

# Behaviour policy and statement of behaviour principles

Dane Court Grammar School



Approved by:	Martin Jones	Date: October 2021
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## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
  - [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
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This policy complies with our funding agreement and articles of association.

### 3. Definitions

Dane Court Grammar School has the highest expectations of students behaviour and conduct.

The **school vision** is to develop knowledgeable and caring young people who help to create a better and more peaceful world.

The **school values** are **caring, open-minded and principled.**

The school vision and values should underpin the culture of the school. **All staff and students** will be aware of these values, which will be reflected in behaviour and conduct. **School leadership** will work to ensure that these **values** are embedded into our school community. **Year Leaders** in particular will ensure that the **vision** and **values** are reflected in their year groups.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude for learning
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) - Please see appendix **-Dane Court Grammar School - Behaviour and Discipline Policy - Sexual harassment, online sexual abuse and sexual violence - Appendix 3**
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. Dane Court Anti Bullying Policy Jan 2020

This policy includes details of -

- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, making reference to section 7 of this policy where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents via SIMS
- The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Act in a Caring, Open-minded and Principled manner at all times

## 7. Rewards and sanctions

Dane Court has a culture of rewarding students through the methods described below. We celebrate students who behave in a consistently positive manner, students that apply themselves to their studies and students who contribute to our Caring, Open Minded and Principled community. We encourage students to contribute to our local, national and global community. We celebrate success, effort and participation whenever possible.

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit stickers
- Letters or phone calls home to parent
- Special responsibilities/privileges

10 merits	Mentor contact home
20 merits	Year Leader contact home
50 merits	SLT contact home
100 merits	Headteacher contact home

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil ‘on report’

10BP	Referral unit x 1 Mentor contact home
20BP	Referral unit x 2 HOH contact home
30BP	Referral unit x 3 SLT contact home
40BP	2 x 1 Hour after school detention SLT and YL to meet with family
60BP	Potential Exclusion / Isolation - 1 Day SLT to inform parents and conduct a reintegration meeting.

- Once a student moves beyond 60BPs the school will develop bespoke behaviour management policies, this can include any of the following actions and will depend upon the judgement of YL/SLT/Headteacher and the best course of action educationally for each student -
  - Behaviour Contracts
  - Personalised Behaviour Policies
  - Pupil Support Programmes
  - Periods of up to one week in the RR
  - Periods of up to one week respite at other CAT schools
  - Managed moves to other schools
  - Learning Mentors from the Pupil Referral Unit (PRU)
  - Respite and specialist interventions (two weeks) at the PRU
  - Longer term placements at the PRU

We may use the Reflection Room in response to serious or persistent breaches of this policy. Pupils may be sent to the Reflection Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the Reflection Room (x 2 missed detentions).

The Reflection Room is managed by The Behaviour and Wellbeing Assistant and constantly supervised by staff. .

## 7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

Full details of the schools ‘Sexual Harrassment, online sexual abuse and sexual violence policy can be found in Appendix 3

The school’s response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence can be found in the above appendix

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Child protection and Safeguarding Policy for more information

Further details of the Schools Sexual harassment, online sexual abuse and sexual violence policy can be found here - **Dane Court Grammar School - Behaviour and Discipline Policy - Sexual harassment, online sexual abuse and sexual violence - Appendix 3**

### 7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### 7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

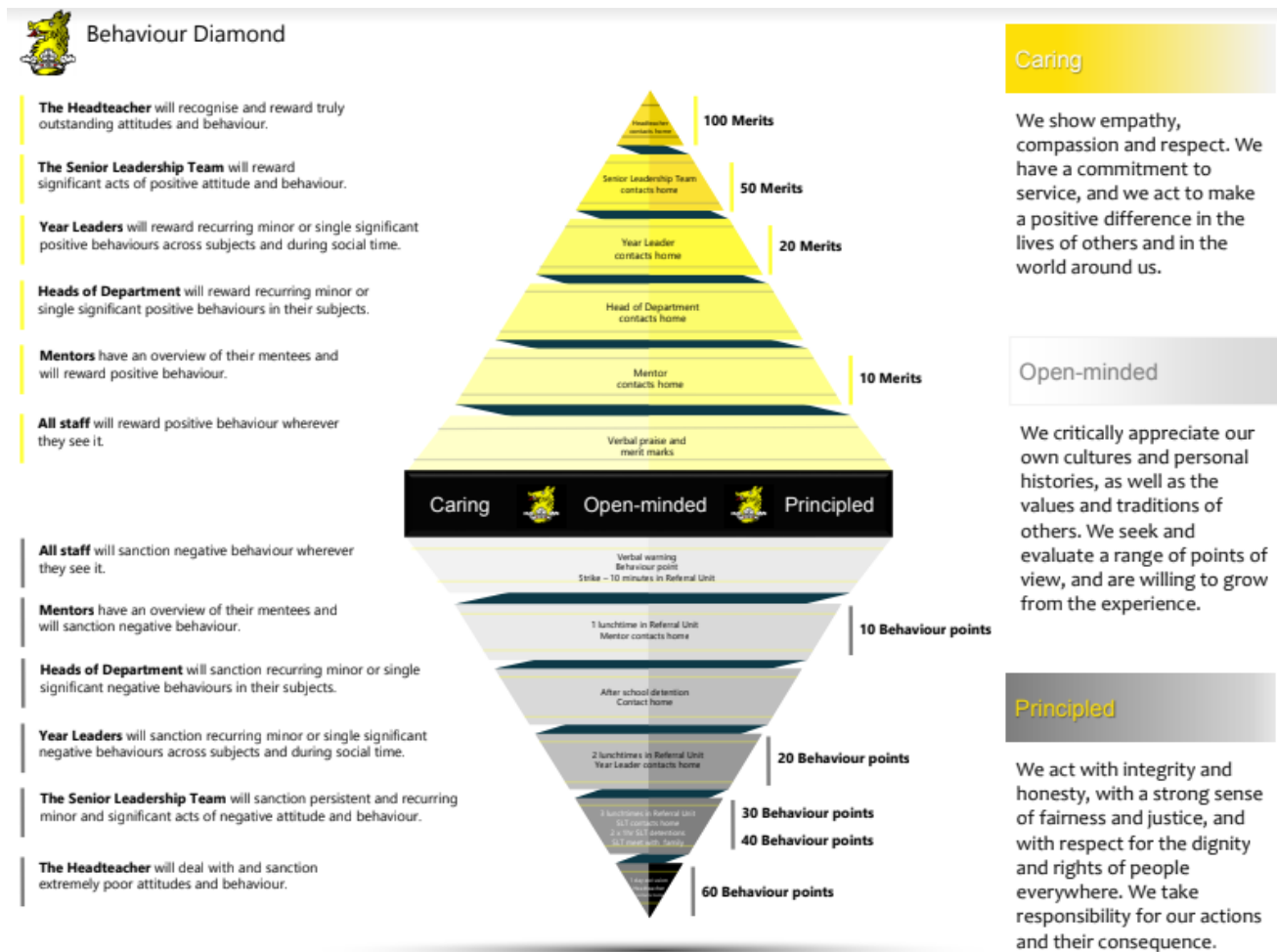
The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

for more information on responding to allegations of abuse against staff or other pupils.

## 8. Behaviour management

Dane Court has an expected ethos and culture that all students are encouraged to adopt. The bedrock of this ethos can be seen in the 'Behaviour Diamond' as shown below



## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This tone must reflect the ethos of the school and promote a positive working environment.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Behaviour Diamond or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

Teachers and Departments must seek to achieve -



- Consistency within your lessons
- Consistency within your departments
- Positive Attitudes for Learning
- High standards of uniform
- Conduct befitting our 'Caring, Open Minded, Principled' ethos
- Excellent Behaviour

Behaviour Management Strategies available to teachers -

- Your own behaviour management strategies
- Periods of silent study
- Behaviour Points
- Detentions
- The Behaviour Diamond
- Line classes up
- Opening and closing slides
- SLT Callout

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, we will at times make reasonable adjustments. .

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **8.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

Staff training logs and attendance is kept centrally in sims personnel..

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the full governing body annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy -
- Child protection and safeguarding policy
- Dane Court Grammar School - Behaviour and Discipline Policy - Sexual harassment, online sexual abuse and sexual violence - Appendix 3

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the The Coastal Academies Trust Full Governing Board annually

## Appendix 2: 2021 Updates

### School Day

- Period 1 - 0840 - 0940
- Period 2 - 0945 - 1045
- Break - 1045 - 1105
- Period 3 - 1105 - 1205
- Period 4 - 1210 - 1310
- Assembly / Mentor Time - 1315 - 1335
- Tuesday and Thursday, Extended Mentoring 1325 - 1335, rest of class lunch at 1325
- Lunch - 1335 - 1420
- Period 5 - 1420 - 1520

### Mobile Phones

#### Key Stage 3

- No mobile phones (unless directed by the classroom teacher)

#### Key Stage 4

- Students can only use mobile phones during break and lunch in year group area (unless directed by the classroom teacher)

#### All Staff -

- Confiscate mobile phones seen and take to reception
- Except D (10), N (11), M (6th) and C (6th) during break and lunch

### Year Groups Areas

- During break and lunch time the following Year Group areas will be reserved for students of that year group only

Year 7 - Barcelona; Year 8 - Sorrento; Year 9 - Tallinn; Year 10 - Delphi ; Year 11 - Neuchatel ; Year 12/13 Media, C plaza,

Common areas - Canteen, Heart, Fields and Hardcourts

### Sanctions -

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## **Behaviour Points**

- Allocated for low level disruption or persistent offences, at the discretion of the teacher (also applies outside of class time)

### **Strikes -**

- 10 minutes in the RU
- Given by classroom teachers for behaviour beyond a Behaviour Point

### **Detentions -**

- Centralised, Monday to Thursday, after school
- HoDs to notify LT
- Work concerns / Behaviour in collaboration with YL

### **Reflection Room**

- Relocated to L7
- Used in the same way as previously
- <https://docs.google.com/document/d/1ZqBct6pdxwNG1r7kERrlzoJaVi2UZrh3zOhglWc-S2o/edit> - SLT Callout Procedure

## **Uniform -**

### Classroom teachers -

- Address all 'adjustable' uniform issues at the start of your lesson and around school
- 'Adjustable' - Jewelry, jumpers, blazers, shirts, coats

### Mentors / Year Leaders -

- Through mentor time and information received from SLT check ups, address all 'other' uniform areas with students and families. SLT to support.
- 'Other' - Footwear, hair, tights, makeup, piercings

## **Expectations / Use of Language**

- We must have the highest expectations of our students
- We must address behaviour that does not meet with our ethos
- We cannot tolerate or fail to address discriminatory, racist, homophobic, sexist or sexualised language in school
- Utilise the behaviour systems available to you
- Record incidents appropriately

## **Starts and ends of lessons**

- Students must enter the classroom when they arrive and prepare themselves for their lesson
- Teachers must ensure a calm and purposeful start to all lessons
- At the start and end of all lessons teachers must address uniform issues

- Students that refuse to behave appropriately, SLT Callout
- Students cannot go to plazas until 830 at the start of the day



## Appendix 3:

### Detention letter

Dear [GUARDIAN TITLE] [GUARDIAN'S NAME].

[STUDENTNAME] has been given a .... minute after school detention for.....

The detention will be in N Plaza from 3.30 - ..... on *Date*. Please can you reply to this message to confirm acceptance of .....’s detention.

If you wish to discuss the detention, please contact .....

Thank you.

### 10 Behaviour Points Draft email -

Dear parent/carer,

Unfortunately, your child has now received 10 behaviour points - the majority of these have been for:

- *Quick summary of BPs (lateness, off task behaviour etc)*

As a result, your child will sit one lunch time detention later this week/early next week with the Year Lead. We appreciate this isn't the best milestone to have achieved - please do remind them of our expectations and about representing our values of being caring, open-minded and principled.

As always, if there are any issues then please do not hesitate to get in touch.

Kind Regards,

### 20 Behaviour Points Draft email -

#### Uniform Draft email -

##### Email 1:

Dear parent/carer,

Unfortunately, your child has consistently not met with our uniform policy over the last few days. This is in particular regard to:

- *Please fill in the nature of the uniform issue(s).*

As a result, your child will be given a behaviour point and will sit a break/lunch detention later this week/early next week. Please do remind them of the importance of taking care of their appearance and committing to the

school's values - in particular, being a principled young adult. As always, if there are any issues then please do not hesitate to get in touch.

Kind Regards,

**Email 2:**

Dear parent/carer,

Unfortunately, your child has continued to not meet our expectations surrounding uniform over the last few days. This is in particular regard to:

- *Please fill in the nature of the uniform issue(s).*

As a result, your child will be given an additional behaviour point and will sit an after school detention later this week/early next week. Confirmation of this will be sent via the main office. This will also now be escalated to the Year Leader.

Kind Regards,

**Lateness Draft email -**

**Email 1:**

Dear parent/carer,

Unfortunately, your child has persistently arrived late to school/lessons over the last few days. This is in particular regard to:

- *Arriving late to period one three times this week*
- *Arriving late to lessons three times this week. [delete as appropriate]*

As a result, your child will be given a behaviour point and will sit a break/lunch detention later this week/early next week. Please do remind them of the importance of being punctual - the starts of lessons are always significant and provide students with excellent opportunities to recall, practice and hence, make progress. As always, if there are any issues then please do not hesitate to get in touch.

Kind Regards,

**Email 2:**

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Dear parent/carer,

Unfortunately, your child has continued to not meet our expectations surrounding prompt arrival to school and lessons over the last few days. This is in particular regard to:

- *Arriving late to period one at least three times this week*
- *Arriving late to lessons at least three times this week. [delete as appropriate]*

As a result, your child will be given an additional behaviour point and will sit an after school detention later this week/early next week. Confirmation of this will be sent via the main office. This will also now be escalated to the Year Lead.

Kind Regards,

## Appendix 4

### Dane Court Grammar School - Behaviour and Discipline Policy - Sexual harassment, online sexual abuse and sexual violence -

#### Dane Court Grammar School Policy

Our school wants everyone to feel included, respected and safe in our community. We will not tolerate sexual harassment or violence of any kind. Through our community and ethos (Caring, Open Minded and Principled) we will educate our students on how to behave appropriately and why it is important to do so. Our Behaviour and Attitudes policy will reinforce these expectations through clear sanctions and responses to inappropriate conduct. The school will not shy away from contacting the appropriate outside agencies when behaviour warrants such a response.

The table below outlines the areas of sexual harassment, online sexual abuse and sexual violence that need to be addressed, the schools aims in addressing these issues and how our policy will be implemented

POLICY FOCUS	AIM	IMPLEMENTATION (BEHAVIOUR AND ATTITUDES - B&A, CURRICULUM - C)
Sexist Comments in School	<p>We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.</p> <p><b>Sexist comments</b> are those which discriminate based on sex, particularly against women.</p> <p><b>Sexism</b> also includes behaviour or attitudes that create stereotypes of social roles based on sex.</p>	<p><b>B&amp;A</b></p> <p>All staff and pupils are encouraged to challenge and/or report this behaviour. If pupils make these comments, we will:</p> <ul style="list-style-type: none"> <li>● Ask them to apologise to anyone the comment was directed at</li> <li>● Support and educate them to improve their behaviour</li> <li>● Monitor their behaviour for any recurrence</li> <li>● Escalate the sanction to Year Leader if the pupil refuses to apologise in the first instance</li> <li>● Further occurrences will be escalated to SLT</li> </ul> <p>'Sexist Comments / Sexism' has been added to SIMS as a behaviour</p>

		<p>category</p> <p><b>C</b></p> <p>Our PSHE/RSE curriculum covers what constitutes healthy and respectful behaviour towards others.</p> <p>Consideration of this is also evidenced in the wider curriculum such as within English Literature, Philosophy, PE .</p>
<p>Sexual Harassment and violence</p>	<p>We want everyone to feel included, respected and safe in our school. We will not tolerate sexual harassment</p> <p><b>Sexual harassment is unwanted behaviour of a sexual nature</b> which: violates your dignity. makes you feel intimidated, degraded or humiliated. creates a hostile or offensive environment.</p> <p><b>Sexual violence</b> is any unwanted sexual act or activity, including rape, sexual assault, sexual abuse'</p>	<p><b>B&amp;A</b></p> <p>All staff and pupils are expected to challenge and report incidents of sexual harassment to the safeguarding team</p> <ul style="list-style-type: none"> <li>• Allegations of sexual harassment will be investigated fully</li> <li>• Full details of the allegations will be record along with findings</li> <li>• Sanctions to be implemented</li> <li>• Full communication with family</li> <li>• Outside agencies contacted where appropriate</li> </ul> <p><b>C</b></p> <p>Our PSHE curriculum covers what sexual harassment is and its impact upon victims. It also signposts those students who may be vulnerable to or have experienced sexual harassment or violence to appropriate support</p>

		<p>The following categories have been added to SIMS as a behaviour option -</p> <p>‘Discriminatory behaviour based on grounds of gender’</p>
<p>Sexting</p>	<p>We want everyone to feel safe in our school and to understand how to act safely online in regards to images and words that they share.</p> <p><b>Sexting (or "sex texting")</b> is sending or getting sexually explicit or suggestive images, messages, or video on a smartphone or through the Internet.</p> <p>Sexting includes sending:</p> <ul style="list-style-type: none"> <li>● nude or nearly nude photos or selfies</li> <li>● videos that show nudity, sex acts, or simulated sex</li> <li>● text messages that propose sex or refer to sex acts</li> </ul>	<p><b>B&amp;A</b></p> <p>All staff and pupils are expected to report incidents of sexting to the safeguarding team</p> <ul style="list-style-type: none"> <li>● Incidents of sexting will be investigated fully</li> <li>● Full details of the incident will be record along with findings</li> <li>● Sanctions to be implemented</li> <li>● Full support from internal and external support agencies to be offered to all parties</li> <li>● Full communication with family</li> <li>● Outside agencies contacted where appropriate</li> </ul> <p><b>C</b></p> <p>Our PSHE curriculum will cover what sexting is and the potential harm / danger to all those involved.</p> <p>It is also addressed through the mentoring curriculum, Computing lessons.</p> <p>The following option has been added to SIMS as a behaviour category -</p> <p>‘Sexting’</p>

<p>Abuse in intimate relationships between peers</p>	<p>We want everyone to feel included, respected and safe in our school. We will not tolerate abusive relationships between students.</p> <p><b>Sexual violence and sexual harrassment</b> can occur between two children of any age or sex. It can also occur through a group of children sexually assaulting or sexually harrassing a single child or group of children</p>	<p><b>B&amp;A</b></p> <p>All staff and pupils are expected to report incidents of abuse to the safeguarding team</p> <ul style="list-style-type: none"> <li>● Incidents of abuse will be investigated fully</li> <li>● Full details of the incident will be record along with findings</li> <li>● Sanctions to be implemented</li> <li>● Full support from internal and external support agencies to be offered to all parties</li> <li>● Full communication with family</li> <li>● Outside agencies contacted where appropriate</li> </ul> <p><b>C</b></p> <p>Our PSHE curriculum will cover what abuse in intimate personal relationships is and the potential harm / danger to all those involved</p> <p>The following categories have been added to SIMS as a behaviour option -</p>

		'Inappropriate behaviour in an intimate relationship'
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#### Staff Training / Raising Awareness

- Raising awareness of the issue - CPD sessions
- Staff training on how to phrase challenges to, and tackle sexist behaviour
- Staff training on reporting issues of this nature along with all other safeguarding concerns
- Literacy around school
- Parent newsletter
- Staff newsletter
- Outside speakers
- Liaison with external interest groups

## Appendix 5 : Police in School

We are fortunate to have a police school's liaison officer working within Dane Court (TBC). The intention of this role is to:

- Protect vulnerable children
- Be a positive influence on young people
- Reduce the fear of crime for students
- Increase contextual safeguarding

Dane Court sees this relationship as positive and something that increases the safety of our students. The extreme circumstances of Child Q (<https://chscp.org.uk/portfolio/local-child-safeguarding-practice-review-child-q/>) however demonstrate the need to understand the nature of this relationship.

### Core Principles

Dane Court's first priority is what is in the best interest of the child, this includes safeguarding, mental health and general wellbeing. School should be a place of safety and stability and for vulnerable children this is particularly important as it may be their only safe place. Due to this priority we:

- **Act as advocate and loco parentis for our children. Asking the core question “Would this be good enough for my child?”**
- Do not, usually, allow children to be interviewed at school. If it is felt that it is in a child's best interest to be interviewed at school this can occur with the permission of the head teacher
- Avoid, where possible, the criminalisation of children. In most cases it is appropriate to use the school behaviour systems rather than the justice system

#### Loco Parentis

Loco parentis (“in place of a parent”) is the concept that someone with the care of a child stands in for the parent in his or her absence. The school, and in particular the Head, acts in loco parentis and therefore must act as a reasonably prudent parent would to safeguard the rights and freedom of pupils within its care

### Involving the police in an incident

When an incident occurs in which a crime has or may have been committed, the school needs to consider whether to involve the police. Most other incidents can be dealt with and resolved internally. The school behaviour policy gives guidance on how to deal with and record such incidents.

#### Things to consider

In making a decision to involve the police, it is vital that a balance is struck between the needs of the students involved and the needs of other students and the wider school community. It is not always clear initially who is involved in an incident and in what capacity. The victim in any incident should be supported and protected as a priority. Those suspected of being the offender will also need to be supported. There will often be significant circumstances in a young person's life that are contributing factors to an incident and it is important that they are taken into consideration. The seriousness of the incident will be a judgement call for the school. In making this decision the level of harm and the circumstances leading to the incident need to be carefully considered.

The decision as to whether an incident is dealt with internally or passed over to the police needs to be made at the initial stage, by gathering only enough information to establish the facts of the case. This decision is made

by the headteacher in consultation with the DSL, Deputy Headteachers and others as appropriate. It is recognised that contacting the police or other agencies may allow a further picture to be obtained, which assists in making informed decisions.

When the decision is made that the incident is resolved internally, we will do this in line with our behaviour policy.

### **Vulnerable Young People**

The challenges that children and young people with vulnerabilities are facing can sometimes contribute to behaviour which may lead them to unwittingly commit offences. All staff should be particularly alert to the potential need for early help for a child or young person who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- is a child in care
- has experienced recent trauma ie bereavement

It's important to note that most children and young people with vulnerabilities do not commit offences.

### **Crimes reported to the police**

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, we will cease our own investigation, having asked only enough questions to establish the basic facts of the incident. We will make every effort to preserve any relevant evidence.

We will use Sims/Classcharts/Safeguard to document any investigation that we have undertaken. This includes recording questions asked to young people and their replies.

### **Arresting on School Premises**

Arresting on school premises should be avoided. The head teacher should always be made aware of the situation and the arrest should be conducted as discreetly as possible.

### **Police Interviews**

A child or young person should not be interviewed or arrested at school if such action can possibly be avoided. If it is essential to conduct the interview at school, it should be done only with the consent, and in the presence, of the Head or the Head's nominee. The Head must be satisfied that such an interview is necessary and by ensuring this will not be guilty of wilfully obstructing a police officer in the execution of their duty. Indeed, for Heads not to satisfy themselves on that matter would be a failure to discharge their duty in loco parentis.



**The Codes of Practice make it clear that as far as practical, children and young persons under the age of 17, whether suspected of crime or not, usually should only be interviewed in the presence of a parent or guardian, or in their absence, someone who is not a police officer.**

A reasonable time should be allowed to enable an appropriate adult to be present at the interview. Provided that the suspected offence does not involve the educational establishment, the Head or a nominee can act as the appropriate adult for purposes of the interview if waiting for a parent or guardian would cause unreasonable delay.

If the police ask to question a child, the Head should check that the child freely agrees to give the information. If the pupil is female, a senior female member of staff must be present. There should also be an assurance from the police that the child will not be charged with an offence at the school or arrested on school premises. If no such assurance is given, the Head should initially refuse to allow the interview to take place.

If the police ignore the Head's refusal to produce a pupil or to allow questioning and insist on seeing the child, the Head should:

- accede under protest
- remain present throughout the questioning
- note the officer's number
- note the events that take place
- inform the school governors & trustees at the earliest opportunity to explain what has happened
- submit a detailed report of the incident to the LA, trustees, or governors as appropriate.

Sources:

NPCC "*When to Call the Police guidance for Schools and colleges*"

Croneri "*Police and Schools*"

Kent Police "*Role of Schools Officer*"