary or Permanent, at the Head's discretion.

Permanent Exclusion	A permanent exclusion from the College, for Serious Offences or persistent poor conduct or academic irresponsibility.	Head	All staff, student 's parents, the Local Authority. Recorded in iSAMS and formal letter.	See *Exclusion Procedures* for further details of Exclusion Procedures

Homework

Students will usually be given until 0820 the following day to complete homework, with the choice to attend homework club to assist with meeting that extended deadline, before receiving a consequence for non-completion. However, consequences can be issued of escalating seriousness for repeated missing of homework deadlines.

Significant Misbehaviour

Stage 5 concerns may include:

- repeated disruption to teaching and learning;
- repeated failure to follow reasonable staff instructions;
- repeated disrespectful behaviour towards staff or other students;
- an isolated incident of inappropriate or offensive language that does not amount to targeted abuse;
- repeated lateness for lessons, registration, assemblies or required activities;
- failure to attend or engage appropriately with Callbacks;
- first breach of the school's phone-free expectations;
- first misuse of the Yondr pouch that does not involve damage, tampering or the possession of tools;
- inappropriate use of school technology, personal devices, social media or artificial intelligence that does not constitute a Serious Incident;
- lower-level academic dishonesty, including an isolated incident of plagiarism or unauthorised use of artificial intelligence;
- minor deliberate or reckless damage to property;
- inappropriate physical behaviour, such as pushing, jostling or reckless conduct, that does not amount to fighting, assault or intimidation;
- unkind, insensitive or socially harmful behaviour that does not meet the definition of bullying;
- inappropriate language relating to identity or difference that does not amount to targeted discriminatory abuse;
- conduct outside lessons that causes significant disruption or undermines the orderly running of the school;
- repeated failure to meet an expectation following teacher-led intervention;
- an emerging pattern of concerns across different subjects or areas of school life; and
- any other behaviour that, in the professional judgement of a member of staff, requires coordinated Middle Leader intervention but does not meet the Serious Incident threshold.

The examples above are illustrative rather than exhaustive.

Serious Offenses

Stage 6 concerns may include:

The school's Exclusions and Required Removal Policy is available on the school's website, and all parents / carers and students should be aware of the more serious sanctions, including suspension and exclusion, that the Head of the Senior School can impose for serious breaches of the school rules.

Any single act or developing pattern of behaviour may be deemed a Serious Offence at the discretion of any member of the Senior School Leadership Team. Any offence may be deemed a 'Serious Offence' in the professional judgement of the Head of the Senior School, Deputy Head Academic or Deputy Head Pastoral, given the circumstances and context of the offence. Serious Offences include but are not limited to:

- possession, use, supply or attempted supply of illegal drugs, controlled substances, psychoactive substances or associated paraphernalia;
- possession, consumption or supply of alcohol, or being under the influence of alcohol;
- smoking or vaping, or the possession or supply of smoking or vaping products;
- theft, attempted theft, robbery, extortion, blackmail or knowingly handling stolen property;
- leaving the School site without permission or absconding from the supervision of staff;
- wilful or sustained truancy from lessons, registration, assemblies or required activities, including behaviour that has continued following Stage 5 intervention;
- bullying, including cyberbullying, prejudicial bullying and bullying conducted off-site or online;
- persistent refusal to follow reasonable staff instructions, or serious verbal abuse, harassment or intimidation of staff;
- physical assault, attempted assault, threatening behaviour, coercion or intimidation;
- fighting or deliberately becoming involved in a physical confrontation, taking account of whether a pupil initiated the incident, attempted to disengage or acted in reasonable self-defence;
- sexual violence, sexual harassment or other harmful sexual behaviour, including coercion, unwanted sexual contact and sexualised bullying;

- the possession, creation, requesting, sharing or distribution of pornographic, indecent or otherwise harmful sexual images or material, including the non-consensual sharing of intimate images;
- racist, sexist, misogynistic/misandrist, homophobic, biphobic, transphobic, ableist or religiously discriminatory abuse, or other abuse, harassment or discrimination connected to a protected characteristic;
- deliberate or reckless vandalism or significant damage to School, staff, pupil or third-party property;
- arson, attempted arson, interference with fire-safety equipment, or the possession or misuse of fireworks, explosives or other hazardous materials;
- serious violations of the Student Acceptable Use Policy or Bring Your Own Device Policy;
- serious misuse of technology, networks, artificial intelligence, social media or electronic communications, including hacking, impersonation, recording others without permission, sharing harmful content or seriously breaching another person's privacy;
- serious breaches of the School's phone-free arrangements, including tampering with or damaging a Yondr pouch, or possessing or supplying tools intended for that purpose;
- repeated breaking of the phone-free policy;
- possession, use, supply or threatened use of a weapon, replica weapon, firearm, ammunition or any item intended or adapted to cause injury;
- serious, deliberate or repeated academic dishonesty, including cheating, plagiarism, collusion, impersonation, fabrication or unauthorised use of artificial intelligence;
- misconduct relating to a public examination;
- knowingly making a malicious allegation against a member of staff or another member of the School community;
- initiation ceremonies, hazing or conduct intended to humiliate, degrade, frighten or compel another pupil;
- conduct connected to criminal or sexual exploitation, gangs, county lines, radicalisation or extremist activity;
- persistent disruptive, disrespectful or harmful behaviour that has not been resolved through Stage 5 intervention;
- conduct on or off site, including online, that causes serious harm, presents a safeguarding risk, materially affects the School community or brings the School into serious disrepute;

- serious or repeated failure to comply with a Behaviour Contract, Behaviour Support Plan or another formal agreement established following a sanction; and
- any other behaviour that, because of its seriousness or potential impact, reasonably requires immediate Senior Leadership or safeguarding intervention.

- Parental / carer or student behaviour which, in the Head of the Senior School's reasonable opinion leads him to believe that removal of the student from the school is in the best interests of the school or the student

Serious sanctions in accordance with the school's Exclusions and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The school may be required to exclude a student or to require a student to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a student has not been previously suspended or disciplined.

The school takes its responsibilities for safeguarding extremely seriously. All members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Safeguarding and Child Protection Policy.

Should an allegation made by a student against a member of staff be found to be deliberately invented or malicious, the school reserves the right to treat this action as serious misbehaviour by the student, and manage that misbehaviour in accordance with this policy, and the school's Safeguarding and Child Protection Policy and Exclusions and Required Removal Policy, as appropriate. Students should be aware that malicious allegations of abuse against staff (or indeed other student s) may result in the suspension or permanent exclusion of the accuser, from the school, and that incidents may also be referred to the Police, where appropriate to do so.

Mobile Phones

Mobile phone use represents a significant safeguarding risk in schools. As such, in addition to the sanctions outlined above, if a student is found to be breaching the phone-free policy (i.e. a phone is not in a Yondr pouch for Years 7-11 or is being used outside of the Sixth Form common room for Years 12-13), the phone will be confiscated by a member of staff and taken to the College Office.

For Years 7-11 this will then be kept until a parent is able to collect it on the pupil's behalf. It will not be returned to the child.

For Years 12-13, the phone can be collected by the student after 1600 but must then be handed in to the Sixth Form office the following day where it will be kept until 1600 again. This could be repeated for more than one day if it is a repeat offense.

Supporting Students Following a Sanction

Following a sanction, the school will consider strategies to help all students understand how to improve their behaviour and meet the behaviour expectations of the school as part of the stage 5 and 6 behaviour approaches. These strategies may include:

- A targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- A phone call or meeting with parents / carers
- Inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in School.
- Inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- Considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the student.

Contextual Safeguarding

Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the school's Safeguarding and Child Protection Policy and discuss their concerns with the school's DSL, without delay.

The school will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents / carers accordingly.

Special Educational Needs

The school consistently promotes high standards of behaviour and is committed to ensuring that our whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in the school community.

The school takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices seriously.

The school will engage proactively with parents / carers in supporting the behaviour of students with SEND. Where there is misbehaviour by a student with SEND, the school will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student., and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a student's SEND.

Where the school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a student with SEND we will, in partnership with others (and where relevant, the local authority), consider what additional support may be required.

We are mindful that not all students requiring support with behaviour will have identified SEND.

Misbehaviour outside of the school or online

The school has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the school may apply the provisions of this policy to misbehaviour that occurs whilst students are outside the school or online and:

- Taking part in any activity organised by the school, or related to the school;
- Travelling to and from school.
- Wearing school uniform; or
- In some other way identifiable as a student at the school.

This is especially the case for incidents which could have repercussions for the orderly running of the school, or which may pose a threat to another student or

member of the public, or where the reputation of the school may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a student will be made on the school premises or elsewhere at a time when the student is under the control or charge of a member of school staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Exclusions and Required Removal Policy.

Follow up on Sanctions and Rewards

Tutors in the Senior School will be made aware via iSAMS email of any sanction or reward that is issued for one of their tutees. It is expected that tutors follow up each of these with a discussion with the student, extending congratulations or talking about how future sanctions might be avoided. Tutors should monitor rewards and sanctions on a weekly basis and report positive or worrying trends to their Head of Year (HoY) for follow-up. Follow up from HoY might include further rewards or sanctions.

If a teacher or tutor feels that sanctions aren't being properly applied, or that a sanction is disproportionate, they should speak to the appropriate HoY in the first instance or the Deputy Head Pastoral should the outcome be unsatisfactory.

Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the school's Complaints Procedure is on our website and sets out how parents / carers can raise a formal complaint and how the school will handle it. We will also send you a copy of the Complaints Procedure on request.

Appendix 2 - College Rules

A summary of expectations for pupils on how to 'Be Excellent' around the College is outlined in the following frameworks:

Be Excellent in Classrooms - Five Routines for Excellence

Excellent Routines	Teacher *(Absolute consistency with RVR Classroom Expectations. Must be the focus of CPL with teachers trained and supported in delivering these expectations)*	Student
1. Excellent Start.	Stand at the door. Insist on excellent presentation. Welcome every student. Student desks organised. Check engagement with DIN *Ref RVR – Purposeful start; positive learning environment*	Arrive calmly & wait in line. Excellent presentation. Greet the teacher. Go directly to **your** seat. Equipment out with bags on floor. Excellent completion of DIN
2. Excellent Attention.	Insist on 100% attention before speaking. *Ref RVR – Positive learning environment*	Stop. Track the teacher. Listen without talking.
3. Excellent Contribution.	HDQ and cold call. Give thinking time. *Ref RVR - HDQ*	Always prepared to contribute. Think first. Listen to others.
4. Excellent Conduct	Spotlight on positives. Challenge with **reminder – choice - consequence (RCC)** *Ref RVR – Positive learning environment*	Understand & apply 'Be Excellent' routines. Follow routines without reminders. Respond immediately to reminders. Make positive choices. Accept consequences.
5. Excellent Finish.	Consolidate learning. Check uniform. Dismiss individuals/groups when expectations met. *Ref RVR – Purposeful end*	Tasks completed. Excellent uniform. Thank the teacher for the lesson.

Be Excellent in Corridors – Five Routines for Excellence

Excellent Routines	Teacher	Students *Be excellent, even when no one is watching*
1. Excellent Presentation (Arrive Well)	Be visible. Welcome students. Notice presentation. Reinforce punctuality.	Wear uniform with pride. Be punctual. Arrive prepared.
2. Excellent Transitions	Model calm movement. Visible presence – owning spaces. Proactive intervention – before it goes wrong.	Walk calmly, with purpose. Keep left. Move directly to lessons.
3. Excellent Interactions	Model courtesy & respect. Greet students positively. Reinforce/Reward kindness and intervene calmly (RCC) when expectations are not met	Greet staff and visitors. Hold doors; give way to others. Kind, calm & considerate. Supportive of others.
4. Excellent Environment	Model respect for environment – leaving spaces better than we find them. Challenge littering/damage immediately.	Leave spaces better than you find them. Corridors clean and tidy. Respect displays and property. Report damage.

These St Dunstan's College Rules codify the sort of behaviour that will enable individuals and the school community to function happily and effectively. They are not intended to constrain but rather to create an environment that allows all students at St Dunstan's College to develop in a safe and purposeful way.

The rules should be viewed as the detail underpinning the Expected Behaviours. Students who follow the Expected Behaviours will not fall foul of the rules. No set of rules can address all concerns; therefore common sense must be a powerful and sensible guide. Teachers are given the authority by the Head of the Senior School to use their professional judgement in deciding if a student's conduct falls short of expectations, regardless of whether or not a rule, as set out in this document, has been breached. Should a student or parent / carer feel that they have been treated in an unjust or disproportionate manner, they should report their concerns to their tutor, Head of Year, or Section in the first instance. Should their concerns not be satisfied, they should report to the Deputy Head Pastoral or for resolution.

Breaches of the Rules defined as "Serious Offences" will be brought to the attention of the Head of the Senior School, as appropriate. Examples of Serious Offences are listed in Section 4 of this document. Committing a Serious Offence may lead to temporary or permanent internal (on-site) or external (off-site) exclusion; repeated misdemeanours of a less serious kind may also attract the same decision. In the case of a breach of UK or English Law, the police may be informed.

It is also important to remember that the Head of the Senior School is responsible for the reputation of the school; he reserves the right to protect it and therefore actions which bring the school into disrepute, whether these occur on or off site, in term-time or not, may be regarded as a Serious Offence.

Scope

The rules apply to all students at the school during term-time when under our jurisdiction, (please note though the details in the above paragraph concerning the school's reputation), and also to any other times when a student is representing the school, for example trips, camps, tours, away matches, school-sponsored social events or travelling to or from the school by whatever means.

All students are expected to know the St Dunstan's College Rules, read notices, refer to their email messages (this only applies to those student s with a school email account), keep themselves informed, and ask for assistance if it is needed. There are local rules and regulations, which apply to the Refectory, the LRC, laboratories, studios and workshops, the swimming pool, the sports buildings and school minibuses and these should be observed.

St Dunstan's College Rules

These St Dunstan's College Rules can be accessed via the school's website and its Virtual Learning Environment (Firefly). Any updates that occur in the course of the year will in the first instance be displayed on Firefly and will be announced in tutor notices, Form Time and/or assemblies as appropriate.

The rules cover the following areas of school life:

- Academic
- Dress and Appearance
- Property
- Behaviour
- Health and Safety
- Games, Activities and CCF
- Fire Regulations – Actions to be taken in the event of a fire
- Leaving the Site
- College Bounds
- The Media

In addition to adhering to rules at all times, it is expected that students cooperate fully with any investigation into possible breaches of St Dunstan's College Rules conducted by members of staff. This may include writing statements outlining their experience of events they may have been party or witness to and/or being asked questions about such events. Wilful dishonesty or refusal to cooperate with members of staff in this respect may be treated as a Serious Offence and could result in sanctions in accordance with the School Policy on Expected Student Behaviour.

Academic

- All students must arrive at the school in good time to report to their tutor/form room for registration. It is therefore expected that students in the Senior School (Years 7-13 arrive between 0745 and 0820.
- All students must be punctual for timetabled activities, including lessons, registration periods, tutor times, assemblies and activities. In the Senior School, they must arrive at the designated start time of the lesson. Arriving more than 10 minutes after the timetabled start of a lesson or activity may be considered wilful truancy and sanctioned as a Serious Offence.
- All students must attend lessons and timetabled activities, or have express permission from a member of staff to not be in attendance. Failure to report to a lesson or timetabled activity may be considered wilful truancy and sanctioned as a Serious Offence.
- Books, equipment and other materials should be properly cared for.
- Unacceptable work, poor classroom behaviour or a lack of punctuality will be challenged, and appropriate sanctions may be imposed. Staff may ask student s to redo the work. Persistent failure to complete the work to

expectations will result in further academic sanctions, in accordance with the School Behaviour Management Procedures.

- In the Senior School, if a student has to miss all or part of a lesson for any reason (for example due to individual music tuition), they must seek the permission of the teacher involved. Where possible, 24 hours' notice should be given. It is expected that they should apologise if they fail to do so. As the lessons above are charged for, student s are likely to be billed for lessons missed without forewarning or good reason. Work missed should be made up unless excused form doing so by the subject teacher. It is the students' responsibility to initiate this.
- In the Senior School, if a student is unwell and needs to leave a lesson they must seek permission to go to the Wellbeing Centre from the teacher of their lesson and should report directly to the staff in the Wellbeing Centre. Failure to seek permission or to report directly to the Wellbeing Centre may be considered wilful truancy and sanctioned as a Serious Offence.
- In the Senior School, if a student misses all or part of a lesson for any reason, they are still responsible for completing any homework set during that lesson to the same deadline as the other students in their class. All homework is posted on Firefly; it is the student's responsibility to check for homework. Students who miss a lesson for any reason may request an extension to the homework deadline where reasonable; but this request must be received by the subject teacher in good time (at least 24 hours before the deadline) and granting such extensions is at the teacher's discretion.
- Sixth Form students may have Private Study periods. These periods will be either supervised in the first instance or unsupervised with the permission of the Head of Sixth Form. Students who are assigned supervised Private Study are expected to report to the LRC punctually (see 2 above) and to remain in the LRC for the duration of the lesson. Students assigned unsupervised Private Study may work in the LRC or the Sixth Form Common Room, or other location on the school site with teacher permission. It is, however, expected that students remain in their chosen area for the duration of the lesson and not wander about the school.
- In the Senior School, form rooms may be used in the absence of staff only for schoolwork or other authorised school activities, and only by students who have tutor time in the room. Students should not be in any classroom other than their own form room during non-lesson time. Staff desks and all other equipment must not be interfered with and the room should be left in a tidy condition and configured as it was found.
- In the Senior School, students must familiarise themselves with, and observe, the rules governing examinations and assessments following briefings from the Examinations Officer.
- Cheating is unacceptable. Cheating in public examinations or plagiarism in coursework is reported to the Examination board concerned which could jeopardise the candidate's GCSEs or A Levels across all subjects. This is regarded as a Serious Offence.

- Plagiarism is form of cheating and is not limited to exam work. Plagiarism and other academic dishonesty are Serious Offences, and includes but is not limited to the following activities:
    - Including parts of someone else's work in your own without using quotation marks and identifying the source. This includes cutting and pasting information from the internet.
    - Copying, re-wording or summarising someone else's work and including it as your own without acknowledging the source.
    - Not labelling diagrams/illustrations that you have used
    - Working together with other students on a task that should have been done on your own.
- Failure to meet academic standards may lead to a student's loss of privileges, withdrawal of an Award, or removal from the school.

Dress and Appearance

- It is the responsibility of all students to see that they are well groomed and neatly and appropriately dressed at all times, including when off the school site.
- The Senior School Dress Code is published in the related document P3RD03 Dress Code. This dress code is also available in the Senior School Parents' Handbook, the Senior School Students' Handbook, and on the school website and Virtual Learning Environment (Firefly). It is expected that all students know and conform to the dress code.
- Sanctions for dress code violations are listed in the related document P3RD03 Dress Code. Repeated, deliberate violations of the Dress Code may be considered a Serious Offence.

Property

- Theft is a Serious Offence. Borrowing without permission may be construed as theft.
- Vandalism is a Serious Offence.
- All property, whether individually or communally owned, must be respected.
- Damage must be reported to a member of staff as soon as possible.
- Buying and selling between student is not allowed at the school.
- Senior School students are strongly advised not to have or carry more cash than is needed on a daily basis (breakfast and snacks may be purchased daily for a small fee).
- Students should be careful with valuables. They should never lend bankcards or reveal PIN numbers to others.
- Lost property should be handed to the College Office, a member of staff or a Prefect.
- No personal property brought to school is covered by the school's insurance and therefore valuables should be fully insured at home. It is advised that all students label their personal property clearly with their full name.

- Lost property (named and unnamed) is made available to student s on a daily basis. Unclaimed lost property is collected termly and donated to charity or the School Second-hand Uniform Scheme. Specific arrangements for lost property vary between the Senior and Junior Schools; further information is communicated to parents annually and is available on request at any time.

Behaviour

- Good manners are expected of all students at all times.
- Students are expected to act on the instructions of school staff (teaching and non-teaching) immediately and without complaint.
- Aggressive or threatening behaviour, be it physical or verbal, is unacceptable. This is a Serious Offence.
- Bullying is a Serious Offence. See the related policy P4 Anti-bullying for details.
- Explicit physical contact and public displays of affection are unacceptable.
- Students should pay particular attention to behaviour and appearance when off the school site.
- All visitors and school employees should be treated with respect and courtesy.
- Good manners and orderly behaviour are expected in the Refectory and the meal queues.
- Food may not be removed from the Refectory.
- Chewing gum is not allowed in the school.
- Students should not drop litter and are asked to pick up any they may find.
- In the Senior School, phones, smart watches and the like must be stored in a locked Yondr pouch when in school or engaging in school-based activities. Sixth Form students do not need to use a pouch but must not use their phones outside of the Sixth Form cafe and study room.
- Tablet computers and the like should not be used in school during the working day unless with specific permission from a member of staff. Further information may be found in the school's BYOD Policy. .
- The sending of inappropriate text or picture messages is likely to be considered a Serious Offence. See related policy P15 ICT and Acceptable Use for details.
- Students should not take photographs or videos of another student or member of staff or distribute that image without their agreement. Misuse of such images, especially if inappropriate, may constitute bullying or even a criminal offence (see Behaviour point 3 above). This may constitute a Serious Offence.
- Betting and gambling are forbidden.

Health and Safety

- Any medication brought from home, whether prescription or over-the-counter, should be left with the Nurse, where it can be dispensed under supervision. All medication should be accompanied by a written instructions from the student 's parents/carers. All prescription medication should have the original label, clearly stating the student 's name, name of GP and the dose. Further information regarding dispensation of medication is available upon request.
- Students are not allowed to carry, distribute or self-dispense medication of any kind at school. This includes over-the-counter pain medication such as paracetamol, ibuprofen, and medicated lozenges.
- All accidents or injuries should be reported to a staff member immediately, even if the injured party requires no medical treatment.
- Smoking and the possession of smoking materials, including e-cigarettes and shisha pens, are forbidden, regardless of the nicotine content. Students should not arrive at the school having clearly smoked elsewhere. There are Serious Offences. (See also P3R306 Tobacco, Alcohol and Drugs Policy)
- Taking, possessing or dealing in drugs is forbidden. These are Serious Offences. (See also P3RD06 Tobacco, Alcohol and Drugs Policy)
- Solvent abuse is a Serious Offence. The school will react to solvent abuse in a similar way to other forms of drug abuse. (See also P3RD06 Tobacco, Alcohol and Drugs Policy)
- Alcoholic drinks may be consumed only at authorised school occasions and only by Sixth Form students over 16, under supervision. Alcoholic drinks may not be brought onto the school premises or to school events/trips held off-site. Drinking to excess under any circumstances is unacceptable. Students should not arrive at the school clearly having consumed alcohol elsewhere. These are Serious Offences. (See P3RD06 Tobacco, Alcohol and Drugs Policy and P3RD10 College Alcohol Policy)
- The swimming pool, fitness suite, sports hall and other sports facilities have their own safety guidelines which must be followed by all students. These guidelines are posted outside each of the locations. Students must not use any of these facilities if there is no member of staff present.
- Students must not enter laboratories, art rooms or design technology rooms without the permission of, and supervision by an appropriate member of staff.
- Possession of dangerous articles or imitations thereof as defined by the Head, such as laser torches, knives, firearms, air pistols, paintball/ball-bearing guns, catapults, fireworks, chemicals and explosives is forbidden.
- Students are not permitted to drive themselves to school or park a vehicle on the school premises. This rule applies to the school day as well as evening and weekend performances and events.
- Students riding bicycles to and from the school should wear protective headgear. It is the student s' responsibility to ensure the bicycles left at the school are properly secured.

- Due consideration should be given to all road users and pedestrians. In particular, great care should be taken in crossing roads, taking care only to use designated crossing points.

Games, Forder Activities and CCF

- The school offers a wide variety of sports, clubs and activities through the Forder Programme and as part of school life. Students who commit to participate in any school-run sport, CCF, or Forder activity must honour their commitment and attend regularly and in good spirit. Students must consider carefully if they have the time and ability to meet the attendance and time requirements for any co-curricular activity before they commit. Students should not 'double-book' for activities.
- It is the duty of each student to read notices and arrive to Games, Forder activities and CCF events at the correct time. If students have to miss Games, Forder activities or CCF for any reason, they must seek advance permission from the member of staff in charge, and it is expected that they should apologise if they fail to do this. Absence from an organised commitment may result in a sanction.
- Students travel to away fixtures in school uniform or sports kit as directed. Kit must be clean for all fixtures.
- Sports Captains must ensure that visiting teams are met and treated hospitably during their visit.
- Spiked or studded footwear may not be worn on the way to and from the games fields.
- For sport and some Forder Activities, student s must wear the protective clothing and equipment (e.g. gumshields, helmets) as required by staff in charge.

Fire Regulations – Action to be taken in the event of a fire

1. The school building(s) should be evacuated immediately, silently and in a calm manner, closing all windows and doors as the last person leaves a room. Everyone should proceed to the designated assembly point shown on fire notices. Do not re-enter the building until authorised to do so.
2. Students must not stop to collect belongings in the event of a fire alarm – they must evacuate immediately as described above.
3. If you are in the building where there is a fire, move to the assembly area where students are to organise by form. Form tutors/teachers are to check that all students are present and accounted for.
4. During teaching periods, if you are in another building and become aware of the emergency elsewhere, remain in class until further instructions are received.

5. Senior School students who leave the school during the school day must fob out, and fob back in upon their return (Sixth Form) or sign out at the College Office (Years 7-11). This will keep the school fire register accurate.

Leaving the School Site

- Students should not leave the school site without permission.
- Students are expected to remain on-site for the duration of the school day (with the exception of some Sixth Form students, who may obtain permission to sign out).
- In the Senior School, students without formal commitments (such as sport, Forder programme, music or drama) are welcome to stay in the LRC until it closes at 1730. Students who wish to remain on site must remain either supervised in the LRC or supervised by the teacher/s in charge of their activity.
- Once students have left at the end of the school day, they should not normally return to the school before then next school day, unless they have permission from staff to attend for example rehearsals or performances.
- Sixth Form students may request permission from the Head of Sixth Form to leave the school site at certain times. They must state where they plan to go, and return promptly at the agreed time. They must fob out upon leaving the school and back in upon their return. Further information is available in the Sixth Form Handbook and upon request.

School Bounds

- The following places are out of bounds for students:
    - Off-licences, pubs, betting shops and amusement arcades
    - Private houses
    - The kitchens
    - The Groundsmans' storage areas
    - Maintenance areas
    - Cleaners' areas/cupboards
    - Science prep rooms
    - The school front lawn
    - The front drive

- Areas that may only be visited with staff supervision/permission:
    - Swimming pool
    - Junior School Classrooms
    - Gym
    - Sports Hall and Fitness Suite
    - Astro-turf pitches
    - Science Labs
    - Design Technology workshops

- Art classrooms
- The Jubilee Sports Ground and Pavilion
- The drive between the Junior School and the Senior School
- The West entrance to the Senior School

The Media

Under no circumstances may student s communicate with any member of the media without permission from the Head.

Serious Offences

Serious Offences are infractions that incur the most serious sanctions. Any single act or developing pattern of behaviour may be deemed a Serious Offence at the discretion of any member of the Leadership Team. Any offence may be deemed a 'Serious Offence' in the professional judgement of the Head of the Senior School, Deputy Head Academic or Deputy Head Pastoral, given the circumstances and context of the offence. Serious Offences include but are not limited to:

- Drug abuse including supply, possession or use
- Alcohol abuse
- Smoking or vaping
- Theft, blackmail
- Leaving the School Site during the School Day without leave
- Wilful truancy from timetabled lessons or activities, including assemblies and registration periods
- Bullying, including cyberbullying
- Persistent refusal to follow staff instructions or verbal abuse of staff
- Physical assault, threatening behaviour or intimidation
- Fighting, regardless of extent of physical contact or injury
- Sexual harassment or violence
- Racist, sexist, homophobic or transphobic abuse, or any abuse relating to a protected characteristic
- Sexual misconduct including the supply and possession of pornography
- Vandalism or damage to property through poor behaviour choices
- Certain violations of the Student Acceptable Use Policy for ICT or the Bring Your Own Device Policy
- Breaching the phone-free school approach – this varies by year group but includes using their phone around the school, not using their Yondr pouch, tampering with or damaging the pouch, or bringing in tools that could be used to do so
- Possession or use of unauthorised firearms or other weapons
- Cheating, including plagiarism (not limited to public examinations)
- Malicious allegations against staff

- Persistent attitudes or disruptive behaviour which are inconsistent with the school's ethos, including on social media
- Bringing the school into disrepute, whether on site, off site or online
- Failure to adhere to an agreement made as part of an Academic or Conduct Sanction, for example a Behaviour Agreement
- Parental or student behaviour which, in the Head f the Senior School's reasonable opinion leads him to believe that removal of the student from the school is in the best interests of the school or the student.

Appendix 3 - Drugs, Alcohol and Smoking

The policy aims are fulfilled by a programme of health education, which is appropriate to the students' age and level of development. This programme will be delivered mainly through PSHEE (Personal, Social, Health and Economic Education)/Skills for Life lessons but will be reinforced in other parts of the teaching curriculum and informally in assemblies and through tutor/form time. The school periodically invites outside speakers to further reinforce its commitment to health education. Members of the teaching staff are made aware of issues and policies by whole school INSET.

Individual Support

Individual support to students is available through the pastoral teams, counsellors, and the Nurse. Students may also be referred to private specialist clinics with parental permission.

Tobacco and Vaping

The College rule states: Smoking, vaping and the possession of smoking or vaping materials, including vapes and shisha pens, are forbidden, regardless of the nicotine content. Student s should not return to school having clearly smoked elsewhere. These are Serious Offences and will incur sanctions as outlined in the Expected Student Behaviour Policy.

All smoking and/or vaping incidents are reported to parents / carers, who will be informed at the earliest opportunity. All offences will also be reported to the Deputy Head Pastoral and/or the Head. Smoking or vaping materials, if found, will be confiscated and returned to parents / carers.

Tobacco and Vaping Sanctions

Note: the age of the student will be considered when sanctions are determined. Sanctions are issued at the professional discretion of the Deputy Head Pastoral and/or the Head of the Senior School.

- The first offence will attract a minimum of a Friday SSLT Detention and may require the writing out of an appropriate report which considers the damage to health caused by smoking/vaping.
- A second offence will likely result in either internal or external temporary exclusion and/or gating.
- Offences thereafter will result in a meeting between the Deputy Head Pastoral, the student and their parents / carers to establish a non-smoking/vaping agreement with significant sanctions if broken.
- Continued abuse of the smoking/vaping rule may well result in further temporary or possibly permanent exclusion, as outlined in the Expected Student Behaviour Policy.

The school will always contact the manager of any establishment found to be active in selling tobacco or tobacco products to underage students and the Police may also be informed.

Members of staff (academic and non-academic) are reminded that smoking is banned across the site both inside and outside buildings. Staff are not permitted to smoke in the presence of students at any time.

Alcohol

Beer and wine may be consumed only at authorised school occasions and only by Sixth Form students over 16, under supervision, and alongside a minimum of a light meal or snacks. Alcoholic drinks may not be brought onto the school premises or to school events/trips held off-site. Drinking to excess under any circumstances is unacceptable. Students should not arrive at the school clearly having consumed alcohol elsewhere. These are Serious Offences and will incur sanctions as outlined in the Expected Student Behaviour Policy.

The school is clearly bound by law, and those laws guide the Expected Student Behaviour Policy and related documents. Students are encouraged to adopt a sensible attitude towards alcohol. Alcohol should not be served to any students below the Sixth Form. Only those Sixth Form student s who are old enough may drink beer or wine – and then only in moderation. No spirits of any kind, or drinks containing spirits, may be consumed.

The school believes that students in the Sixth Form should learn that the moderate consumption of alcohol has its place in British society. Therefore, Sixth Form students may be served alcohol in moderation at certain formal school occasions, usually accompanying a meal (e.g. school social events and formal Dinners) but never in the absence of a member of staff. Soft drinks are always available at such events. Parents /carers will be informed if alcohol is to be available at any function.

Further details on the availability of alcohol at school events can be found in *College Alcohol Policy*.

All alcohol offences will be reported to the Deputy Head Pastoral and/or the Head of the Senior School and to parents / carers. Evidence of alcohol consumption will attract an appropriate sanction.

Alcohol Sanctions

Note: the age of the student will be considered when sanctions are determined. Sanctions are issued at the professional discretion of the Deputy Head Pastoral and/or the Head of the Senior School.

- The first offence will attract a minimum of a Friday SSLT Detention and may require the writing out of an appropriate report which considers the damage to health caused by alcohol.
- A second offence will likely result in either internal or external temporary exclusion and/or gating.
- Offences thereafter will result in a meeting between the Deputy Head Pastoral, the student and their parents / carers to establish an alcohol agreement with significant sanctions if broken.
- Continued abuse of the alcohol rule may well result in further temporary or possibly permanent exclusion, as outlined in the Expected Student Behaviour Policy.
- A student may be referred for counselling (at the parents' expense) where there is reason to believe that they have issues with alcohol.
- Offences involving spirits will attract a greater disciplinary reaction. Persuading other students to partake of spirits is regarded in a particularly serious light. Should a student be incapacitated, end up sick or requiring medical attention, then it is likely that a period of exclusion would follow.
- A student found to be providing alcohol to an underage student risks exclusion and may be reported to the Police.
- For alcohol offences, the school reserves the right to contact parents and ask them to collect their child immediately.
- In the case of any incident involving the sale of alcohol to underage students, the school will contact the manager of the establishment involved and the Police will be informed.
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Drugs

The school rule states: Taking, possessing or dealing in drugs is forbidden.

The school's definition of 'drugs' includes illegal drugs (those categorised as Class A, B or C) and those substances which are misused to create what was formerly called a 'legal high', but which are now branded 'new psychoactive substances' and have

been made illegal with the May 2016 ban on 'legal highs'. These include nitrous oxide, alkyl nitrates ('poppers'), ketamine, khat, solvents and other volatile substances (those giving off a gas or vapour that can be inhaled), prescribed medication as well as over-the-counter drugs, but this is not an exhaustive list. In addition, 'performance-enhancing' drugs, as defined by the World Anti-Doping Agency (WADA) Code, fall within the scope of this guidance.

Students are taught about the use and misuse of drugs through a programme of education arranged through the established curriculum, the PSHEE curriculum and through specially invited external speakers.

St Dunstan's College is committed to promoting a healthy, safe environment, in which good citizenship and respect for the law can flourish. We believe it is important to deliver a clear, consistent moral framework that promotes the integrity of our community and gives all of our students the understanding and self-confidence to reject illegal drugs and substances. All school staff have been trained in recognising and responding to the symptoms of drug and substance abuse. Any member of staff or parent concerned that a student might be involved in drug abuse should inform the student 's Form Tutor, Head of Year, Deputy Head Pastoral or Head immediately.

The Deputy Head Pastoral will always investigate rumours about involvements in illegal drugs and substances, including questioning a student, searching a student and/or his/her personal possessions (in line with *P3RD010 College Search and Confiscation Procedures*). Parents / carers are informed as a matter of urgency and invited into the school to discuss the matter.

Drugs Testing

The school has a right to require a student to undergo a test for the use of illegal drugs or other substances damaging to health, where there are reasonable grounds for suspicion. Drugs testing is organised by the Deputy Head Pastoral in conjunction with an outside testing agency. Full details are available to parents / carers on request. A test will only be required following consultation between the Deputy Head Pastoral and the Head. Reasonable endeavours will be made, before a drugs test is conducted, to notify a parent of the requirement for a drugs test and the reasons for that requirement. Refusal to submit to a drugs test at the request of the school may result in exclusion.

Drugs testing is designed to be constructive and to support those students most at risk of drug taking, to dispel ill-founded suspicion of drug taking and to act as a general deterrent.

Drugs Sanctions

The drugs sanction guidance allows the school to exercise clemency where it is merited and give support and advice to those who need it. It aims to encourage honesty and in certain circumstances to allow a student to recognise that he or she has made a grave mistake and to strive to make amends.

- Any student selling or distributing drugs or otherwise actively encouraging their possession or consumption by others will receive a temporary or permanent exclusion.
- Any student possessing or consuming illegal drugs whilst under the school's jurisdiction or whilst representing the school should expect to receive temporary or permanent exclusion.
    - In some cases, there may be mitigating circumstances; if so, these will be carefully considered by the Deputy Head Pastoral and the Head of the Senior School before issuing any sanctions.
    - The Police will normally be consulted about the possession, consumption or supply of an illegal drug, given possibility of it being a criminal offence.
- If the only firm evidence that a student has been involved with illegal drugs is a positive drugs test, they may be allowed to stay in the school provided that they:
    - Give a written assurance to the Head of the Senior School and to their parents / carers that they will not become involved with illegal drugs again.
    - Agrees to undergo the drugs tests at various times during their remaining school career.
    - Agrees to take part in drugs counselling if the school requires.

The same undertakings will also be required of any student who may be allowed back after an offence (see ii above) because of mitigating circumstances.

- If the school is made aware of the possibility of drugs misuse or any possible criminal activity, even if the activity or drugs misuse takes place outside of the jurisdiction of the school, the Deputy Head Pastoral or Head of the Senior School may:
    - Inform parents / carers of the nature of the information.

    - Ask that there should be drug counselling.
    - Require that the student be drugs tested in the future.
    - Talk to the Police about the matter.
- In the event of the school's reputation being brought into disrepute it will be the school's qualified right to invoke its full disciplinary procedures, which may include permanent exclusion.
- Any subsequent drugs abuse, including a positive test result, will result in permanent exclusion. Semantic debate about drugs taken in the holidays or at weekends will not be conducted.

Appendix 4 - Guidance on Alcohol at St Dunstan's College

The school understands that some events provide an opportunity for staff, parents / carers and visitors to model positive behaviour around the consumption of alcohol. We believe that the moderate consumption of alcohol has a place in society and that students should be taught about alcohol through both the curriculum (PSHEE and Skills for Life) and through taking part in events where alcohol is safely and legally served and responsibly consumed.

This guidance should be read in conjunction with *P03 Expected Student Behaviour*, *P03RD06 Drugs, Alcohol and Smoking* and *P03RD11 Guidance on Visitor Behaviour*

This document provides guidance for all members of the school community to understand the school's:

- Expectations regarding the consumption of alcohol by staff or other adult guests in the presence of students and/or parents / carers at school events and on school trips.
- Position regarding consumption of alcohol by staff at school-sponsored staff social events.
- Expectations on serving alcohol at events attended by student s and/or parents / carers.
- Position on the consumption of alcohol by students on trips or within the school.

NOTE: Throughout this document, the term 'alcohol' refers to beer and wine. Spirits should not be served or consumed at school events where students, parents / carers and other guests may be present. Very occasionally, a staff social event may include the serving of spirits with approval from the school Leadership Team.

Alcohol consumption by staff or other adult guests in the presence of students

Whilst there will be times when staff are permitted to consume alcohol in moderation at school events, it should be noted that it is a potential disciplinary offence for a staff member to be at work (which includes attending a school event) when noticeably affected by drink, even if not 'drunk' in the everyday sense of the word. Being in such a state potentially puts students and colleagues at risk and may also undermine discipline and good order and perhaps bring the school into disrepute.

Staff who choose to drink alcohol whilst at school events in the presence of students should be mindful of the following:

- The core responsibility of staff acting *in loco parentis*, must take priority over all other considerations.
- Staff must be able to respond safely in any emergency or unforeseen circumstances when needed.
- Staff act as role models for students.
- Staff should consider the nature and age range of the students and the context of the event.
- Staff should consider the possible effect on the school's reputation, including how their behaviour may be perceived by others.
- There should always be a minimum number of 'duty staff' at any event who have not consumed any alcohol and are always fully sober. In practical terms, where there are several members of staff at an event involving students, it there must be at least two members of staff at all times and in all circumstances who have completely abstained from consuming any alcohol. Who these staff are may depend on factors such as their role in the event, ability to drive a minibus, extent of local knowledge and first aid qualifications.
- When consuming alcohol, staff must take into consideration external factors such as the laws of countries and rules of certain organisations which may prohibit the possession and consumption of alcohol.

Staff must not consumer alcohol on school trips.

Alcohol consumption at school- sponsored events by staff not in the presence of students

- When consuming alcohol at events where no students are present such as school-sponsored staff social events or Friends of St Dunstan's events, staff must not behave in such a way as to bring the school into disrepute or make their colleagues or guests uncomfortable.
- Staff should always act in accordance with the law and be particularly mindful of legal limits for safe driving.

Serving alcohol at school events

It is sometimes appropriate to order beer and/or wine with the catering request when organising an event for parents / carers and other adult guests. If the primary purpose of the event is entertainment, for example performances and concerts, then you may choose to serve alcohol. It is not appropriate to serve alcohol if the primary purpose of the event is professional information sharing, for example parents' evenings and seminars.

Should you decide to serve alcohol at a school event, you must have at least one dedicated member of staff supervising the 'bar' at all times. Prefects may help serve wine and beer, but never without direct staff supervision.

The supervising staff member reserves the right to refuse to serve if they suspect the person to be intoxicated or under the age of 18 without acceptable photo identification. Please refer to Guidance on Visitor Behaviour for further information.

Student consumption of alcohol

Students between the ages of 16 and 18 may occasionally be served alcohol with a meal at formal school events (such as formal dinners and some St Dunstan's Festival events). This will be limited to two bottles of beer or two glasses of wine.

Under no circumstances will student s aged under 16 be served alcohol at school events.

Students aged 18 and over may be allowed to purchase alcohol at some school events, such as the Sixth Form Ball. In such instances, wristbands will be available from the school to identify students as aged 18 or over, and only students with wristbands will be served. Supervising staff at such events reserve the right to refuse service to any student who is apparently intoxicated. In such circumstances, the student may be asked to leave the school site, and sanctions may be issued where appropriate, in line with the School Policy on Expected Student Behaviour.

Whenever alcohol is made available to students aged 16 or older, parents / carers will be informed in writing prior to the event. In the event that a parent does not consent to their child (aged 16 or older) consuming one to two servings of alcohol at an event, it will be the student's responsibility to abstain; the school will not operate a 'no alcohol' list or prohibit students aged 16 or over from consuming a moderate amount of alcohol with a meal simply on parent request.

Guidance on Visitor Behaviour

The school has a rich calendar of trips, productions, performances, sports fixtures, parent / carer seminars, and other events throughout the year. During these times, parents and other family members as well as occasionally the general public, are warmly invited onto the premises or external venue to participate or spectate as appropriate.

We expect all visitors to behave appropriately when they are either on St Dunstan's College site or representing the school by, for example, attending a sports fixture at the opposing school. This document provides guidance for visitor behaviour as well as guidance for staff when visitor conduct does not meet our expectations.

This guidance should be read in conjunction with *Expected Student Behaviour*, *Drugs, Alcohol and Smoking*, *Safeguarding* (and all related documents) and *Guidance on Alcohol at the College*.

Expected Visitor Behaviour

We expect all visitors to engage in positive behaviours that enable individuals and the school community to function happily and effectively. The school has a robust set of College Rules that students are expected to follow; we have no intention of providing a similar document for visitors. Instead, we expect common sense and decency to guide all behaviour, as well as school staff response to inappropriate behaviour from a visitor.

The Head of the Senior School is responsible for the reputation of the school; they reserve the right to protect it and therefore actions which bring the school into disrepute will be treated in the most serious manner.

In the case of a breach of UK or English law (or the Law of the Land if abroad), the police may be informed or asked to assist.

Visitor behaviour which presents a safeguarding concern will be dealt with according both to this document and to *Safeguarding Policy*.

Visitor behaviour which may be construed as radical will be dealt with according both to this document and to *Prevent*.

Inappropriate visitor behaviour includes but is not limited to:

- Inappropriate language (e.g., swearing, sexualised language, racist or hateful language)
- Harmful criticism or ridicule of a child or other visitor
- Aggressive or threatening behaviour
- Heckling or other disruptive behaviour in group events
- Intoxication
- Violence
- Any behaviour that puts a child at risk of physical, sexual, or emotional harm or neglect
- Any language or behaviour which presents or condones radical views
- Unsafe use of equipment or facilities, including vehicles

- Failure to heed the instructions of school staff

Staff response to inappropriate visitor behaviour

All staff, regardless of position within the school, are expected to respond directly and proportionately to inappropriate visitor behaviour. Equally, visitors are expected to comply with all instructions from any member of school staff, without argument or resistance.

Staff are expected to exercise professional judgement when deciding if visitor behaviour is inappropriate and the seriousness of offense. As a rule the following guidelines should be applied when addressing inappropriate visitor behaviour:

Low-level inappropriate behaviour

Examples of low-level inappropriate behaviour may include one-off incidents of swearing, mildly offensive comment, incident of heckling or disruptive behaviour or unsafe use of equipment or facilities.

Members of staff should politely but firmly request that the behaviour cease, and should monitor the situation to ensure that it does.

Moderately inappropriate behaviour

Examples of moderately inappropriate behaviour include one-off incidents of swearing or comments which are deemed, in the professional judgement of the staff member, to go beyond being just 'mildly' offensive, heckling or consistent disruptive behaviour, other persistent low-level incidents of inappropriate behaviour, or failure to heed instructions of school staff (including ceasing low-level inappropriate behaviour).
Members of staff should seek a member of the SSLT (or other similarly responsible member of staff if SSLT are not available). The Senior Leaders should ask that the visitor please leave the site in a polite but firm manner. Should the situation escalate (e.g., the visitor refuses to leave), it must be treated as a serious breach of conduct.

Serious breach of conduct

Examples of serious breaches of conduct may include intoxication, abusive or threatening language or actions or any conduct with puts the safety of others in danger.

In the event of serious breach of conduct, a sufficiently senior member of staff must escort the visitor off site, provided it is safe to do so. If it is not safe to escort the visitor off site, or the visitor is engaging in illegal or dangerous behaviour, 999 must

be phoned. Inform a member of the school Leadership Team as soon as possible if a serious breach of conduct has occurred (whether or not emergency services were involved). You may be asked to write an account of the incident.

Repercussions of visitor misconduct

The school reserves the right to request that visitors who have either made a serious breach of conduct or have established a pattern of low-level or moderately inappropriate behaviour refrain from entering the school site or otherwise engaging with school events. This request will be made by the Head in writing.

Visitors have a right to complain if they feel that they have been mistreated at a school event. All complaints should be entered through the school complaints procedure, available on the school website.

Appendix 5 - Students sending nudes and semi-nudes

What do we mean when we refer to sending nudes and semi-nudes?

- This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could involve public sharing via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via WhatsApp or via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. Alternative terms used by adults may include sexting, youth-produced sexual imagery or indecent imagery.

- The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Images may be created or shared consensually. Conversely, the sharing of nudes or semi-nudes could constitute peer-on-peer abuse. Section 4.6 gives further information to help schools define an incident in order to ensure an appropriate and proportionate response.

- However creating and sharing nudes and semi-nudes of under-18s, even with consent, is always illegal and the response needs careful management.

- This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency. Children and young people under the age of 18 sharing adult pornography or exchanging sexual texts which do not contain images should be dealt with under the *Safeguarding and Child Protection Policy* and *Expected Student Behaviour Policy* as appropriate.

- It is accepted that young people experiment and challenge boundaries, and therefore the risks associated with online activities can never be completely eliminated. However, St Dunstan's College takes a proactive approach to e-safety to help students understand, assess, manage and avoid the risks associated with online activity, including an annual visit from a UKCIS specialist to explain the risks and legislation to Senior School students.

- The Group recognises its duty of care to its student s who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed. Furthermore the Group recognises that the response to an individual case can affect school-wide culture, peer responses and the willingness of other children to speak out.

- The DSL must always be informed of any incidents of student s sending nudes or semi-nudes and the DSL will consider the range of contributory factors in each case in order to determine an appropriate and proportionate response. This includes placing the child's sexual behaviour within the context of their age and development, using tools such as Brook's Sexual Behaviours traffic light tool and the Hackett continuum of children and young people's sexual behaviours.

Steps to take in the event of an incident

Initial response

- Manage the disclosure from the child in line with the *Safeguarding and Child Protection Policy.* Recognise that the child is likely to be worried and embarrassed so the staff member should ensure the child is comfortable and only sensitive and appropriate questions are asked.
- Following the disclosure, refer to the DSL as soon as possible.
- DSL holds an initial review meeting with the staff member who heard the disclosure and any other members of the safeguarding team needed.
- DSL holds a follow up interview with the child(ren) if appropriate.
- Parents / carers are informed and are involved in the process unless there is good reason to believe that involving them would put the child at risk of harm.
- A referral should be made to Children's Social Care and/or the police if the child has been harmed or is at risk of harm at any point in the process.

Initial review meeting

- Establish whether there is an immediate risk and whether a referral needs to be made to Children's Social Care or the Police.
- If it is necessary to view the image to safeguard the child. Images should not be viewed unless there is no other way to safeguard the child (see Appendix 3 for parameters).
- Establish what further information is needed.
- Establish whether the image has been shared widely and via which platforms. Does immediate action need to be taken to delete or remove images.
- Add any relevant context about the child(ren) involved.
- Decide who else needs to be contacted – other individuals, educational settings and parents.

Option 1: external referral

- A referral through MASH must be made if the incident:
    - Involves an adult
    - Involves blackmailing, coercion or inability to consent
    - Is unusual for the child's developmental stage or is violent
    - The child in the images is under 13
    - The child is at risk due to the sharing of nudes or semi-nudes – is self-harming or suicidal
- If a report is made to the police, this will be recorded as a crime although it does not mean the child involved will have a criminal record.

Option 2: manage internally

- If none of the above apply, the incident may be managed internally **if** enough information about the risks is *known* and those risks can be managed internally using the Group's *Safeguarding and Child Protection Policy* and *Expected Student Behaviour Policy.*
- The decision must be recorded on CPOMS in accordance with the policies above.
- Key questions to decide whether it is appropriate to manage an incident internally are:
    - Why was the image shared? Was it consensual or coercive?
    - Has it been shared without consent or beyond the intended recipient?
    - Has the image been shared online? What steps have been taken to contain this?
    - How old are the children involved?
    - How many people was the image sent to?
    - Is the child otherwise vulnerable?

- Would informing parents put the child at risk?

Support for the child(ren) involved

- The child should be interviewed by the DSL, if possible, to establish the facts and determine the best course of action.
- The child's views must be taken into account. They should be reassured of available channels for support and that they will be kept informed throughout the process.
- The interview should use the Tell Describe Explain model for managing disclosures and should not victim-blame.
- The child should be reminded about consent and trust within healthy relationships and advised on who to tell if they feel this consent and trust has been breached.
- The child should be made aware of the laws around sending nudes and semi-nudes but reassured that the intent is not to criminalise children.
- The child should be supported to use Childline's Report Remove tool to get the image removed, delete the image from their own devices and report on any individual sites where the image has been posted.
- Parents / carers should be informed unless this will cause further harm so that they can support with the above messaging and actions.
- Further information on support for children is found in the guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020)*

Searching devices

- The Searching, screening and confiscation advice for schools highlights how the Education Act 2011 gives schools the power to search student s for devices, search data on devices. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
- If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.
- If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting nudes and semi-nudes from devices and online services to limit any further sharing.
- In most cases, children and young people should be asked to delete the imagery and to confirm that they have deleted them. They should be given a

deadline for deletion across all devices, online storage or social media sites. They should be reminded that possession of nudes and semi-nudes is illegal. They should be informed that if they refuse or it is later discovered they did not delete the imagery, they are continuing to commit a criminal offence and the police may become involved.

- Any decision to search a child or young person's device and delete imagery should be based on the professional judgement of the DSL and should always comply with the safeguarding or child protection policy and procedures of the education setting. All these decisions need to be recorded, including times, dates and reasons for decisions made and logged in the safeguarding records. Parents and carers should also be informed unless this presents a further risk to any child or the young person.
- Schools must avoid viewing indecent imagery unless absolutely necessary to safeguard the child. The parameters where this would be appropriate and how it should be handled are in Section 4.8.

Recording incidents

- All decisions made and actions taken must be logged in accordance with the school *Safeguarding and Child Protection Policy* which generally will involve logging on CPOMS. Referrals made to external agencies should also be logged here. Indecent images should not be copied, shared or stored.

Educating children and young people about nudes

All children are taught about online safety, including the risks of sharing nudes and semi-nudes, during lessons including those of Computer Science, the Stuart Additional Curriculum which incorporates RSHE lessons and form/tutor time, as well as during our annual visit from a UKCIS specialist who talks to all year groups about online safety.

This content includes:

- What does it mean to share nudes or semi-nudes
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to peoples' feelings and reputation

- Strategies and skills required to manage specific requests or pressure to provide (or share on) such images and/or the receipt of such images
- Who to tell; what to say; what to do; what not to do and where to get support from within and outside of the education setting.

Typology of youth-produced imagery

The following is adapted from Wolak and Finkelhor *Sexting: a Typology* March 2011.

Aggravated incidents involving criminal or abusive elements beyond the creation, sending or possession of nudes and semi-nudes	• **Adult involved**: adult offenders attempt to develop relationships by grooming children and young people, in criminal sex offences even without the added element of nudes and semi-nudes. Victims may be family friends, relatives, community members or contacted via the Internet. The images may be solicited by adult offenders. • **Youth only – intent to harm**: these cases can arise from interpersonal conflict, such as break-ups and fights among friends, or criminal/abusive conduct such as blackmail, threats or deception, sexual abuse or exploitation by young people. • **Youth only – reckless misuse**: no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result.
Experimental incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse.	• **Romantic**: incidents in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair • '**Sexual attention seeking'**: the phrase 'sexual attention seeking' is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image. • **Other**: cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do

	not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

The law

Responding to incidents of sharing nudes and semi-nudes is complex because of its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales): It is an offence to possess, distribute, show and make indecent images of children.

Indecent imagery does not always mean nudity; however, images are likely to be defined as such if they meet one or more of the following criteria:

- Nude or semi-nude sexual posing (e.g. displaying genitals and/or breasts or overtly sexual images of young people in their underwear)
- Someone nude or semi-nude touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting someone else sexually
- Sexual activity that includes animals

The non-consensual sharing of private sexual images or videos with the intent to cause distress is also illegal. The relevant legislation is contained in section 33 of the Criminal Justice and Courts Act 2015.

The NPCC has made it clear that incidents involving sharing nudes and semi-nudes should have an immediate focus on safeguarding children, not on criminalising them unnecessarily.

Further information on the police response is found in *Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020).*

Viewing and deleting nudes and semi-nudes

Staff and parents / carers must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so as outlined below. Wherever possible, responses to incidents should be based on what DSLs (or equivalents) have been told about the content of the imagery.

The decision to view any imagery should be based on the professional judgement of the DSL (or equivalent) and should always comply with the child protection policy and procedures of the education setting. Imagery should never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.

If a decision is made to view imagery, the DSL (or equivalent) would need to be satisfied that viewing:

- Is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved
- Is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or young person or parent or carer in making a report
- Is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network

If it is necessary to view the imagery then the DSL (or equivalent) should:

- Never copy, print, share, store or save them; this is illegal. If this has already happened, please contact your local police for advice and to explain the circumstances
- Discuss the decision with the headteacher or a member of the senior leadership team
- Make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team
- Make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible, make sure viewing takes place on the premises of the education setting, ideally in the headteacher or a member of the senior leadership team's office
- Make sure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. Ensure

this is signed and dated and meets any appropriate wider standards e.g. such as those set out in statutory safeguarding guidance and local authority policies and procedures.
- If any devices need to be taken and passed onto the police, the device(s) should be confiscated and the police should be called. The device should be disconnected from Wi-Fi and data, and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device should be placed in a secure place, for example in a locked cupboard or safe until the police are able to come and collect it.

If nudes or semi-nudes have been viewed by a member of staff, either following a disclosure from a child or young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems), DSLs (or equivalents) should make sure that the staff member is provided with appropriate support. Viewing nudes and semi-nudes can be distressing for both children, young people and adults and appropriate emotional support may be required.

Appendix 6 - Search and Confiscation

Search with consent

School staff can search a student for any item if the student agrees. Staff are not required to have formal written consent from the student for this sort of search – it is enough for the staff member to ask the student to turn out their pockets or if the staff member can look in the student's bag or locker and for the student to agree. The school will take into account the age of the child when considering consent.

The school makes clear in the *Expected Student Behaviour Policy* and in communications to parents / carers and students what items are banned.

If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag and if the student refuses, the teacher can apply an appropriate sanction as set out in the *Expected Student Behaviour Policy*.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school can apply an appropriate sanction as described in the *Expected Student Behaviour Policy*.

If a student refuses to co-operate with a search, a member of staff should remain with the student at all times until the Head or Deputy Head Pastoral can

meet with the student and initiate a search without consent if they deem this course of action appropriate.

Search without consent

The Head of the Senior School or Deputy Head Pastoral or other senior staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Indecent images of a child (under the age of 16)
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the student)

The staff member conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.
There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Establishing grounds for a search

Staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in their possession a prohibited item. The staff member must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff

conducting the search should bear in mind that a student 's expectation of privacy increases as they get older.
The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.
Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

During the search

The person conducting the search may not require the student to remove any clothing other than outer clothing.
'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.
'Possessions' means any good over which the student has or appears to have control – this includes desks, lockers and bags.
A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
The power to search without consent enable a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Confiscation

School staff can use their discretion to confiscate, retain and/or any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
Any seized item should be reported to the Head or Deputy Head Pastoral as soon as possible.
Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate, but this should not include returning it to the student.
Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, substances previously known as 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.
Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Disposal of controlled drugs and stolen items

It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Dealing with electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
If a staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can

decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice *Sexting in schools and colleges - responding to incidents and safeguarding young people.*

Use force

See Use of Reasonable Force.

Informing Parents

There is no requirement for the school to inform parents / carers or seek their consent to search their child.
The school will inform the individual student's parents / carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
Parent / carer complaints about search and confiscation should be dealt with through the normal school complaints procedure.

Record keeping

There is no legal requirement for the school to keep records of searches or confiscation. However as part of St Dunstan's normal procedures, any such event will be recorded on the student's CPOMS record.

Appendix 7 - Senior School Dress Code

Students in uniform represent St Dunstan's College both on and off site and are expected to uphold the school ethos in both behaviour and appearance.

The Senior School Dress Code applies throughout the year including during the Exam Preparation Period, the Exam Period and any other time the student is on the school site, unless express permission from the Deputy Head Pastoral has been granted to be otherwise dressed. A separate dress code may apply for non-uniform days and school trips and activities.

‘Summer Dress’ will be announced by the Deputy Head Pastoral if and when warm weather renders normal dress uncomfortable. Rules for Summer Dress will be announced at that time.

The uniform must be in good condition: clean and in good repair. The uniform must fit properly (not too large or small for the student).

Lower School (Years 7 -9) and Middle School (Years 10 and 11)

- School blazer (grey with maroon lining and piping and school crest on patch pocket)
- White collared shirt (short sleeves may be worn in summer), top button done up, tucked in to kilt or trousers (note: tie required with collared shirt – see below)
  OR
- White open neck blouse with long sleeves (short sleeves may be worn in summer), top button done up, tucked in to kilt or trousers
- School tie if wearing a collared shirt. Tie to be worn with a standard knot, length of tie to reach waistband of kilt or trousers.
- School kilt, to be worn as purchased with no alterations to the length
  OR
- Charcoal grey full-length tailored trousers (not ‘jeggings’ or ‘treggings’ and no denim)

- Plain black tights OR dark grey knee-length socks if wearing a kilt (white ankle socks may be worn only when Summer Uniform is in place during Michaelmas 1 and Trinity 2)
  OR
- Black or dark grey socks if wearing trousers

- School maroon V-neck jumper, as required
- Polished black leather closed-toe shoes, with a maximum 3cm heel.
- Overcoats must be plain black, grey or navy, with no large emblems or insignia.
- Sweatshirts, hoodies or any other non-school jumpers are not permitted to be worn anywhere on the school grounds. They will be confiscated for the day if seen, so should be removed before entering the school gates.

- The school scarf, hat and gloves may be worn with an overcoat when outdoors. Alternatively, plain scarves and hats may be worn with no visible emblems or insignia.
- Jewellery should be discreet and suitable for a professional environment. It must not breach the health and safety expectations in the school. Jewellery that staff do not deem in line with this guidance will be confiscated until the end of the school day.
- No visible make-up (including fake eyelashes), coloured nail varnish or false nails (including 'gel' nails)
- No visible tattoos permitted
- House badge on jacket lapel (to be issued at first House Assembly)
- Hair to be of a natural colour, well-kept and clean,.
- Only plain black, navy or dark grey hair accessories may be worn

St Dunstan's College subscribes to the Halo Code and welcomes Afro-textured hair worn in all styles. The same rules regarding hair colour and hair accessories apply.

Sixth Form

Wearing non-uniform clothes is one of the privileges of Sixth Form students at St Dunstan's. However, students must wear business professional attire. This dress code is not intended to inhibit individuality, but to ensure that the students are sensibly dressed in a way that suits a formal work setting. Sixth Formers are role-models for younger students in both appearance and manner. The Sixth Form Dress Code provides guidance as to the appropriate manner of dress not only for school, but also for interviews and in a formal work setting. Please contact the Head of Sixth Form for further details.

Sports kit

All items of sports kit *MUST* be purchased through our school supplier.

Sanctions

Student adherence to the Dress Code is checked regularly throughout the school day, including in form time and at the start and end of lessons. Students in violation of the Dress Code (including sports kit when in a sports lesson or activity) will be sanctioned in accordance with the College behaviour policy and procedures.

Repeated failure to adhere to the Dress Code will lead to a further escalation in sanctions.

Appendix 8 - Sixth Form Dress Code

Wearing non-uniform clothes is one of the privileges of Sixth Form students at St Dunstan's. However, a *professional dress code* and *appearance* is expected, and this allows us to recognise that this is a place of educational work, where teachers and sixth formers are role models to younger students. We expect students to dress prepared for purposive work in an environment where there are many types of activity on-going. The health and safety of dress is also an aspect of professional attire and is why false nails and excessive jewellery is not appropriate. Sixth Form have the liberty of choosing their own style, but this does sit within the following framework:

As a guide, we offer the following directions:

- Hooded tops of any kind *should not* be worn.
- Denim should not be worn.
- Shirts/blouses with structured collars should be worn (not t-shirts), and ties should be worn with collared shirts. Shirts should be worn tucked in.
- Blazers, suit jackets or formal jumpers should be worn atop shirts/blouses. These jackets should be carried with students around the site at all times. Outer coats – which are different to Blazers/Jackets - should not be worn within the school buildings.
- Wearing gym attire outside of sporting events is forbidden. This includes trainers.
- Shoes should be formal and protective in style with solid soles of leather or suede (logoed, multi-coloured trainers are not acceptable: these are sports shoes).
- Piercings should be discrete. Excessive jewellery is not appropriate. For safety reasons, hooped earrings may be no bigger than a £1 coin.

- False nails should not be worn as they are a health and safety danger, we will ask students coming to school with false nails to remove them. Coloured, painted nails are acceptable.
- Hair should be of a natural colour. We welcome a wide array of hairstyles & subscribe to the HALO code that recognises the way hair styles are also expressions of our diversities.
- Earbuds/phones are not part of the dress code - worn outside of the Sixth Form area they will be confiscated by staff and a sanction enforced.

Please note, continued violation of the Sixth Form dress code will lead to significant sanctions.

Steps we will take to ensure these things happen in increasing order of sanction:

- Conversation by Form tutor/teacher/HoY/HoS
- Demerit by tutor etc, usually the person who spoke with you
- Detention/Sent home to change/change of clothes offered /call home
- Friday detention
- Internal exclusion

There will be times during the course of work when there are exceptions to some of these expectations. These might arise from: Activities associated with sport or creative performance; participation in a visit; or trip with specific religious or cultural observance. The need for manual or active work and dress that befits that task. Particular care and attention to professional dress and appearance is expected on more formal occasions (when academic gowns are often expected from teaching staff, Prefects, musicians, etc) and when in the company of parents. Please contact the Sixth Form Pastoral Team if you have any questions or queries about appropriate dress. We are happy to

Appendix 9 - Sexual Violence and Sexual Harassment between Children

- Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. 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.

- All staff working with children have been trained to maintain an attitude of 'it could
happen here'.

- St Dunstan's College has a zero-tolerance approach to sexual violence and sexual harassment and affirms that this is never acceptable, will not be tolerated and should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys
being boys". Dismissing or tolerating challenging inappropriate physical behaviours risks normalising them; and can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report. All of the above can be driven by wider societal factors such as everyday sexist stereotypes and everyday sexist language.

- The school recognises that 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.

- Children who are victims of sexual violence and sexual harassment, wherever it happens, may find the experience stressful and distressing. This may adversely affect their educational attainment and may be exacerbated if the alleged perpetrator(s) attends the same school.

- The school recognises that safeguarding incidents and/or behaviours can be associated with factors outside of school, including intimate personal relationships.

- The school recognises that victims must always be reassured, supported and kept safe. Victims should never be made to feel ashamed or given the impression that they are creating a problem by making a report. The school also recognises that alleged perpetrators need to be provided with an education and given support, as well as being subject to appropriate disciplinary action. This can and should occur at the same time if necessary.

- Children may not disclose abuse directly. A friend may report on their behalf or their behaviour may indicate that there is an issue. Any and all concerns about a child should be reported immediately according to the Safeguarding and Child Protection Policy. Furthermore, the school recognises that the response to an individual case can affect school-wide culture, peer responses and the willingness of other children to speak out.

- The school recognises that children with SEND are more likely to be abused than their peers and that there are additional barriers to recognising abuse. LGBT student s are more likely to be targeted by their peers.

- The school recognises that reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure and ensures that members of the safeguarding team and other pastoral staff receive regular training to be able to manage a disclosure.

Steps to take in the event of an incident

Initial management of a disclosure

- The school's response to reports of peer-on-peer sexual violence and sexual harassment will be decided on a case-by-case basis with the designated safeguarding lead (DSL) taking a lead role, supported by other agencies as required.
- If a report of sexual abuse, violence or assault is being made, particular care should be taken to ensure an appropriate environment is chosen to receive the report and that at least two members of staff are present, respecting the wishes of the student as to the sex/gender of these staff where possible. Preferably one of the members of the staff should be the DSL (Deputy Head Pastoral) or Deputy DSL.
- All victims will be reassured that they are being taken seriously, and that they will be
  supported and kept safe. Abuse that occurs online or outside of school will be treated equally seriously.
- It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust and are supportive to the child.
- They must recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.
- They must not promise confidentiality as it is likely that information will need to be shared for example with Children's Social Care.
- They must consider that hat certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation
- They must listen carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be

progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should generally be avoided, staff can ask children if
they have been harmed and ask what the nature of that harm was.

- They should write up a thorough summary at the end of the report so that they can devote their full attention to the child and not be distracted. If a second person is present this will facilitate note-taking. Either way, a full written record must be made, reflecting the facts as the child presents them, not the personal opinion of the note taker. These notes may be shared with Children's Social Care or as part of a criminal investigation.
- If the disclosure is made in the absence of the DSL, they must be informed immediately afterwards.

Risk and Needs Assessment

- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there
  has been a report of sexual harassment, the need for a risk assessment should be
  considered on a case-by-case basis. The risk and needs assessment should consider:
  • The victim, especially their protection and support
  • whether there may have been other victims
  • The alleged perpetrator(s)
  • All the other children (and, if appropriate, adult students and staff) at school, especially any actions that are appropriate to protect them from the
  alleged perpetrator(s), or from future harms.
- Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school will actively consider the risks
  posed to all their student s and students and put adequate measures in place to protect
  them and keep them safe. This will include liaison through the DSL or a Deputy with Children's Social Care or the Police as necessary.

Action

- The school will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response. Important considerations will include:
    - The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the duty and responsibilities to protect other children
    - The nature of the alleged incident(s), including: whether a crime may have been committed and/or whether HSB has been displayed
    - The ages of the children involved
    - The developmental stages of the children involved
    - Any power imbalance between the children. For example, is an alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
    - If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
    - That sexual violence and sexual harassment can take place within intimate personal relationships between peers
    - Are there ongoing risks to the victim, other children, or staff
    - Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- As always when concerned about the welfare of a child, all staff should act in the best interests of the child. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).
- The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.
- There are four likely scenarios to consider when managing reports of sexual violence and/or sexual harassment
    - Manage internally
    - Early Help
    - Referral to children's social care
    - Report to the police

Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early

help or require referrals to be made to statutory services and that it would be appropriate to handle the incident internally, through utilising behaviour and bullying policies and by providing pastoral support.
- Whatever the response, it will be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS or in writing as appropriate.

Early Help

- The school may decide that the children involved do not require referral to statutory services but may benefit from early help, particularly in cases of non-violent harmful sexual behaviour.
- Whatever the response, it will be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS or in writing as appropriate.

Referral to Children's Social Care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, The school will make a referral to local children's social care.
- At the point of referral to children's social care, the school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services. Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- We will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. Consideration of safeguarding the victim, the alleged perpetrator(s), any

children directly involved in the reported incident and all children will be immediate.

- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The designated safeguarding lead or a deputy should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it will be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS or in writing as appropriate.

Referral to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, the school will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school supports the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. We will also discuss the best way to protect the victim and their anonymity and how to ensure any internal actions do not jeopardise a police investigation.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the DSL or Deputy DSLs continues to engage with specialist support for the victim and alleged perpetrator(s) as required.
- Whatever the response, it will be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS or in writing as appropriate.

Ongoing support

Ongoing Support: safeguarding and supporting the victim

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.
- The school will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- The school is aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Support should be tailored on a case by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Support can include:
    - Early help and children social care support
    - Children and Young People's Independent Sexual Violence Advisors
    - Child and adolescent mental health services (CAMHS).
    - The specialist sexual violence sector e.g. Rape Crisis, The Survivors Trust or The Male Survivors Partnership
    - NHS
    - Rape and sexual assault referral centres.
    - Childline provide free and confidential advice for children and young people.
    - Internet Watch Foundation

- Victims may not disclose the whole situation immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, The DSL or Deputy DSL should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The

choice of any such adult should be the victim's (as far as reasonably possible). The school will respect and support this choice.

- A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While we will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, the school will provide a physical space for victims to withdraw. It may be necessary to maintain arrangements to protect and support the victim for a long time. The school will be prepared for this and will work with children's social care and other agencies as required.
- It is important that the school does everything it reasonably can to protect the victim from bullying and harassment as a result of any report they have made.
- Whilst they should be given all the necessary support to remain at St Dunstan's, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers). It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate, their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.
- The school will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed. This will usually take place with the DSL.

Ongoing support: safeguarding and supporting the alleged perpetrator

- The school must both safeguard the victim (and all other children and staff) and provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
- Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.
- A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school. The school will work with professionals as required to

understand why a child may have abused a peer. It is important to remember that, as a child, any alleged perpetrator(s) is entitled to, deserving of, and should be provided with, a high level of support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.

- The school will consider the age and the developmental stage of the alleged perpetrator(s) and nature and frequency of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- It is important that the perpetrator(s) is also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Teachers can discipline student s whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair. The fact that another body is investigating or has investigated an incident does not in itself prevent the school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. The designated safeguarding lead (or a deputy) should take a leading role. The school should consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or children's social care will help the school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.
- School can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made.
- It is important that if an alleged perpetrator(s) does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children, adult students and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.

- The school will meet with alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator should be discussed. This will usually take place with the DSL.

Ongoing support: safeguarding and supporting the community

- Consideration will be given to supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration. Witnessing
- Such an event is likely to be traumatic and support may be required.
- Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school should do all they can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed.
- Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could harass the victim or alleged perpetrator(s) online and/or become victims of harassment themselves.
- School transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident.
- A whole school approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.
- The school will keep its policies, processes, and curriculum under constant review to protect all children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum.

Educating children and young people about appropriate sexual behaviours

St Dunstan's ensures children are taught about appropriate sexual behaviours in the following ways:

- Teaching of the College Values – the 5 C's

- Tutor/form time activities
- Vetted visiting speakers
- The Stuart additional curriculum lessons
- Other curriculum areas as appropriate

Content is age appropriate and includes:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Stereotyping, equality
- Online safety
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment.

For further information see *Cyberbullying and RSE* policies.

Appendix 10 - Use of Reasonable Force

For the purposes of this guidance

- *Reasonable force* is defined as using no more force than is needed in the circumstances
- *Physical restraint* is defined as the positive application of force in order to protect/prevent a student from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight.
- *Injury* means 'significant injury'; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others, by wilful or reckless behaviour, and self-poisoning.

Who can use reasonable force?

- All members of the school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.
- It can also apply to people whom the Head of eth Senior School has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

When can reasonable force be used?

Reasonable force can be used:

- To prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- To control students or to restrain them.
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a student behaving in a way that disrupts a school event or school trip or visit.
- To prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to a behaviour that disrupts the behaviour of others.
- To prevent a student from attacking a member of staff of another student , or to stop a fight in the playground.
- To restrain a student at risk of harming themselves through physical outbursts.

When can reasonable force not be used?

Reasonable force can *never* be used as a form of punishment.

Guidance for the use of physical restraint

Professional judgement should be used in circumstances where the use of physical restraint and reasonable force is needed:

- Staff should not hesitate to act in an emergency provided they follow the guidelines in this policy.
- Staff should always satisfy themselves that the action they take would be considered justifiable by a wider audience of professional colleagues.
- In any application of physical restraint, the minimum reasonable force should be used to calm down the situation.
- Help should be summoned from colleagues; students should never be involved in restraint.

What to do in circumstances when the use of physical restraint and reasonable force is needed:

- Approach the student calmly but firmly.
- Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the student that physical contact or restraint will stop as soon as it ceases to be necessary.
- A calm and measured approach is required by staff throughout.

Method of restraint

The method of restraint employed must use the minimum force for the minimum time and must observe the following:

Restraint must not:

- Involve hurting the student
- Involve deliberately inflicting pain on the student
- Restrict the student's breathing
- Involve contact with sexually sensitive areas
- Involve locking the student in a room

During any incident the person restraining should:

- Offer verbal reassurance to the student
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury
- Cease the restraint if there are any signs of physical distress in the student such as sudden change in colour, difficulty breathing or vomiting.

Physical restraint can be:

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

Physical intervention can take several forms and may involve staff:

- Physically interposing between student s
- Blocking a stduent's path
- Holding
- Pushing
- Pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back or in extreme circumstances using more restrictive holds.

Do:

- Summon help immediately. A student can be sent to get another adult.
- Ensure a free passage of air through airways.
- Be aware of any feelings of anger.
- Continue to talk to the student in a calm way.
- Provide a soft surface if possible.
- Be aware of any accessories worn by you or the student that could cause injury.
- Monitor the student's respiration, circulation and state of consciousness.

Don't:

- Try to manage on your own.
- Stop talking, even if the student does not reply.
- Straddle the student.
- Push their arms up their back.
- Touch the student near the throat or head.
- Put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck)
- Use facedown holds.

Record Keeping

Minor or everyday use of reasonable force does not need to be recorded. For example, very young children running off in the playground and being guided back to the line by the teacher or assistant.
All more serious incidents involving the use of physical restraint must be reported to the Head of the Senior School and the Deputy Head Pastoral (as appropriate) as soon as possible after the incident. These must be recorded on CPOMS.

Informing Parents / Carers

Staff need to use their professional judgement on whether to inform a parent / carer, depending on the seriousness of the incident.

In a serious incident where a member of staff has had to physically restrain a student, the parent / carer will be informed on the day and the conversation must be followed up in writing to the parent / carer.

What happens if a student complains when force is on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
If an allegation of abuse is made against a member of staff, the procedures set out in the Safeguarding and Child Protection Policy will be followed.