St Dunstan's College
JUNIOR

PART OF
ST DUNSTAN'S EDUCATION GROUP

EXPECTED PUPIL BEHAVIOUR

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

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Junior School Deputy Head Pastoral	Lent 2025	New template Converted to a Junior School only policy No material amendments necessary
Annual review	Head of Junior School	Lent 2026	Incorporation of previously separate related documents into the main policy document.
Annual Review	Junior School Deputy Head Pastoral	October 2026	Aligns with new group template and governance structure

Aims

This policy is applicable to staff, pupils and parents/carers of St Dunstan's College Junior School and aims to ensure all parties are clear on the behaviour expectations.

1. 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 2026).

2. Roles and responsibilities

2.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for pastoral care but will delegate day-to-day operational responsibility to the Head of the Junior School, who line manages the Junior School Deputy Head Pastoral. Governance oversight is delegated to the Local School Board.

The Local School Board has a duty to:

- Approve this policy annually; and
- Ensure the Junior School follows what is articulated within this framework.

2.2 The Head of Junior School

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

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

2.3 Staff

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

- Implement the framework outlined in this policy, including specific roles for Teaching and Teaching Support staff

2.4 Pupils and parents/carers

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

3. Principles

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

Positive behaviour is encouraged by 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. Pupils are also rewarded for their enthusiasm and participation through the House system.

Pupils 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, pupils 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 the recognition of pupils' 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.

4. Expected Pupil Behaviour

- By signing the Parent/Carer Contract, parents, carers and guardians undertake to support the authority of the Head of the Junior School, 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.
- At the start of each academic year, pupils are explicitly informed of the behaviour expectations in the Junior School. Following this, they are reminded regularly by Form Teachers and all other Junior School staff, both formally in assemblies and Circle Times, and informally by way of day-to-day interactions, of the behavioural expectations in the setting.
- The appendix *College Rules* will be regularly reviewed by the Pastoral Leadership Teams with feedback also invited from College Parliament.
- The appendix *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 pupils, 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 pupils, 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 pupils in the school, using clear and consistent routines to promote positive choices and to prevent poor conduct from occurring in the first place, and to ensure that their response to any incidents of poor behaviour is calm, fair and recognises individual pupil 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 pupils are rewarded appropriately, including with verbal praise, moving up the behaviour chart, house points, weekly certificates/awards, and communication to parents /carers is achieved where appropriate.
  - To communicate promptly and effectively with pupils, 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 pupil use of tobacco, vaping, alcohol or drugs will be dealt with in accordance with this policy. St Dunstan's College believes and supports the following educational aims in respect of drugs, alcohol, tobacco and vape use and misuse:
  - To enable pupils 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 pupils to produce a statement of their experience of an incident, whether the pupil 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 pupil and the situation. Pupils are expected to cooperate with such requests, providing honest accounts of their experiences. These statements are used in the gathering of information during school investigations, and are never shared with other pupils or parents/carers.
- School staff may conduct searches of pupils, 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 pupils or to prevent disruption of lessons, events, trips or visits. All members of staff are expected to be aware of and follow the appendix *Use of Reasonable Force guidance*.
- The school will consider reasonable adjustments necessary to ensure pupils 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 pupil whose disability causes them 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 pupil if their behaviour is deemed to be a serious concern. This will be done in accordance with the policy *Exclusion and Required Removal*.
- Throughout the academic year, pupils will be reminded of different aspects of the *Expected Pupil Behaviour Policy* and the related procedures through assemblies and the wider pastoral programme.
- Staff are responsible for ensuring that visitors to the school behave appropriately when they are on the school site or representing the school (for example, when attending a sports fixture at another school). If a visitor is in breach of the expected behaviour outlined in the appendix *Guidance on Visitor Behaviour*, staff will respond directly and proportionately to this behaviour in line with this guidance.

5. Monitoring

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

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

6. Links with other documents

This Expected Pupil Behaviour Policy links to the following documents:

- Behaviour Management Procedures (Appendix 1)
- Guidance on Alcohol at St Dunstan's College (Appendix 2)
- College Rules (Appendix 3)
- Guidance on Visitor Behaviour (Appendix 4)
- Search and Confiscation (Appendix 5)
- Pupils Sending Nudes and Semi-Nudes (Appendix 6)
- Sexual Violence & Sexual Harassment between Children (Appendix 7)
- Use of Reasonable Force (Appendix 8)

Appendix 1 – Behaviour Management Procedures

- At St Dunstan's College, a sense of community is at the centre of how we interact. We support pupils 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 rewards enthusiasm and participation through a House system.
- Pupils 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, pupils 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 pupils' 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.
- Pupils 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 pupils 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 pupils, and the rewards and sanctions guidance below aims to promote clarity, consistency, and responsibility.
- The school is an inclusive community. We welcome pupils 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 their place in the modern world.
- The school understands and recognises its obligations under the Equality Act and will consider what, if any, reasonable adjustments can be made to ensure pupils with special educational needs and/or a disability are able to comply with the school's behaviour expectations.

Expectations: Pupils

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

- Arrive at 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 pupils, 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 pupils 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 pupil 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 pupils 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 individual pupil 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.
- To ensure pupils are rewarded appropriately, including with verbal praise, moving up the behaviour chart, house points, weekly certificates/awards, and communication to parents/carers where appropriate.
- Communicate promptly and effectively with pupils, 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/carers 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/carers 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 Pupils

Our experience shows that the ethos of the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. Pupils are regularly asked to

provide feedback on the school's behaviour culture and their own experiences of behaviour.

The school supports all pupils 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 pupils 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 pupils 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 pupils. Positive reinforcement and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Junior School Awards

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 Teacher if desired	Praise can be given to the pupil but also to others in recognition of the pupil, such as their Form Teacher or parents.
House Point (1 point)	Repeated or special acts of good behaviour, kindness, being a positive role model, facing a challenge positively, listening, exceptional work, making excellent progress, persevering or class participation	All staff	Form Teacher Recorded by sticker in pupil planners Logged on iSams (visible to parents/carers on MSP)	The weekly House Point total is announced in the Celebration Assembly as a combined score for each House that week. Individuals are recognised at several intervals for their earning of House Points: 25 HP - Certificate of Excellence 50 HP - Bronze Award Certificate and badge 75 HP - Silver Award Certificate and badge 100 HP - Gold Certificate and badge House Point awards to be presented during weekly Celebration Assemblies by Section Heads.
Superhero of the Week (1 point)	A demonstration that particular week of a special act of good behaviour, kindness, being a positive role model, facing a challenge positively, listening, exceptional work, making excellent progress, persevering or class participation	All teaching staff	Form Teacher Logged on iSams (visible to parents/carers on MSP)	Certificates are awarded to one child per Form each week in the Celebration Assembly, with certificates outlining the reason for the award being given. The child who wins the Superhero award is also given 1 House Point.
College Values Certificate (1 point)	A demonstration of excellence in one particular College Value: compassion, curiosity, courage, confidence or curiosity	All teaching staff	Form Teacher Logged on iSams (visible to	Certificates are awarded to one child per year group each week in the Celebration Assembly, with a teacher explaining why this particular award has been given. Winners are also awarded 1 House Point.

			parents/carers on MSP)	
Blue Star Conduct Award (1 point)	In recognition of the fact that a pupil has reached the top of the class behaviour chart (the Blue Star) in a day. This involves moving two steps up the chart.	All teaching staff	Form Teacher Logged on iSams (visible to parents/carers on MSP)	Pupils who reach the Blue Star on the class behaviour chart are awarded 1 House Point for their efforts across the day.
Deputy Head Award (2 points)	Repeatedly exceeding expectations in homework, academic achievement, effort, fulfilment of College Values or co-curricular contributions	Junior School Deputy Head Pastoral/ Academic	Form Teacher, Section Head. Logged on iSams (visible to parents/carers on MSP)	Special Certificates are awarded in Celebration Assemblies to recognise the special achievement. Pupils may be asked to speak about their efforts to the school community.
Head of Junior School Commendation (3 points)	Exceptional behaviour, attainment or contribution to College life which particularly embodies the College Values	Head of Junior School	Form Teacher, Section Head. Logged on iSams (visible to parents/carers on MSP)	Special Certificates are awarded in Celebration Assemblies to recognise the special achievement. Pupils may be asked to speak about their efforts to the school community.

Informal Behaviour Management

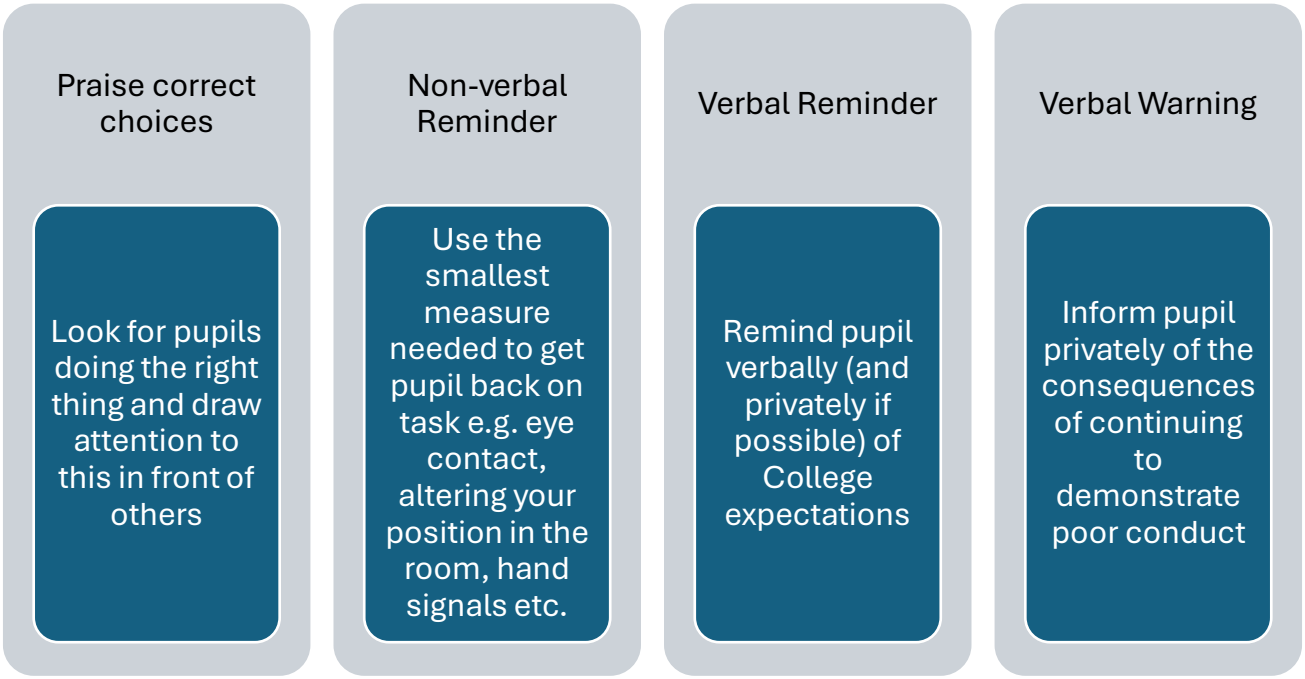
Excellent behaviour is to be expected from all pupils in the College. Positive celebration and reinforcement of good behaviour for learning helps to ensure that all pupils reach the standards we expect of them, both inside and outside of lessons. In addition, building strong relationships within the community increases the likelihood of pupils 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 pupils and staff. The school's aim in any response to misbehaviour is to restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour

In instances where conduct falls short of expectations, staff will use their professional judgement to intervene and remind pupils of our high expectations and of possible consequences. Skilful behaviour management and consistent routines can help pupils to self-regulate and reduce the likelihood of behavioural issues escalating to the extent that a sanction is required, and staff are trained in how to intervene in a timely way to nip problems in the bud. However, if warnings are not heeded, pupils are expected to take responsibility for their actions which may include engaging in a restorative process and/or accepting an appropriate sanction.

Staff will reprimand pupils as privately as possible; pupils 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 pupils.

Staff can reduce the likelihood of poor behaviour occurring both through excellent teaching (for example giving clear parameters for task completion) and through intervening early, in the least invasive way, to redirect pupils from poor behaviour. It is expected that all staff employ these techniques, according to their professional judgement, to ensure exceptional behaviour for learning both inside the classroom and around the school site. We trust our staff to know when informal behaviour management can be employed, or when it is necessary to move straight to a restorative approach and/or sanction. Sanctions assist the school in enforcing the College Rules and help the school to set boundaries and to manage unacceptable or challenging behaviour from pupils.



Restorative Processes

It is hoped that pupils will respond to the school's positive encouragement and rewards, and will comply with the school rules at all times. However, the College acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the school.

In such cases, the first stage response is to issue a 'callback' which is a restorative conversation between pupil and teacher. It is important that both participants in the restorative conversation have opportunity to speak and give their views with the teacher guiding the conversation towards a resolution, which may require an apology from the pupil.

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?

If a pupil repeatedly receives callbacks for the same issue, teachers should consider behaviour interventions to support the pupil in making better choices, as outlined below.

Pupils in the Junior School who receive a callback will be issued with a restorative project by their Form Teacher for completion during their callback time. This may be reflecting on behaviour or actions via a storyboard, letter of apology or consideration of alternative actions in a given situation. Academic callbacks may warrant a pupil completing unfinished work or redoing academic work to a more expected standard. Form Teachers will inform the staff member who is leading the callback session as to the expected task for completion so that the pupils are supported in completing their task throughout the callback session. In the Junior School, callbacks are facilitated by the Section Heads.

Behaviour Interventions

Before applying a deterrent sanction, it is often more appropriate to consider an intervention which is not punitive, but is instead designed to encourage the pupil to reflect on their behaviour and to enlist the support of the school community, including parents, in making better choices, as well as setting out clear consequences should support not be taken up. At the lower end, such interventions will be led by the Form Teacher. If further support is required, additional parent/carer meetings and action plans can be supported by Section Heads or the Junior School Deputy Head Pastoral. Interventions may include:

- Callback conversation with pupil
- Parent/carer phone call with Form Teacher or Section Head
- Parent/carer meeting with Form Teacher or Section Head
- Conduct Report/Behaviour targets to be implemented. Parents/carers, Section Head and Form Teacher to have a meeting to discuss.
- Parent/carer phone call with Junior School Deputy Head Pastoral
- Parent/carer meeting with Junior School Deputy Head Pastoral
- Parent/carer meeting with Head of Junior School

Notes should be taken of parent meetings and phone calls, of which a summary is then shared with parents. For meetings, we advise two staff members to be present where possible to support with this.

Sanctions

School staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

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

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, 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 pupil is suffering, or is likely to suffer, harm. Where this may be the case, school staff will follow the College's Safeguarding and Child Protection policy and consider if pastoral support, an Family 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 pupil's name and year group, the nature and date of the offence and the sanction imposed.

Junior School Restorative Processes and Sanctions

Sanction	**Moving name down on class behaviour chart** This follows a verbal warning. It happens immediately on visual class chart (or as soon as pupil returns to the classroom if they are in a specialist lesson)	**Callback** Issued when a pupil's name is at the bottom of the behaviour chart. Some behaviours result in an immediate callback: • Physically hurting a peer • Name calling with intent (Prep) • Swearing • Defacing another pupil's work or property	**Conduct Report** Given in the instance of 3 call backs within a half term, or 2 within a week. Issued following conversation with parents; to include Form Teacher and Section Head.	**Conduct/Academic Detention** If a pupil is issued a callback whilst on a Conduct Report, a Conduct Detention will be given. Should the behaviours targeted by the Conduct Report fail to improve, the Junior School Deputy Head Pastoral/Academic may request a review meeting with the pupil and parents/carers for further action and may issue a Conduct/Academic Detention.	**Head of Junior School Detention** If a pupil commits a Serious Offence, or if the required improvement in conduct is not seen following the previous steps (Conduct report, Conduct Detention).	**Temporary Exclusion (Internal or External)** In the case of some Serious Offences, or if the required improvement in conduct is not seen following the previous steps, an Exclusion sanction may be given.	**Permanent Exclusion** In the case of some Serious Offences, or if the required improvement in conduct is not seen following the previous steps, a Permanent Exclusion may be given. This will follow consultation between the Head of the Junior School and the Head.
Issued by	All staff	All staff	Section Head (Day to day management by Form Teacher)	Junior School Deputy Head Pastoral/Junior School Deputy Head Academic	Head of the Junior School	Head of the Junior School	The Head
What this	A child's name is physically moved down the	**Prep** Callbacks are held at lunchtime and	A Conduct Report will involve targets for pupils	Conduct/Academic Detentions run after school	Head of Junior School Detentions	The decision as to the duration of the exclusion, and	A permanent exclusion from the College.

looks like	behaviour chart one space if their misdemeanour continues following a verbal warning. Pupils can be moved immediately to the bottom of the behaviour chart for more serious behaviours. Behaviour charts are found in every classroom (R – Y6), with every pupil's name. Pupils start the day in the middle of the behaviour chart and can be moved up for positive actions, and down if they are sanctioned.	are facilitated by Section Heads. During the callback session, pupils are given the opportunity to reflect and may be asked to do one of the following: write an apology; explain their actions; consider what they should have done differently; redo/complete unfinished work. **Pre-Prep** A callback in the Pre-Prep always involves a pupil missing some playtime in order to reflect upon their actions. It may take the form of: 1:1 converstion with Form Teacher / member of staff who issued the callback; sitting out for part of play with a	to focus on during the school day. Targets will be set to specifically address the areas that the pupil has previously been sanctioned for. These will be agreed by Form Teacher, Section Head, pupil and parents. Usually, these targets will be reviewed after two weeks. All JS staff will be made aware of the Conduct Report, and will understand the role they play in supporting the pupil. Targets will be reviewed by pupil and Form Teacher/Specialist Teacher at the end of each lesson.	(usually 1545-1630) and are held by the Junior School Deputy Head Pastoral/Academic. Pupils will be given the opportunity to discuss, reflect and where possible use restorative justice procedures to fix any pastoral wrongdoings. Academic Detentions will involve addressing the academic concerns raised.	operate as a fixed term exclusion. A pupil will have the opportunity to reflect on their behaviour and the impact on themselves and others through conversation with the Head of the Junior Schol. Following this, they will spend a designated period outside of the classroom, usually completing their work in the Deputy Head Pastoral/Academic's office. The length of the detention will be decided by the Head of the Junior School.	whether it is served on or off site, will be made by the Head of Junior School. For both internal and external exclusions, work may be provided for the child to complete. At the end of the exclusion period, the pupil will meet with the Head of the Junior School, or the Deputy Head Pastoral/Academic for a meeting to support successful reintegration to the classroom.	

		reflective timeout; writing or making an apology; completing unfinished work in class.	Conduct Report to be taken home each evening to support collaborative approach between home and school. At the end of each week, the Conduct Report will be reviewed by the Section Head. Following the second week, pupil, Form Teacher, Section Head and parents/carers will review the effectiveness of the report and agree next steps. Next steps may be to withdraw the report if intended progress has been made. Alternatively, if it is felt to be supportive, it may				

			be continued for another agreed period of time. Junior School Deputy Head Pastoral to have oversight of Conduct Reports in the Junior School.				
When are parents/ carers informed, and how?	Parents/carers do not need to be informed at this stage.	Teachers will record this on iSAMS. Callbacks are visible to parents/carers on MSP.	Parents/carers will be invited to speak with the Form Teacher and Section Head to discuss the suggested targets. Parents/carers are important in supporting the process at home and will be asked to review the Conduct Report each evening on the pupil's return from school. Parents/carers will also be consulted during the review at the end of the initial two-week period.	Parents/carers will be informed of the issued Conduct Detention and will be requested to collect the child at the end of the session. Following the Conduct/Academic Detention, parents/carers may be contacted to discuss next steps.	Parents/carers will be informed of the issued Head of Junior School Detention. Parents/carers will be contacted after the Head of Junior School Detention to discuss any next steps. This contact may be made by Deputy Head Pastoral/Deputy Head Academic, or Head of the Junior School.	Parents/carers will be informed of the issued Exclusion, whether it internal or external. In both instances, the exclusion will end with a meeting with the Head of the Junior School and the parents/carers of the pupil.	Parents/carers will be informed by the Head.

Conduct reasons for giving this sanction (including but not limited to)	Moving down one space on behaviour chart Disruption in class or in a lesson Rudeness to a staff member Not following instructions Name calling Repeated uniform infringements Instantly moving to bottom of behaviour chart Physically hurting a peer Name calling with intent (Prep) Swearing Defacing another pupil's work or property	Callbacks are given if a child's name has been moved to the bottom of the behaviour chart (see image below).	Given in the instance of 3 call backs within a half term, or 2 within a week.	Should an improvement in behaviour not be seen following the Conduct Report phase. If a pupil is issued a callback whilst on a Conduct Report.	For Serious Offences, or for repeated offences of a more minor nature that have not been resolved by the previous steps.	For Serious Offences, or for repeated offences of a more minor nature that have not been resolved by the previous steps.	For Serious Offences, or for repeated offences of a more minor nature that have not been resolved by the previous steps.
Academic reasons for giving this sanction including but not limited to	No homework without valid reason/ multiple homework absences (Prep) Forgetting kit or equipment (eg: swimming) (Prep) Repeated lack of engagement in learning (without	Callbacks are given if a child's name has been moved to the bottom of the behaviour chart (see image below).	Given in the instance of 3 call backs within a half term, or 2 within a week.	Should an improvement in Academics not be seen following the Academic Report phase.	For serious concerns, or for ongoing concerns of a more minor nature that have not been resolved by the previous steps.	For serious concerns, or for ongoing concerns of a more minor nature that have not been resolved by the previous steps.	For serious concerns, or for ongoing concerns of a more minor nature that have not been resolved by the previous steps.

	clear reason or explanation) Quality of work produced below expectation of a pupil (without clear reason or explanation)						

Serious Misbehaviour

The school's Exclusions and Required Removal Policy is available on the College's website, and all parents/carers and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head of the Junior 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 Junior School Leadership Team. Any offence may be deemed a 'Serious Offence' in the professional judgement of the Head of the Junior School, Junior School Deputy Head Academic or the Junior School 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 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 not handing their phone in at the start of the day (Year 6), 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 / carer or pupil behaviour which, in the Head of the Junior School's reasonable opinion leads him to believe that removal of the pupil from the school is in the best interests of the school or the pupil

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 pupil, or to require a pupil 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 pupil 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 pupil 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 pupil, 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. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) 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.

Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the school. These strategies may include:

- a targeted discussion with the pupil, 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 with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil 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 pupil.

Sanctions and Restorative Approaches in the EYFS

Throughout EYFS, staff use positive, verbal praise and celebrate positive behaviour choices at every opportunity and together as a community we discuss how our positive choices make others feel happy and safe.

If Nursery children demonstrate inappropriate behaviour, such as being physical with other children, not participating in tidying up routines or not following teacher instructions, they are spoken to individually about the impact their behaviour is having on others and the consequence they may receive if they continue. If that behaviour continues the child is given an appropriate consequence which may include missing out on some playtime or a toy being removed from play. If this behaviour continues, the child may be removed from the class and

asked to spend some time in another classroom to reflect. Parents/carers will be communicated with via the child's orange communication book or via email and a meeting may be arranged to discuss further support for the child.

The rewards and sanctions policy is similar in the Reception year, however in Reception a visual behaviour chart is used which gives the pupils a visual reminder of expectations. Correct behaviour choices are celebrated by children moving up the behaviour chart, and children are given warning for inappropriate behaviour by moving their name down the behaviour chart. Examples of inappropriate behaviours may include being physical with other children, not participating in tidying up routines or not following teacher instructions Reception parents/carers are able to communicate with school staff via the reading record or direct email. Teachers may request a meeting with parents/carers if children are receiving consequences for repeated behaviours and an individualised plan may be made to promote appropriate behaviour. This may include 1:1 discussion time with teachers, the use of social stories or individual behaviour charts. If a child has demonstrated serious, dangerous or inappropriate behaviour, parents/carers will be contacted to discuss the severity of the incident.

The Junior School Deputy Head Pastoral works closely with the Head of EYFS to monitor pupil behaviour. If necessary, they will enter discussion with the child's family to put further measures in place.

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil 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 pupil'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 pupils in the school, including pupils 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 pupil caused by the school's policies or practices seriously.
- The school will engage proactively with parents/carers in supporting the behaviour of pupils with SEND. Where there is misbehaviour by a pupil with SEND, the school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

- Where the school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil 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 pupils requiring support with behaviour will have identified SEND.

Misbehaviour Outside of the School or Online

The school has the power to sanction pupils 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 pupils 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 pupil of 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 pupil 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 pupil will be made on the school premises or elsewhere at a time when the pupil 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

Form Teachers in the Junior School will have clear oversight of the behaviour, and any associated rewards and sanctions, of pupils in their class. Heads of Section are responsible for working alongside Form Teachers to facilitate any callbacks, implement any required Conduct Reports, and to monitor their impact. Heads of Section work closely with the Junior School Deputy Head Pastoral to ensure that rewards and sanctions are monitored effectively, and that clear communication with pupils and parents/carers is enabled.

If a member of staff feels that sanctions aren't being properly applied, or that a sanction is disproportionate, they should speak to the appropriate Head of Section in the first instance, or the Junior School 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.

Monitoring

This policy will be reviewed by the Junior School Deputy Head Pastoral annually.
At every review, the policy will be approved by the Education committee (JS)

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff, pupils, trustees and other stake holders on their perceptions and experiences of the school behaviour culture.

The school will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's lessons, or amending this appendix.

This appendix is reviewed and at least annually by the local school board.

Appendix 2 – College Alcohol Policy

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 Junior School pupils should be taught about alcohol through the Stuart curriculum.

This guidance should be read in conjunction with *P03 Expected Pupil 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 pupils 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 pupils and/or parents/carers.
- Position on the consumption of alcohol by pupils 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 pupils, 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 pupils

Whilst there will be times when staff are permitted to consume alcohol in moderation at school events or on school trips with pupils, 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 or accompanying a school trip) when noticeably affected by drink, even if not 'drunk' in the everyday sense of the word. Being in such a state potentially puts pupils 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 or accompanying a school trip in the presence of pupils 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 pupils.
- Staff should consider the nature and age range of the pupils and the context of the event or trip.
- 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 or trip 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 pupils or accompanying a trip, 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/trip, 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.
- Alcohol must be purchased by staff and funds not drawn from trip contingency money.

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

- When consuming alcohol at events where no pupils 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.

Pupil consumption of alcohol

Pupils 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 pupils aged under 16 be served alcohol at school events.

Pupils 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 pupils as aged 18 or over, and only pupils with wristbands will be served. Supervising staff at such events reserve the right to refuse service to any pupil who is apparently intoxicated. In

such circumstances, the pupil may be asked to leave the school site, and sanctions may be issued where appropriate, in line with the School Policy on Expected Pupil Behaviour.

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

Appendix 3 – College Rules

These 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 pupils 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. Pupils who follow the Expected Behaviours will not fall foul of the College 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 to use their professional judgement in deciding if a pupil's conduct falls short of expectations, regardless of whether or not a College Rule, as set out in this document, has been breached. Should a pupils or parent/carer feel that they have been treated in an unjust or disproportionate manner, they should report their concerns to their Form Teacher, or Head of Section in the first instance. Should their concerns not be satisfied, they should report to the Junior School Deputy Head Pastoral for resolution.

Breaches of the Rules defined as "Serious Offences" will be brought to the attention of the Head of the Junior 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 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 pupils 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 pupil 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 pupils are expected to be aware of the College Rules 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.

College Rules will be articulated in an age-appropriate way for pupils across the Junior School.

The College Rules

These College Rules can be accessed via the school's website and its Virtual Learning Environment (VLE). Any updates that occur in the course of the year will in the first instance be displayed on the VLE and will be announced in Form Times 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 College Rules at all times, it is expected that pupils cooperate fully with any investigation into possible breaches of 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 Pupil Behaviour.

Academic

- All pupils must arrive at the school in good time to report to their Form Teacher for registration. It is therefore expected that pupils in the Junior School arrive between 0820 and 0835
- All pupils must be punctual for timetabled activities, including lessons, registration periods, Form Times, assemblies and other co-curricular activities.
- All pupils must attend lessons and timetabled activities or have express permission from a member of staff or parent/carer to not be in attendance.
- 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 pupils 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 Junior School, if a pupil is unwell, they must inform their teacher, and they may be advised to go to the Wellness Centre. Pre-Prep pupils will be escorted to the Wellness Centre by a member of staff. No Junior School pupils should be attending the Wellness Centre without informing a member of Junior School staff.
- All homework must be completed as per the homework schedule. In the event that homework cannot be completed on time, pupils and parents/carers should inform the Form Teacher. Repeated incidents of incomplete homework may result in further academic sanctions, in accordance with the School Behaviour Management Procedures.

Dress and Appearance

- It is the responsibility of all pupils to see that they are well groomed and neatly and appropriately dressed at all times, including when off the school site.
- The Junior School dress code is available in the Junior School Parent Handbook and on the College website. It is expected that all pupils know and conform to the dress code and are supported with this by their parents.
- Repeated failure to adhere to the school dress code will result in communication from the school to parents/carers to understand any underlying reason, and to ensure expectations are understood.

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 pupils is not allowed at the school.
- Pupils should be careful with valuables and avoid bringing them to school where possible.
- Lost property should be handed to the Junior School Office or a member of staff.
- 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 pupils label their personal property clearly with their full name.
- Lost property (named and unnamed) is made available to pupils 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/carers annually and is available on request at any time.

Behaviour

- Good manners are expected of all pupils at all times.
- Pupils 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.
- Pupils 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.
- Pupils should not drop litter and are asked to pick up any they may find.
- In the Junior School, phones, music players, tablet computers and the like should not be brought to school. Year 6 pupils with independent travel permissions may bring in a mobile phone. This should be switched off, handed to the Form Teacher at the beginning of the school day and returned to the pupil at their point of dismissal. 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 College 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.
- Pupils should not take photographs or videos of another pupil 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.

Health and Safety

- Any medication brought from home, whether prescription or over-the-counter, should be stored in the Wellness Centre, where it can be dispensed under supervision. All medication should be accompanied by a written instructions from the pupil's parents/carers. All prescription medication should have the original label, clearly stating the pupil's name, name of GP and the dose. Further information regarding dispensation of medication is available upon request.

- Pupils 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, and logged on the online reporting system, 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. Pupils should not arrive at the school having clearly smoked elsewhere. These are Serious Offences.
- Taking, possessing or dealing in drugs is forbidden. These are Serious Offences.
- Solvent abuse is a Serious Offence. The school will react to solvent abuse in a similar way to other forms of drug abuse.
- Alcoholic drinks may be consumed only at authorised school occasions and only by Sixth Form pupils 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. Pupils should not arrive at the school clearly having consumed alcohol elsewhere. These are Serious Offences.
- The swimming pool, fitness suite, sports hall and other sports facilities have their own safety guidelines which must be followed by all pupils. These guidelines are posted outside each of the locations. Pupils must not use any of these facilities if there is no member of staff present.
- Pupils 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.
- Pupils riding bicycles to and from the school should wear protective headgear. It is the parent/carer and pupils' responsibility to ensure that 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. Pupils who commit to participate in any school-run sport, or Forder activity must honour their commitment and attend regularly and in good spirit. Pupils, with support of parent/carers, 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. Pupils and parent/carers should not 'double-book' for activities.
- Pupils must arrive to Games and any Forder activities at the correct time. If pupils are unable to attend a Forder activity, or fixture, parents/carers should inform the relevant member of staff (Forder leader, JS Office, PE staff) so that necessary arrangements can be made.
- Pupils should 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 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, pupils 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. Pupils must not stop to collect belongings in the event of a fire alarm – they must evacuate immediately as described above.
3. In the event of a fire alarm, pupils, staff and visitors are to make their way to the Fire Assembly Point where Form Teachers will check that all pupils are present and accounted for, and designated staff will register the adults on site.

Leaving the College Site

- Pupils should not leave the school site without permission.
- Pupils are expected to remain on-site for the duration of the school day unless collected by parents/carers via the Junior School Office.

College Bounds

- The following places are out of bounds for pupils:
    - 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 pupils 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 Junior School, Junior School Deputy Head Academic or Junior School 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 Pupil 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 not handing their phone in at the start of the day (Year 6), 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 pupil behaviour which, in the Head of the Junior School's reasonable opinion leads him to believe that removal of the pupil from the school is in the best interests of the school or the pupil.

Appendix 4 – 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/carers 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 *P03 Expected Pupil Behaviour* and *P01 Safeguarding* (and all appendices).

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 pupils 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 Junior 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 *P1 Safeguarding Policy*.

Visitor behaviour which may be construed as radical will be dealt with according both to this document and to *P1 Safeguarding Policy: 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 JSLT (or other similarly responsible member of staff if JSLT 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 of the Junior School 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 – Search and Confiscation

Search with consent

School staff can search a pupil for any item if the pupil agrees. Staff are not required to have formal written consent from the pupil for this sort of search – it is enough for the staff member to ask the pupil to turn out their pockets or if the staff member can look in the pupil's bag or locker and for the pupil to agree. The school will take into account the age of the child when considering consent.
The school makes clear in the *Expected Pupil Behaviour Policy* and in communications to parents/carers and pupils what items are banned.

If a member of staff suspects a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the *Expected Pupil Behaviour Policy*.
A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil 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 Pupil Behaviour Policy*.

If a pupil refuses to co-operate with a search, a member of staff should remain with the pupil at all times until the Head of the Junior School or Junior School Deputy Head Pastoral can meet with the pupil and initiate a search without consent if they deem this course of action appropriate.

Search without consent

The Head of the Junior School or Junior School Deputy Head Pastoral or other senior staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil 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 pupil)

The staff member conducting the search must be the same sex as the pupil 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 pupil being searched.

There is a limited exception to this rule. Staff can carry out a search of a pupil 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 pupil 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 pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil 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 pupil, for example on school trips in England or in training settings.

During the search

The person conducting the search may not require the pupil 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 goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

A pupil's possessions can only be searched in the presence of the pupil 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 enables 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 of the Junior School or Junior School 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 pupil.

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 pupil.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

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 nudes and semi-nudes put a child in danger.

The Group Board ensure sharing of nuides and semi-nudes 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 *Sharing nudes and semi-nudes: advice for education settings working with children and young people.*

Informing Parents/Carers

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 pupil'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 pupil's CPOMS record.

Appendix 6 – Pupils 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 child-on-child 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 Pupil 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 pupils 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 pupils 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 pupils 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/FFCP 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 Pupil 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/carers 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 pupils 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 of 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/carer 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 7 – Sexual Violence and Sexual Harassment between Children

Overview

- 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 pupils 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 child-on-child 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 pupil 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 (Junior School Deputy Head Pastoral).
- 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 pupils 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
    - Family 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 Family 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.

Family Help

- The school may decide that the children involved do not require referral to statutory services but may benefit from Family 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/carer 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 Family 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/carer 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 continue 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:
    - Family 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 pupils 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
- Stuart 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 8 – 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 pupil 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 the Junior School has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying pupils on a school organised visit.
- However, restraint/positive handling should be a last resort and should only used by those trained with a qualification in positive handling, where possible. If a staff member has not been trained but there is an immediate risk, they can use the minimum amount of force, following the guidance set out in this policy.
- 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 pupils from hurting themselves or others, from damaging property, or from causing disorder.

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.

- Restraint should only be used where there is a risk to the pupil's safety, the safety of another pupil, or risk of significant damage.
- All staff have received in-house training on positive handling and should follow the guidance provided in the training.

- 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; pupils should never be involved in restraint.

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

- Approach the pupil calmly but firmly.
- Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the pupil 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 pupil
- Involve deliberately inflicting pain on the pupil
- Restrict the pupil's breathing
- Involve contact with sexually sensitive areas
- Involve locking the pupil in a room

During any incident the person restraining should:
- Offer verbal reassurance to the pupil
- 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 pupil 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 pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back or in extreme circumstances using more restrictive holds.

Do:
- Summon help immediately. A pupil 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 pupil in a calm way.
- Provide a soft surface if possible.
- Be aware of any accessories worn by you or the pupil that could cause injury.
- Monitor the pupil's respiration, circulation and state of consciousness.

Don't:

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

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 incidents involving the use of physical restraint must be reported to the Head of the Junior School and the Junior School 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 severity of the incident.
In a serious incident where a member of staff has had to physically restrain a pupil, 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 pupil 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 (P1).