



# The Duke of York's Royal Military School

## Behaviour Policy

**Date of Approval**

19/02/2024

**Approved By**

Col Andy Thorne

**Role**

Chairman of Trustees

**Signed**

|                      |               |
|----------------------|---------------|
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## CONTENTS

|            |   |  |
|------------|---|--|
| Appendix A | - | Academic, Pastoral and School Sanctions  |
| Appendix B | - | Rewards and Sanctions  |
| Appendix C | - | Sexual Relationships and the Age of Consent  |
| Appendix D | - | Behavioural Support for Students   |
|            |   |  |
| Annex A    | - | Alcohol Policy   |
| Annex B    | - | Exclusion Policy   |
| Annex C    | - | Inclusion Support Policy   |
| Annex D    | - | Instructions to School Prefects, Sixth Formers and House Prefects on the Award of Sanctions Policy |
| Annex E    | - | Searching, Screening and Confiscation  |
| Annex F    | - | Students' Anti-Bullying Policy   |
| Annex G    | - | Substance Misuse   |
| Annex H    | - | Appearance Policy  |
| Annex I    | - | Sexual Misconduct Policy   |
| Annex J    | - | Positive Handling Policy   |

The Behaviour Policy for students is a statement of good practice that covers all aspects of the School that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the School are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

### **Aims**

- To encourage adherence to an agreed set of principles and values by students.
- To support effective teaching and learning.
- To gain the agreement and support of teachers, non-teaching staff and parents.

### **Implementation**

- A copy of the Home School Agreement is sent home and Parents are asked to sign this document as an indication of support.
- The policy is designed to be brief and easy to learn. It will include only those rules which our School will enforce. The reason for each rule will be obvious.
- The policy will be capable of application to an infinite variety of situations and is designed to encourage students to develop responsibility as part of their own behaviour.
- All rules and their examples will be expressed in constructive terms.

### **The Basic Code of Behaviour for Students**

I will:

- Attend School and activities regularly and on time.
- Be polite and helpful to others, treating all with courtesy and respect.
- Help to make the School and Boarding House orderly and caring places.
- Work hard to achieve targets set with teachers.
- Help other students by allowing every teacher to teach and every learner to learn.
- Do all my work, including Prep, as well as I can.
- Bring all the equipment I need every day.
- Wear the School uniform or dress according to the relevant code and be tidy in appearance.
- Comply with the School's anti-bullying and discipline policies.
- Support and become involved in School and House events.
- Keep the School free from litter and graffiti.
- Recognise House rules as appropriate.
- Behave well in and out of class and follow School Rules, policies, and expectations.
- Respect and care for others and their property (including School property).
- Give my best effort on all tasks.
- Meet all deadlines for handing in Prep and coursework.
- Find out what opportunities are available to me and participate where possible.

This pattern of behaviour should also apply outside School.

## **Sixth Formers' Personal Acceptance of Obligations as to Conduct and Activity**

Membership of the Sixth Form carries with it serious obligations, namely:

- a. The obligation to obey the letter and spirit of School Rules and the values of the School.
- b. The obligation to set an example, particularly to the more junior students.
- c. The obligation to contribute to the welfare of the School community and to support all its activities, academic, sporting, and social.
- d. The obligation to give up free time to play for the School when called upon.
- e. The obligation to attend all educational excursions or fieldwork, appropriate to the subjects being studied.
- f. The obligation to accept School or House Office if offered.
- g. Finally, the obligation to devote a good deal of time to study during what for other students is free time.

The offer and acceptance of a Sixth Form place means that each Sixth Former has individually accepted all these obligations, understands that they apply until the student leaves the School, and promises to give support cheerfully to all aspects of life as it exists in the Duke of York's Royal Military School.

We seek to create in our students' high standards of personal behaviour, responsibility, and care for others. We expect to see such standards achieved and maintained.

Students who require additional support will be placed on behaviour support in accordance with the Behaviour Support guidance found at Appendix 1 and/or a behaviour support plan, a copy of which can be found at Appendix A.

## **Academic and Pastoral Sanctions**

We focus on teaching good behaviour for learning in both the classroom and the boarding house. We achieve this using Choice and Consequences. Students are taught that they make a **Choice** regarding their behaviour and are responsible for the **Consequences**.

For low level disruption in the classroom or boarding house staff follow Choice and Consequences. Staff do :

**Verbal warning** – students informed of their poor behaviour (eg) Please could you listen to the instructions

1. **Choice and Consequence 1** C1: Warning with -2pts and students informed that if they continue the consequences of choosing to talk will result in a C2.
2. **Choice and Consequence 2** C2: -5pts and students informed that if they continue the consequences of choosing to talk will result in a C3.
3. **Choice and Consequence 3** C3: Academic- removal from classroom -10pts and parents contacted by HOF/HOD or SLT Link as required. Restorative Justice meeting arranged by HOF/HOD and SLT link will attend as required.

Appendix B provides examples of Academic and Pastoral Sanctions used within the School, which may be subject to change as required.

Parents are informed electronically via SIMS and will be informed of serious behavioural incidences or concerns at the earliest opportunity.

## **Rewards and Sanctions**

Appendix C provides an example of the Rewards and Sanctions System used within the School, which may be subject to change as required.

## **Exclusion and Inclusion Support**

For serious infringements of School rules, temporary or permanent exclusion may result. For instances which are deemed to be less serious a student may be placed in Inclusion Support for behaviour support. The procedures linked to Inclusion Support are detailed in Annex C.

Where matters of exclusion are concerned, we comply with the procedures that can be found using the following website link:

**<https://www.gov.uk/school-discipline-exclusions/exclusions>**

## **Interviewing students after a serious incident**

Students should be spoken to as soon as possible in order to avoid any potential collusion. Initially, verbal statements should be taken to ascertain lines of enquiry and to establish if there is potential of criminal activity.

In cases where it is credibly believed a crime has been committed, it is important to ensure all students are safe and potential perpetrators are safely isolated. Verbal statements will have been taken in order to inform the police of basic details and concerns, and the police should be consulted. In cases where it is believed a very serious crime has been committed such as a sexual assault, verbal lines of enquiry should immediately cease, and the police must be informed as a matter of urgency. It will be important to assist an investigation by maintaining the best possible evidence is available; an example would be avoiding students washing their hands or having the opportunity to dispose of or destroy digital evidence or illicit substances. It would be appropriate to remove mobile phones and access to laptops for example.

It is best practice to gain the consent of the alleged victim(s) and that they understand their right to make a 'complaint'. Where students are not competent to understand this, parents should be consulted. Unless by contacting the parent, it places the child at risk of harm, parents should be informed as soon as possible, including the alleged perpetrator(s). Should the police confirm they are not proceeding with an investigation, staff should proceed with their investigations and follow up with written statements as soon as possible.

Should there be no obvious crime or no reason to believe that clarifying events would limit the effectiveness of a future police investigation, students involved should be spoken to. In the first instance, it is appropriate to take verbal statements, but these should be followed up as soon as possible with written statements by the individual students on the School's statement form.

It is best practice to ensure that where possible, students should be spoken to with two adults in the room and in a quiet and comfortable space. Ideally, in cases of a significant incident or allegation, a member of SLT should lead the session and be supported by another member of the SLT, a Housemaster or Housemistress, who is there to ensure students remain in a fit state to speak to and as a witness to avoid unfounded allegations of inappropriate conduct by the senior member of staff.

It is appropriate to probe, question, challenge and draw out information by identifying inconsistencies and contrary evidence, though in the first instance, students should be given the opportunity to speak. Students can be reminded of the consequences of not being truthful and the potential this will have on the outcome. Students should be reminded that being honest will always be a better option as this provides an opportunity for the School and perpetrator(s) to work together responsibly to bring about a sensible conclusion.

The School works on 'the balance of probability' and not 'beyond reasonable doubt'. Should it be deemed that the alleged perpetrator is indeed, on the balance of probability, responsible for the allegation, it is more likely the outcome will be more serious than if the student had acknowledged their role and taken responsibility when given the opportunity. This reflects and reinforces the importance of the School Values and their place in society beyond the School gates.

Following an investigation, the outcome should be communicated to students and parents involved. In some cases, it would be appropriate to remove a students' suitability to board in order to provide a safe space in which to proceed with an investigation, particularly if by remaining within the boarding House, with no other suitable alternative, raises concerns. This will be communicated with parents. It is critical to take into account the views and feelings of the alleged victims, especially in cases of peer-on-peer abuse.

The School has in place an appropriate exclusion, behaviour and suitability to board policy. Depending on the nature of the concern and in partnership with parents, reassessment of the suitability to board may be appropriate. In other cases, it may be appropriate to pursue a fixed term exclusion or permanent.

### **Reassessment of Suitability for Boarding Policy:**

#### **Introduction:**

It is a requirement of all state boarding schools that a child is confirmed as suitable to board. The Suitability for Boarding assessment forms a distinct part to the residential boarding admissions process. Two questions are considered when determining suitability for boarding:

1. Does the child present a serious health and safety hazard to themselves and/or others?
2. Will the child be able to cope with and benefit from a boarding environment?

Such an assessment will be conducted as per the School's Admissions Policy.

#### **Re-assessment:**

The School reserves the right to re-assess suitability for boarding at any point during the child's time at the school following the same principles as per the initial application process. If a child is determined to be unsuitable for boarding after a re-assessment, the boarding place will be withdrawn on the basis that:

- a. The child presents a serious health and safety hazard to themselves or others. This may include the School subsequently receiving information omitted or contrary to the application process that demonstrates boarding is not suitable.
- b. The child is not coping or benefiting from the specific boarding environment it provides.

In both cases of a. and b. it is the intention that previous support mechanisms will have been in place, parents will be aware of concerns and any decision will be done in partnership with parents, with the best interests of the child and other boarders / staff as a guiding principle.

#### **Process:**

- Parents informed verbally and collection time agreed. An agreed suitable plan is in place to safely care for the child whilst parents arrive.
- Suitability to Board will be discussed at Safeguarding Panel and outcome agreed. Clerk to the panel informs: Fees Department & Registrar.
- The HM and member of SLT will meet with the parents to discuss the decision and answer any questions.
- Parents are informed in writing of the reasons behind suitability to board being removed.
- Work will be set for a 2-week period immediately following the final day of attendance and overseen by the HM.
- Assistant Head: Boarding ensured De-kitting process is followed.
- Local Authority is contacted by Registrar's Office to advise that the child no longer attends the School as a result of the suitability to board being removed.

- Parents are advised to follow <https://www.gov.uk/government/publications/fair-access-protocols-in-school-admissions>
- POC for any enquiries relating to the child from the LA or receiving School is the Registrar
- Items belonging to the School must be returned in appropriate condition, within 14 days of leaving the School, or they will be added to the School bill.
- Pocket money and anything kept in safe keeping by the School will be returned to the parents.

### **EXCLUSION POLICY (repeated in Annex B)**

Where matters of exclusion are concerned, we comply with the procedures that can be found using the following website link:

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions)

Please click on the PDF box to download the guide.

## **Appendix A**

### **ACADEMIC SANCTIONS**

| <b>Incident</b>  | <b>Sanction</b>                  | <b>Who can award it</b>        | <b>What it is</b>   | <b>When it takes place</b>                               | <b>Where it takes place</b> | <b>Other comments</b>   |
|--|----------------------------------|--------------------------------|---|--|-----------------------------|---|
| Prep <ul style="list-style-type: none"> <li>• Incomplete or unsatisfactory completion of Prep</li> <li>• Non-submission of Prep</li> </ul>   | Prep Slip                        | Staff                          | Extension of prep time to complete work                     | Juniors - 1915<br>Seniors - 2000<br>Cy as per Super Prep | In House                    | Details e-mailed to Housemaster by 1700 hrs for completion that night   |
| Verbal Warning -Low level disruption to learning <ul style="list-style-type: none"> <li>• Poor behaviour in lessons</li> <li>• Disruption of class</li> <li>• Poor work ethic</li> <li>• Disturbing Prep</li> <li>• </li> </ul>  | Verbal Warning                   | Staff                          | Warning   | Academic times   | Academic activities         | Provides students with the option to reflect and change minor poor/disruptive behaviour before receiving a sanction.  |
| C1 - Continued low level disruption <ul style="list-style-type: none"> <li>• Poor behaviour in lessons</li> <li>• Disruption of class</li> <li>• Poor work ethic</li> <li>• Disturbing Prep</li> <li>• Persistent tardiness</li> <li>• Persistent minor infringements (e.g., forgetting calculator)</li> </ul>   | C1 Warning                       | Staff                          | Warning – 2pts  | Academic times   | Academic activities         | Provides students with the option to reflect and change minor poor/disruptive behaviour before receiving a sanction.  |
| C2 - Continued low level disruption or more serious incident <ul style="list-style-type: none"> <li>• Poor behaviour in lessons</li> <li>• Disruption of class</li> <li>• Poor work ethic</li> <li>• Insolence to member of staff</li> <li>• Prep slip still not completed</li> <li>• Disturbing Prep</li> <li>• Persistent tardiness</li> <li>• Persistent minor infringements (e.g., forgetting calculator)</li> </ul> | C2 Warning and Central Detention | Staff                          | C2 – 5pts and 20 minutes silent supervision of pre-set work | Tuesday and Friday<br>1310 - 1330                        | Sixth Form Study Centre     | Detentions are logged on SIMS by teacher.<br><br>Exams/Data Manager keeps record of detentions and triggers upscaling of sanctions<br><br>Students informed via e-mail of sanction, with message also sent to Houses<br><br>School rules or Restorative Justice work completed. |
| C2 - Persistent low-level disruption or more serious incident <ul style="list-style-type: none"> <li>• Missed lesson</li> <li>• Persistent misbehaviour in class</li> </ul> Also <ul style="list-style-type: none"> <li>• Missed Central Detention</li> <li>• 3 detentions in one week</li> </ul>  | School Detention                 | School detention by HoD or SLT | 1-hour silent supervision of pre-set work                   | Wednesday<br>1600 - 1700                                 | Sixth Form Study Centre     | Detentions are logged on SIMS by teacher.<br><br>Students informed via e-mail of sanction, with message also sent to Houses<br><br>School rules or Restorative Justice work completed.  |

|  |               |                              |   |   |   |   |
|--|---------------|------------------------------|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Breaking of Departmental contract</li> </ul>  |               |                              |   |   |   |   |
| <p>C3 - Persistent low level disruption or more serious incident sanction</p> <p>Also</p> <ul style="list-style-type: none"> <li>• Missed School Detention</li> <li>• Continued breaking of Departmental contract</li> <li>• Persistent disruption in class that has been referred to SLT</li> </ul> <p>Other (15 min SLT detention)</p> <ul style="list-style-type: none"> <li>• Anti-Social Language</li> <li>• Chewing gum</li> </ul> | SLT Detention | Staff. SLT approve detention | 1 and a half hours silent supervision of pre-set work | <p>Non-Parade Sundays:<br/>1000 - 1130</p> <p>Parade Sundays:<br/>1800 - 1930</p> | <p>Sixth Form Study Centre</p> <p>Sixth Form Study Centre</p> | <p>Detentions are logged on SIMS by teacher.</p> <p>Students informed via e-mail of sanction, with message also sent to Houses</p> <p>School rules or Restorative Justice work completed.</p> <p>SLT supervised</p> |

### **ACADEMIC/Pastoral Support and Monitoring**

| <b>Incident</b>   | <b>Sanction</b>      | <b>Who can award it</b>  | <b>What it is</b>   | <b>When it takes place</b> | <b>Where it takes place</b> | <b>Other comments</b>  |
|---|----------------------|--------------------------|---|----------------------------|-----------------------------|--|
| <ul style="list-style-type: none"> <li>Poor behaviour, performance and/or Prep in a particular subject</li> </ul>                       | Subject/Tutor Report | Subject Teacher or Tutor | Monitoring of performance in subject lessons and Prep for a set period of at least one week     | Lessons                    | Subject classrooms          | <p>A specific focus for the report may be provided or general commentary</p> <p>Students will be expected to report to the relevant Teacher or Tutor.</p>                |
| <ul style="list-style-type: none"> <li>Continued poor behaviour, performance and/or Prep in a particular subject</li> </ul>             | HOD/HSM Report       | HOD, DHS or HSM          | Monitoring of performance in subject lessons and Prep for a set period of at least one week     | Lessons                    | Subject classrooms          | <p>A specific focus for the report may be provided or general commentary</p> <p>Students will be expected to report to the relevant DHSM/HSMS</p>                        |
| <ul style="list-style-type: none"> <li>Serious and continued poor behaviour, performance and/or Prep in a number of subjects</li> </ul> | SLT Report           | SLT                      | Monitoring of performance in a range of subjects and Prep for a set period of at least one week | Lessons                    | Subject Classrooms          | <p>A specific focus for the report should be provided including specific targets</p> <p>Students will be expected to report to the relevant designated member of SLT</p> |

## PASTORAL SANCTIONS

Verbal warning – students informed of their poor behaviour (eg) Please could you listen to the instructions

1. Choice and Consequence 1 P-C1: Warning with -2pts and students informed that if they continue the consequences of choosing to talk will result in a C2 with a House sanction.
2. Choice and Consequence 2 P-C2: -5pts and House sanction. Students informed that if they continue the consequences of choosing to talk will result in a C3 and more severe House sanction.
3. Choice and Consequence 3 P-C3–10pts and House sanction. Parents contacted by HSM/DHSM. Restorative Justice meeting arranged by HSM/DHSM and SLT link will attend as required.

| Incident  | Sanction   | Who can award it   | What it is  | When it takes place                | Where it takes place | Other comments   |
|---|--|--------------------|---|------------------------------------|----------------------|--|
| <ul style="list-style-type: none"> <li>Talking after lights out</li> </ul>  | Staged warning with removal of mobile phone                | House staff        | 1 <sup>st</sup> warning: Lunch<br>2 <sup>nd</sup> warning: end of academic day<br>3 <sup>rd</sup> warning - one day |                                    | In House             | Housemaster to retain phone for period of sanction   |
| <ul style="list-style-type: none"> <li>Failing to meet House expectations</li> </ul>  | Community Service  | House staff        | 20 minutes  | House discretion                   | In House             | This will be at the discretion of the person awarding the sanction. More serious infractions may be escalated    |
| <ul style="list-style-type: none"> <li>Untidy cubicle</li> <li>Job not done</li> </ul>  | Record on SIMS and House gated until job/cubicle addressed | House staff        | Resolved when task is completed   | Free time, over specified duration | In House             | Weekly points will be affected   |
| <ul style="list-style-type: none"> <li>Missing sport, club, activity or other timetabled commitment (including intervention)</li> </ul> | House Gating or Town Leave revoked                         | House Staff        |   | House discretion                   | In House             |  |
| <ul style="list-style-type: none"> <li>Improper and unacceptable dress styles (see House Gating)</li> </ul>                             | DPR  | House Staff<br>SLT | Loss of dress privileges  | All day                            | Whole School         | Tutor can award 1 day sanction with HSM or SLT to approve further sanctions if required                          |
| <ul style="list-style-type: none"> <li>Abuse of town leave expectations</li> </ul>  | School Gating  | House staff<br>SLT | Restricted to school grounds  | All day                            | In School            | House and School Gating may be combined for serious offences<br><br>Maximum duration of School Gating is 3 weeks |

|   |              |                       |  |                                    |          |  |
|---|--------------|-----------------------|--|------------------------------------|----------|--|
| <ul style="list-style-type: none"> <li>Abuse of privilege</li> <li>Multiple occurrences of other incidents</li> <li>Damage to property</li> <li>Missing a meal</li> <li>Tardiness (late for roll call, Chapel etc)</li> <li>Persistent infringement of lower-level incidents</li> <li>Out of care and control</li> <li>In an out of bounds area</li> <li>Bullying (SLT)</li> <li>Stealing</li> <li>Insolence</li> <li>Alcohol or Drug offences (including legal highs)</li> <li>Public displays of affection</li> </ul> | House Gating | Tutors<br>HSMS<br>SLT | <p>Level 1: Freedom to use Boarding House facilities only.</p> <p>Level 2: + DPR</p> <p>Level 3: + Community Service.</p> <p>Level 4: + Removal of personal electronics.</p> <p>More serious incidents refer to School Sanctions</p> | Free time, over specified duration | In House | <p>Maximum duration of House Gating is 2 weeks</p> <p>One day House Gatings in Cy will be awarded for breaches of expectations as outlined in the House handbook</p> |
|---|--------------|-----------------------|--|------------------------------------|----------|--|

### **PASTORAL SANCTIONS**

| Incident  | Sanction  | Who can award it | What it is  | When it takes place | Where it takes place | Other comments  |
|---|---|------------------|---|---------------------|----------------------|---|
| <ul style="list-style-type: none"> <li>Smoking/vaping</li> <li>Being in the presence of smokers/vapers</li> <li>Purchasing smoking materials</li> <li>Supplying smoking materials to others</li> </ul> <p>All of the above apply to tobacco products and e-cigarettes</p> | Items confiscated.<br>HGTD.<br>Smoking cessation pack completed | HSMS<br>SLT      | <p>1<sup>st</sup> Offence: 1 week House gating (Level 1)<br/>Smoking cessation pack completed</p> <p>2<sup>nd</sup> Offence: 1 week House gating (Level 4)<br/>Smoking cessation pack completed</p> <p>3<sup>rd</sup> Offence: Possibility of temporary exclusion</p> |                     |                      | <p>Students warned by SLT</p> <p>All students caught smoking or in the presence of smokers may be asked to attend smoking cessation sessions</p> <p>Parents will be notified on each occasion</p> <p>Persistent offences could eventually lead to Inclusion/exclusion</p> |
| <ul style="list-style-type: none"> <li>Possession or use of mobile phone during School activities</li> </ul>  | Items confiscated   | All Staff        | <p>Confiscation of Mobile Phone. Phone returned to Housemaster</p> <p>1<sup>st</sup> Offence: 1 Week</p> <p>2<sup>nd</sup> Offence: 2 Weeks</p> <p>3<sup>rd</sup> Offence: Half Term</p>  |                     |                      | <p>Housemaster to retain phone for period of sanction</p> <p>Persistent offenders = loss of mobile phone privileges for an extended period of time depending on frequency of misuse</p>   |

|   |                   |                                      |  |                  |                         |   |
|---|-------------------|--------------------------------------|--|------------------|-------------------------|---|
| <ul style="list-style-type: none"> <li>Misuse of a mobile phone after lights out</li> </ul>                               | Items confiscated | Tutors and Housemaster               | Confiscation of phone by tutor or Housemaster<br><br>1 <sup>st</sup> Offence: 1 Week<br><br>2 <sup>nd</sup> Offence: 2 Weeks<br><br>3 <sup>rd</sup> Offence: Half Term   |                  |                         | Housemaster to retain phone for period of sanction<br><br>Persistent offenders may face loss of mobile phone privileges for an extended period of time depending on frequency of misuse |
| <ul style="list-style-type: none"> <li>Anti-Social Language</li> </ul>  | SLT Detention     | All Staff                            | Cumulative detention of 15 minutes   | Specified by SLT | Sixth Form Study Centre | Cumulative detention given weekly based on number of offences in blocks of 15 minutes   |
| <ul style="list-style-type: none"> <li>Safeguarding - Misuse of a mobile phone, laptop or tablet, use of VPN's</li> </ul> | Items confiscated | Designated Safeguarding Leads<br>SLT | 1 <sup>st</sup> offence: Confiscation for a suitable period depending on level of offence, searching and cleaning of device and communication home. Removal of mobile phone. Possible exclusion.<br><br>Further offences as above + House Gating + DPR |                  |                         | Continued offenders may lose electronic device privileges for a period of time or permanently for more serious offences   |

## SCHOOL SANCTIONS

| Incident  | Sanction   | Who can award it | What it is   | When it takes place | Where it takes place  | Other comments   |
|---|--|------------------|--|---------------------|---|--|
| Anti-Social Language  | Detention  | All Staff        | Cumulative detention of 20 minutes   | Specified by SLT    | Sixth Form Study Centre   | Cumulative detention given weekly based on number of offences in blocks of 10 minutes  |
| Persistently poor behaviour both academically and pastorally  | Referral to SLT<br><br>House gating<br><br>Or<br><br>Internal Inclusion                            | HSMS/HOD         | Daily monitoring report /SLT mentoring for behaviour support   | Daily               | SLT member office   | Students will be expected to report to the relevant member of staff for regular monitoring of report<br><br>Additional sanctions may result for non-compliance with this report, including additional detentions, internal inclusion, or temporary exclusion |
| <ul style="list-style-type: none"> <li>Persistent disruptive behaviour</li> <li>Breaking bounds</li> <li>Stealing</li> <li>Gross insolence</li> <li>Alcohol or Drug offences (including legal highs)</li> <li>Possession of offensive weapon</li> <li>Other serious and/or persistent offences</li> </ul> | House gating<br><br>Or<br><br>Internal Inclusion<br><br>Or<br><br>Temporary or Permanent Exclusion | SLT              | House Gating + DPR + confiscation of electronics for a fixed period.<br><br>Or<br><br>Supervised separation from the main student body<br><br>Or<br><br>Removal from School for a period of time or permanently  | Specified by SLT    | AP's Office<br>Sixth Form Study Centre<br>RSM's Office<br><br>Or<br><br>Off School premises | Students will always have access to a phone or their laptop for educational reasons<br><br><br><br><br><br>If temporarily excluded student will attend a re-admittance interview with parents/guardians, held by a member of the SLT                         |
| <ul style="list-style-type: none"> <li>Bullying</li> <li>Sexual misconduct</li> <li>Racism or homophobia</li> </ul>   | Re-education package (min)<br><br>Temporary or Permanent Exclusion (max)                           | SLT              | Student will undergo re-education package and school sanction<br><br>House Gating + DPR + confiscation of electronics for a fixed period.<br><br>Or<br><br>Supervised separation from the main student body<br><br>Removal from School for a period of time or permanently | Specified by SLT    |   | Other sanctions (including House gating) may be applied depending on the severity of the offence<br><br><br><br><br>If temporarily excluded student will attend a re-admittance interview with parents/guardians, held by a member of the SLT                |

**REWARDS AND SANCTIONS**

All students start with 100 points at the beginning of each academic year/when joining the School. Entries will be identified in SIMS by the prefix A or P (Academic or Pastoral) where appropriate.

**Examples of Positive Points Awarded**

| <b>Points Gained</b> | <b>Reason</b>   |
|----------------------|---|
| 2                    | Commitment<br>Courage<br>Good Deed<br>Integrity<br>Loyalty<br>Other<br>Respect (self & others)<br>Self-Discipline   |
| 5                    | Academic Merit<br>Commitment<br>Courage<br>Excellent Musical Achievement<br>Excellent Drama/Dance Achievement<br>Good Manners<br>House reward<br>Improved Academic Attainment (Tutor or HoK)<br>Improved academic effort (teacher)<br>Integrity<br>Loyalty<br>Respect (self & others)<br>Self-Discipline<br>Very Good Effort<br>Very Good Work<br>Visitor Escort Duties |
| 10                   | Commitment<br>Contribution to Headman's Hour<br>Courage<br>Excelled or achieved excellence at sport/academic/artistic<br>Half Term reward for academic effort, progress, or behaviour<br>House reward<br>Integrity<br>Loyalty<br>Principal's letter of commendation<br>Respect (self & others)<br>Self-Discipline<br>Sustained academic excellence and consistency      |

**Interventions Linked to Different Points**

|     |                                |
|-----|--------------------------------|
| 900 | Gold award/small prize         |
| 600 | Silver Certificate/small prize |
| 300 | Bronze certificate/small prize |

### **Examples of Negative Points Awarded**

| <b>Points Deducted</b> | <b>Reason</b>   |
|------------------------|---|
| <b>2</b>               | C1 - 1st Warning<br>Equipment<br>Inadequate classroom work<br>Late out of House<br>Other Minor<br>Uniform/Jewellery<br>Verbal Abuse - Student   |
| <b>5</b>               | C2 - 2nd Warning<br>Anti-Social Language<br>Chewing Gum<br>Damage to Property - Minor<br>Detention - Central<br>Detention - School<br>Disruption to Prep<br>Failed to sign in/out<br>Holiday Work Incomplete<br>Insolence<br>Missed Detention<br>Missed Meal<br>Missed Timetabled Commitments (lesson) 1st Offence<br>Misuse of Mobile Phones 1st Offence<br>Misuse of Mobile Phones 2nd Offence<br>Misuse of School Internet (off task)<br>Persistent Lateness to Lessons<br>Play Fighting<br>Physical Behaviour Against Student - Minor<br>Prep Slip (inadequate work completed)<br>Prep Slip (not completed)<br>Rude to Duty Prefect |
| <b>10</b>              | C3 - 3rd Warning<br>Alcohol Misuse<br>Bullying<br>Damage to Property - Severe<br>Defiance<br>Detention - SLT<br>Fighting<br>Homophobic<br>Missed Timetabled Commitments (lesson) 2nd Offence<br>Misuse of School Internet (Inappropriate Sites)<br>Physical Behaviour Against Staff<br>Physical Behaviour Against Student - Severe<br>Racist Incident<br>Rude to Staff<br>Smoking/Vaping<br>Substance Abuse<br>Theft<br>Transphobic<br>Verbally Abusing a Member of Staff   |

Multiple offences are referred to the Director of Clubs and Activities

## **SEXUAL RELATIONSHIPS AND THE AGE OF CONSENT (ENGLAND AND WALES)**

It's important to be aware of the laws surrounding sex and sexual consent in the UK.

The age of consent for sex in England is 16. This applies to everyone.

Anybody under the age of 16 is not legally capable of consenting to sexual activity. This is an offence under the Sexual Offences Act 2003.

Consent is about giving permission for something to happen or an agreement to do something. Nobody has the right to make you go further than you want to.

You have every right to say no, at any point, whoever you're with. If you want to have sex but the other person doesn't, you must absolutely respect their feelings and stop.

1. Consensual sex means..

No pressure, you both decide to do it and you both feel happy and safe while doing it.

2. Certain circumstances make it impossible for a person to legally give consent

Often this is when a person is not mentally or physically capable of choosing whether or not to engage in sexual behaviour.

For instance, if someone is drunk or high on drugs then that person cannot give consent. This means that even if someone seems eager to engage in sexual activity, doing so can legally be considered sexual assault or rape.

Inappropriate sexual behaviour is not condoned. Every effort is made to provide age-appropriate sexual relationships education, either formally with a classroom setting, as part of an outside presentation or informally within the House.

Appropriate advice from Kent Safeguarding, Social Services and/or the Police may be sought and sanctions, as per the Behaviour policy.

1. [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)
2. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

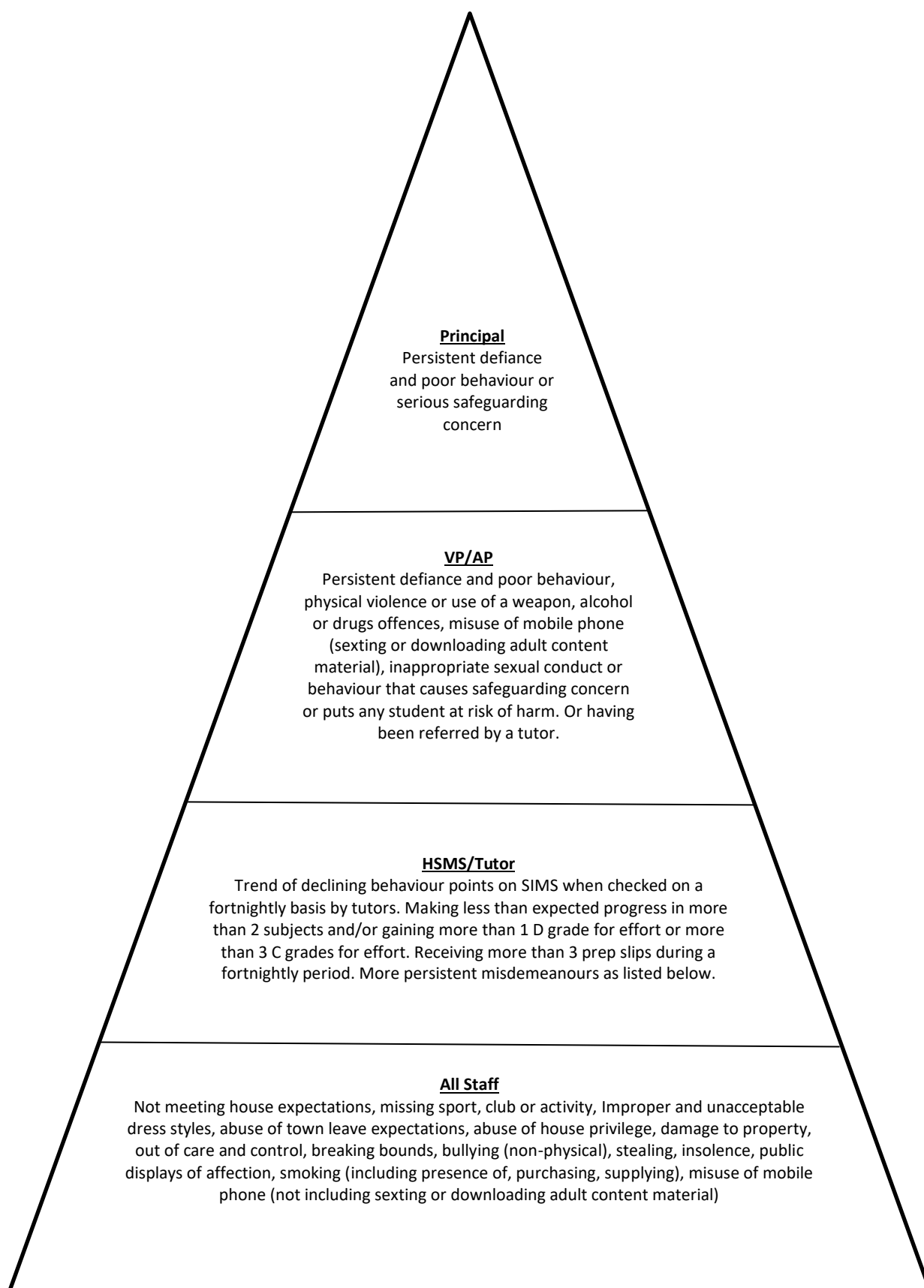
**BEHAVIOURAL SUPPORT FOR STUDENTS**

Students exhibiting poor behaviour are referred in accordance with the criteria at Annex 1, using the form at Appendix 2. Support is put in place as appropriate. Our strategies for managing poor behaviour include:

|                    |                          |
|--------------------|--------------------------|
| Peer Mentoring     | Further in-house support |
| Social Skills Club | Medical referral         |
| Counselling        | Behaviour Contract       |
| SLT mentoring      | Inclusion support        |

In addition to the strategies above a Pastoral Support Plan is conducted with those students deemed to be at risk to themselves and others (see Annex 3).

**Behaviour Support Guidance**





The Duke of York's  
Royal Military School

**BEHAVIOUR SUPPORT REFERRAL FORM**

|                  |  |               |  |            |  |
|------------------|--|---------------|--|------------|--|
| <b>Name:</b>     |  | <b>House:</b> |  | <b>Yr:</b> |  |
| <b>Referrer:</b> |  | <b>Date:</b>  |  |            |  |

**Signature:** \_\_\_\_\_

**Overview (brief outline of behaviour concerns)**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**SEN register: Y/N**

**Current Points Score:** \_\_\_\_\_

**Sports/Clubs/Likes/Dislikes:**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

**Any other useful information:**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

## **PASTORAL SUPPORT PLAN**

The student Pastoral Support plan should be completed when a student's conduct poses concern; in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-suspensions-and-permanent-exclusions)

### **A Pastoral Support plan should:**

- ☐ Involve the student where possible.
- ☐ Involve staff who work with the student.
- ☐ Involve parents/carers where appropriate and possible.

### **The Pastoral Support plan must:**

#### **1. Identify and assess impact of the risk**

By gathering evidence using the behaviour risk audit, including:

- ☐ The actual behaviour and including previous behaviour and relevant behaviour of others.
- ☐ The potential of harm (physical or emotional) no harm, harm, serious.
- ☐ Pre-existing medical conditions.
- ☐ In what situation does the risk occur (time of day, trigger points, pattern to behaviour).
- ☐ Who is likely to be injured or harmed?
- ☐ What kinds of harm, injuries are likely to occur?

#### **2 Manage the risk**

How we will be able to devise a risk assessment detailing control measures to remove / reduce the risk.

The outcome of the pastoral support plan should be circulated to relevant staff and kept on the student file.

The pastoral support plan should be reviewed regularly taking into account the views of the student, staff and parents/carers when possible.



**STUDENT PASTORAL SUPPORT PLAN**

|                      |  |
|----------------------|--|
| <b>Student Name:</b> |  |
| <b>Year Group:</b>   |  |
| <b>House:</b>        |  |

|   |
|---|
| <b>Describe the severity of the risk:</b> |
|---|

| EVIDENCE  |  |              |  |               |
|-----------|--|--------------|--|---------------|
| Behaviour | When<br>(Time of day;<br>potential triggers) | Most at Risk | Potential of Harm<br>(No Harm, Harm,<br>Serious) | What happened |
|           |  |              |  |               |
|           |  |              |  |               |
|           |  |              |  |               |
|           |  |              |  |               |
|           |  |              |  |               |
|           |  |              |  |               |
|           |  |              |  |               |

Assessment completed by: ..... Signed: .....

Date of assessment: ..... Review date: .....



### STUDENT PASTORAL SUPPORT PLAN

|   |  |
|---|--|
| <b>Student Name:</b>                                  |  |
| <b>Year Group:</b>                                    |  |
| <b>House:</b>   |  |
| <b>Other individuals involved in risk assessment:</b> |  |

**What health and safety hazards arise or could arise from the behaviour of this pupil? (including trigger points, time of day they may occur and any pattern to behaviour)**

| What is the hazard/risk? | Person/s Affected | Risk level before controls are in place |   |   | What is the plan to minimise the risk? | What are measures required? | Risk level with controls in place |   |   |
|--------------------------|-------------------|---|---|---|--|-----------------------------|-----------------------------------|---|---|
|                          |                   | L                                       | M | H |  |                             | L                                 | M | H |
|                          |                   |   |   |   |  |                             |                                   |   |   |
|                          |                   |   |   |   |  |                             |                                   |   |   |
|                          |                   |   |   |   |  |                             |                                   |   |   |
|                          |                   |   |   |   |  |                             |                                   |   |   |
|                          |                   |   |   |   |  |                             |                                   |   |   |
|                          |                   |   |   |   |  |                             |                                   |   |   |

**List any activities which cannot be safely managed, as far as it is possible to foresee:**

Assessment completed by: ..... Signed: .....

Date of assessment: ..... Review date: .....



## **ALCOHOL POLICY**

### **Scope**

This policy has been authorised by the Trustees. The policy relates to the use and misuse of alcohol and applies to all students and staff at The Duke of York's Royal Military School. This policy may apply at times when a student is not in the care of the School and impact on staff outside formal working hours. The procedures and sanctions may be adapted, as appropriate, taking into account the circumstances of each case.

### **Introduction**

The Duke of York's Royal Military School is a state boarding school. We are aware that alcohol consumption is an accepted practice within many areas of society today and that there are increasing pressures on young people to experiment with alcohol with the potential attendant risks of damage to health. It is therefore important that the School makes clear its attitudes to alcohol so that students receive consistent messages.

### **Statement of the School's Stance on Alcohol Misuse**

The educational, physical, mental, social and moral welfare of all students is the School's priority. We expect all staff, parents and visitors to actively support the approved policy.

### **Under Age Drinking of Alcohol**

Apart from Sixth Formers aged 16 or 17 under the provision set out below, the drinking of alcohol by students under the legal age of 18 years is expressly forbidden. It is illegal to purchase alcohol from a shop or an off-licence under the age of 18 years. It is also illegal to purchase or provide alcohol for anyone under the legal age except in strictly controlled circumstances.

No student of any age is allowed to bring alcohol into the School.

### **Alcohol Consumption on the School Premises**

The regulated consumption of alcohol is allowed in the School in the following circumstances:

- In the Staff Room to adult members and their guests aged over 18, out of School hours, from 1700 hrs onwards at the discretion of the Principal.
- At social events at which alcohol consumption has been agreed in advance (e.g. Summer Ball, Regimental Dinner) with a plated meal to members of the School who are aged 17 years or older, at the discretion of members of staff in charge and supervised by those staff.
- On other occasions specifically permitted by the Principal.

Alcohol free drinks such as Buck's Fizz, should only be consumed at special events, and only by students in Y11 and above.

The School is committed to the health and safety of its students and members of the community and will take appropriate action to safeguard their well-being; the School does not condone the misuse of alcohol.

Alcohol consumption outside the parameters of this policy is considered against School Rules and will be treated as a serious offence.

### **Alcohol Consumption off the School Premises (Public House, Wine Bar etc.)**

No student may enter a public house, wine bar etc., without permission from a member of staff which is only likely to be given to Sixth Formers on condition that they obey the law concerning the purchase of alcohol. These rules apply to students on and off the School premises during term time, School outings and expeditions. They also apply on journeys to and from home at the beginning and end of term and at half term.

Students must not bring the School into disrepute for any reason associated with alcohol, whether or not the student is in the care of the School at the time.

### **Consumption of Alcohol by Teaching Staff and other Adults Employed by the School**

It is inappropriate for any adults to be dealing with students under the influence of alcohol and this could be considered an act of gross misconduct and dealt with accordingly.

### **Staff Training**

All academic and senior non-academic staff, medical staff, including the Medical Centre, and Pastoral Leaders will be given guidance on how to deal with incidents of alcohol misuse. It is imperative that all staff are aware of the warning signs that students may express as a result of alcohol misuse. Staff will be given the necessary training to recognise these signs and the procedures to follow to support this policy.

### **Pastoral Support**

The School encourages students to discuss in confidence any anxieties they may have about the use of alcohol with a member of staff or the school Counsellor. Matters brought into counselling by a student or his/her parents, in circumstances which are genuine, will be "ring-fenced" from disciplinary sanctions or adverse report, but a student who is suspected of unacceptable involvement with alcohol outside this context will face disciplinary action.

### **Personal, Social, Health and Economic Well-being Education Curriculum**

Alcohol education will be taught as part of the PSHEE programme in a manner appropriate to the student's level of understanding:

- To enable students to make healthy, informed decisions by increasing knowledge, understanding, challenging attitudes and developing communication and social skills.
- To provide accurate and appropriate information.
- To help students develop an understanding for those experiencing or likely to experience alcohol misuse.

### **Procedures**

If any member of staff has suspicions of alcohol misuse, they must follow the procedures below.

#### Rumour of involvement with alcohol

If a member of staff should hear that a student or students are involved in alcohol related activities, they should inform the Duty SLT and also inform the student's

Housemaster/Housemistress. These staff will confer and will decide the way forward. It is essential that no precipitous action is taken which might compromise an investigation, however well intentioned.

#### Dealing with students who appear to be under the influence of alcohol

The initial priority is the well-being of the student. Disciplinary action will come later. If the student is totally incapacitated the member of staff should place the student in the recovery position so that any vomit is not inhaled. Medical help should be sought from the Medical Centre and the student's Housemaster/mistress and the Duty SLT should be informed. If the student appears to be intoxicated to some degree but is able to walk, he/she should be escorted to the Medical Centre and placed in the care of the Nurse on duty. The Housemaster/mistress and Duty SLT should be informed and they should confer with the Medical Centre staff regularly and follow up.

Out of Hours - Assistance should be sought from 111, or where necessary, 999. The Duty SLT should be informed.

Subsequent action will be determined and agreed by the Medical Centre Nurse and the Duty SLT. If the student's condition merits, it may be necessary to monitor the student until the effects of the alcohol wear off. In severe cases the student will be taken to hospital. On the advice and direction of the Medical Centre staff the student may be allowed to return to his/her House. The student should be asked to explain, if possible, how he/she came to be in his/her condition. Parents must be contacted and kept informed at all stages.

#### **Pastoral Support**

Support must be offered to those involved in the incident. This could be provided by House staff, medical staff, or outside agencies.

#### **Sanctions**

If the Principal's decision after considering all the material evidence is that the student has consumed alcohol, then a range of sanctions he is considering will be outlined, as detailed in our School Sanctions.

Bringing in or consuming alcohol within the School, except in circumstances outlined in this policy document, is regarded as a serious disciplinary offence.

The sanctions applied by the Principal for alcohol related offences will depend on the circumstances but are likely to be internal seclusion or external temporary exclusion or, in extreme or repeated offences, permanent exclusion.

#### **Review**

If the student is permanently excluded s/he and his/her parents will be offered a Trustees' Review which will normally take place within ten days under a separate procedure, and his/her exclusion may be continued in the interim.



The Duke of York's  
Royal Military School

## **Annex B**

### **EXCLUSION POLICY**

Where matters of exclusion are concerned, we comply with the procedures that can be found using the following website link:

[School suspensions and permanent exclusions - GOV.UK \(\[www.gov.uk\]\(https://www.gov.uk\)\)](https://www.gov.uk/government/guidance/school-suspensions-and-permanent-exclusions)

Please click on the PDF box to download the guide.

**AIDE MEMOIRE FOR EXCLUSIONS**

1. Once an exclusion has been agreed by the Principal, Housemaster/mistress to contact parents by phone to arrange for the students to be collected.



2. PA to Vice Principal Boarding and Data Manager to be informed of the exclusion by the Housemaster/mistress together with the reason for the exclusion (see Drop Down box) and the date of the exclusion



**Immediate collection of student not possible**

3a. If the student is unable to be collected that evening, SLT to be informed immediately and arrangements put in place for the student following a risk assessment (this could include a student being bedded down in another boarding house.



4b. Parents to be informed of this arrangement. Agreement sought and this noted on SIMS.



5c. An agreed plan will be put in place if a student is accommodated in a different boarding house and the details noted by the HSMS.



Go to 3i



**Immediate collection of student possible**

3i. Once the student has been collected HSMS to forward time of departure to Principal's PA who will then allocate a return from exclusion time to parents. HSMS to add the time of collection to the daybook.



4ii. SLT member responsible for the exclusion to write the exclusion letter that day and give to the Principal for checking and proofing.



5iii. Once the exclusion letter has been sent to parents, Principal's PA to email Data Manager so that it can be scanned to SIMS student record. HSMS to e-mail all staff and arrangements made for suitable work to be e-mailed or given to student.



6iv. Principal, or member of SLT in his absence, to complete a re-admission interview proforma after FTE and give to Principal's PA for processing.



7v. Ensure actions agreed are carried out in a timely fashion and communicated effectively to HSMS and staff, as necessary.

**NB: All copies of correspondence to parents regarding the exclusion must be copied to the Data Manager**

**RE-ADMISSION INTERVIEW AFTER FIXED TERM EXCLUSION**

**Name of Student** Click here to enter text. **House** Choose an item.

**Readmission Interview Date** Click here to enter a date. **Time** Click here to enter text.

**Staff present:**

1. Click here to enter text. 2. Click here to enter text.  
3. Click here to enter text. 4. Click here to enter text.

**Parent/carer**

**representation** 1. Click here to enter text. 2. Click here to enter text.

**Reason for Exclusion** Click here to enter text.

**Notes of the meeting to include main points of the discussion**

Click here to enter text.

**Details of support/intervention put in place**

Click here to enter text.

**Staff Signature** 1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

**Form to be kept on file** (Click box to tick)

☐

**Scanned to SIMS** (Click box to tick)

☐



## **INCLUSION SUPPORT POLICY**

### **Rationale**

#### **Rationale**

The inclusion support policy provides appropriate short-term behaviour support and education for students who have concerns regarding their suitability to board and are at risk of temporary or permanent exclusion. The environment provided allows students to continue with mandatory education appropriate to their Key Stage and curriculum whilst receiving behaviour support.

Students who have been deemed to require inclusion support, which is for serious incidents at School and for non-compliance with School rules, will be provided with a safe and work focused environment supervised by staff after lessons/agreed commitments finish, Monday – Saturday at 12:00, when lessons finish.

Inclusion students will need to be collected on a Saturday at 12:00 and may be returned to the Inclusion Centre on Monday morning at 08:00.

Parents will be immediately informed of their child's attendance at inclusion support by the Housemaster/Housemistress/Vice Principal (Pastoral).

Restorative justice and other student focused approaches will be used to enable students to develop a more informed understanding of their behaviour and the effects of such behaviour.

### **Aims**

To work with each child dependent on their needs.

To help the student manage the poor behaviour.

To provide access to external support for behaviour concerns.

To motivate young people to re-engage with learning and the pastoral environment.

To reduce and/or avoid exclusion from School.

### **Values**

To encourage students to take responsibility for their actions and to develop their understanding of the actions of others.

To make rational and informed decisions.

To have sound values and desirable attitudes.

To work quietly and diligently on academic tasks.

### **Management and expectations of inclusion support**

1. Inclusion support will be run by qualified staff.
2. Students receiving inclusion support must be set work by the appropriate teachers, on rare occasions they are not permitted to attend lessons.
3. A copy of the work set is to go to the Inclusion Centre.
4. The work set should not involve videos or extensive use of the Internet.

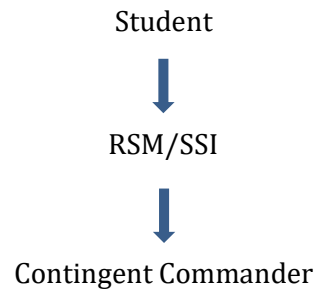
### **Arrangements for students receiving inclusion support**

1. Participation of the student in excursions, trips, sporting events and other commitments is at the discretion of the Principal/Vice Principal (Pastoral).

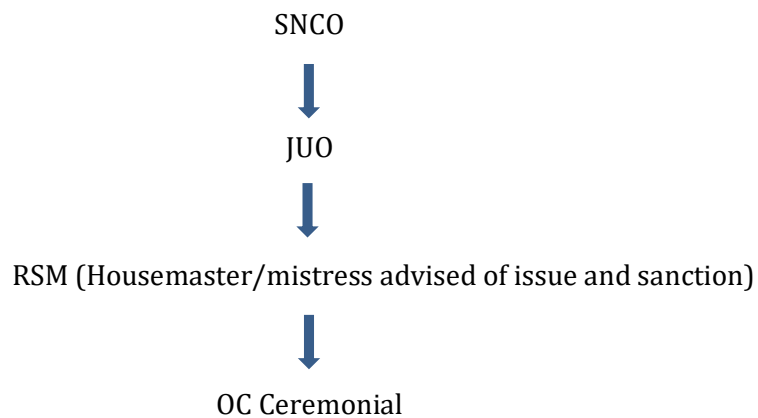
## **Support for Students in Positions of Responsibility**

Below are the protocols to support students placed in positions of responsibility within the School. The purpose of which is to give a clear structure if they face challenges from the students they are placed in charge of.

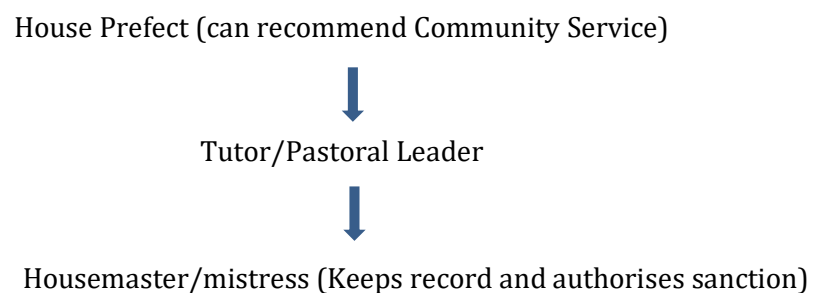
### **CCF**



### **Ceremonial**



### **In Houses**



## School Prefects

School Prefect requests sanction from the SLT after three warnings issued to a student



SLT emails Housemaster/mistress of student within 48 hours of sanction being confirmed



Housemaster/mistress oversees completion of sanction and records on SIMS



Principal oversees any grievance procedure



**INSTRUCTIONS TO SCHOOL PREFECTS, SIXTH FORMERS AND HOUSE PREFECTS ON THE  
AWARD OF SANCTIONS POLICY**

**General**

By virtue of taking up a place in the Sixth Form of The Duke of York's Royal Military School, Year 12 and Year 13 students accept solemn obligations to support fully the School's rules, spirit, values, and ethos. They therefore accept a duty to act as good role models to others in the School community. This involves care for the welfare of others and respect for the views and values of fellow students regardless of their age, gender, or any other personal characteristic. They should be prepared to promote qualities of honesty, responsibility, polite co-operation, and hard work. They should also aspire to positions of leadership commensurate with their abilities and aptitudes.

As mentioned, it is imperative that all Sixth Formers lead by example and ensure that they follow the spirit as well as the letter of School rules. In particular, they should not lose their temper publicly, shout at, ridicule or belittle other students, use foul language or require younger students to run errands and/or messages either with or without recompense.

Members of the Sixth Form are therefore an important element in maintaining good order and discipline, and in ensuring the smooth running of the School on a routine day to day basis. More specifically they may be offered a more formal role by accepting office as:

1. A School Prefect, appointed by the Principal after submission of a formal written application, use of supporting staff references and an interview and the input of Senior Prefects. School Prefect powers and responsibilities are monitored by the Principal. All appointees will be required to undertake a period of induction in the post.
2. A House Prefect, or in some Houses as a collegiate member of the Sixth Form. Such appointments are decided by the Housemaster/mistress and should be supported by written guidelines, areas of responsibility and *modus operandi*.
3. A senior ranking member of the Ceremonial organisation of the School appointed by the Principal and the OC CCF, having first consulted the Housemaster/mistress. The OC CCF is responsible for determining methods of appointment, areas of responsibility and supervision of such appointees. In addition, a Sixth Former may be appointed to CCF rank by the OC CCF.

All members of the Sixth Form have a duty to uphold all School rules and an inherent duty to report misdemeanours which they witness to appropriate members of staff. They should pass on concerns brought to their attention affecting the welfare of fellow students. Direct intervention should only be made when students' health and safety could be compromised.

In general, Sixth Form students have no implicit powers of sanction beyond those invested in them by their official roles and duties as Prefects, or in the Ceremonial tradition. School Prefects must not accept proxy sanctions from them. Sixth Formers assisting with the supervision of students must refer all matters of discipline to the member of staff responsible for that activity.

The same is true for Year 11 students acting in the role of House Prefect (see point 2).

## **Posts of Responsibility**

### School Prefects

School Prefects may request that a sanction be given to students in Year 7 to Year 11 for minor misdemeanours which they encounter in the course of their duties. These are known as Community Service. In the event of such a situation arising the School Prefect should inform the duty member of the Senior Leadership Team, who will discuss the matter with those involved and if they deem it appropriate will request the Housemaster concerned to action and record the award of Community Service within the relevant logbook/SIMS. No other sanctions are permitted.

School Prefects should not attempt to sanction breaches of School Rules of a serious nature. These must always be immediately reported to members of the Senior Leadership Team. This includes all of the instances published on the School Website and in the School Calendar.

Persistent offenders repeatedly attracting School Prefect sanctions are a matter of concern. School Prefects should:

- Report the matter to the Principal (proforma at Appendix A) who will forward the matter to the relevant Housemaster/mistress for formal recording and Community Service if appropriate.

In respect of offences by Year 12 or Year 13 students, the School Prefect must report the witnessed event to the appropriate House staff as soon as possible.

School Prefect 'powers' are limited to the area of the School estate. Offences witnessed outside of the School should be reported as soon as practicable to relevant House Staff.

### Students with Ceremonial Rank and CCF Rank

Such students will have responsibilities and powers delegated to them by the OC CCF, according to written guidelines approved by the Principal. Problems with discipline should initially be referred to the OC CCF, or other members of staff as directed by the OC CCF.

Positions of Ceremonial rank, or CCF rank, apply only during the course of authorised Ceremonial or CCF duties. Outside of such duties, such ranks carry no validity for disciplinary responsibility.

Within Ceremonial or CCF activities, only reasonable commands may be issued. Group sanctions should not be imposed for individual indiscipline. Undue shouting or any public ridicule, and the employment of foul language is not permitted. Breaches of discipline must be reported to the OC CCF or the RSM for Ceremonial matters and to the OC CCF and RSM for CCF matters. Only these staff may impose sanctions for indiscipline within Ceremonial or CCF and will refer the matter to the relevant Housemaster for Community Service sanction.

Ceremonial or CCF rank does not carry the authority to amend School routine, or to introduce Ceremonial or CCF activities other than at official times. All requests for additional time must be referred to the OC CCF, who will arrange publication of any agreed amendments in School Orders.

Any cases of serious abuse of trust in these roles must be referred to the OC CCF/RSM and in turn to the Housemaster/mistress.

### House Prefects

Appointment to this post and delegated powers and responsibilities are at the discretion of relevant Housemasters/mistresses. Jurisdiction normally rests with matters solely relating to the operation of the House. It also lies with activities elsewhere in the School with a clear House element. All House Prefects have the responsibility to conduct themselves in the appropriate manner reflecting their position at all times. This includes Year 11 students who hold this office within their respective houses.

House Community Service may only be awarded and approved by a member of staff. No other sanction may be awarded.

### Abuse of Position

Gross or repeated abuse of trust, in any School, House, Ceremonial or CCF appointment will normally lead to loss of position.

**SCHOOL PREFECT REFERRAL**

**The following student has been reported to the Principal because of continued misbehaviour**

**Student Name:** \_\_\_\_\_

**House:** \_\_\_\_\_

**Year:** \_\_\_\_\_

**Details:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Name:** \_\_\_\_\_

(School Prefect)

**Signature:** \_\_\_\_\_

(School Prefect)

**Date:** \_\_\_\_\_

TO

**Housemaster/mistress:** \_\_\_\_\_

(Name)

☐

**Please award Community Service and record on SIMS**

☐

**Please take no further action and record under Behaviour (log)**

**Name:** \_\_\_\_\_

(Principal)

**Signed:** \_\_\_\_\_

(Principal)

**Date:** \_\_\_\_\_



## **SEARCHING, SCREENING AND CONFISCATION POLICY**

### **Aim**

To provide a clear transparent policy that allows members of staff, volunteers, and students to understand roles and responsibilities.

The policy applies to all staff, including those with temporary contracts, honorary contracts, and agency workers.

### **Purpose**

Provide guidance and information to staff and students to help them develop the confidence to know what action to take if they are concerned about room searches, personal searches, and searches of electronic devices, etc.

### **Legal Responsibility**

The Health and Safety at Work Act 1974 places a duty on employers to ensure, as far as is reasonably practicable, the health, safety, and welfare at work of staff, students and other users of its premises.

This policy also relates to the Education and Inspections Act 2006, Misuse of Drugs Act 1971 - and The Department of Education guidance on Searching, Screening and Confiscation – Advice for Schools (July 2022).

Ultimate responsibility for this policy and procedure lies with the Principal.

The School has a legal responsibility for the health, safety and welfare of its students, staff and visitors and aims to provide a safe, healthy and high-quality learning environment.

It is a criminal offence to knowingly allow the School's premises to be used by any other person for administration or use of any controlled drugs and the production of such drugs. The law requires that if staff become aware of the use or supply of illicit drugs on the premises, then reasonable action must be taken to prevent this continuing.

All members of staff should understand their roles and be aware of the policy, procedures, and should ensure that students within their area are informed of the policy.

### **Introduction**

This policy is intended to give clear guidance on the screening, searching and confiscation of student's property and residential premises and takes into account the Department of Education guidance on Searching, Screening and Confiscation – Advice for schools (July 2022).

## **Key Points**

School staff can search a student for any item banned under the School rules, if the student agrees.

The Principal and staff authorised by him have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to School discipline.

The Duke of York's Royal Military School respects the privacy of its students. However, the School reserves the right to enter a student's room, with the student being given the choice of being present, when conducting a room search and without permission when conducting health and safety room checks/cleaning/maintenance inspections or without permission under the direction of the Principal should it be deemed essential.

In exceptional circumstances and with the approval of the Principal or duty SLT member, House staff may search the lockers or desks of students where there is reasonable cause to believe that they contain items or substances which contravene the School Rules. They may hold these substances in order to pass them to the Police at the earliest opportunity. Searches by the Police and drug dogs may also be sanctioned by the Principal as part of all central measures.

## **Screening**

The Duke of York's Royal Military School does not currently screen students or use search equipment but retains the right to do so to ensure the health and safety of staff and other students is not compromised and legislation is complied with.

## **Searching Procedure**

- Only the Principal and SLT are authorised to carry out a search
- The member of staff conducting a search must be the same sex as the pupil, and there must be another member of staff present to witness, unless:
  - The person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out, and
  - In the time available, it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present
  - If the above is the case, the person doing the search should report it immediately
- Inform the student that a search is going to take place and the reason why and ask for their permission if the search is for items prohibited by the School.
- If the search is for 'Prohibited items' (e.g., Knives, Weapons, Alcohol, Illegal Drugs and stolen items) no student consent is required.
- During the search, the staff members can only ask the student to remove 'outer clothing'
- Once the search has been completed staff to complete the Search Form attached to this policy and give to the Designated Safeguarding Lead for filing.

## **Searching a Room**

- Every search shall be based on timely information and conducted as soon as possible after the information or report is received.

- There will always be at least two staff members present and at least one should be the same sex as the student being searched.
- Before any room search and when it is practicable, room occupants will be notified of the reason for the search and will be afforded an opportunity to be present and voluntarily produce the items or materials sought. The room shall be searched in an orderly manner and all information shall be recorded. (At no time is a person's body to be searched.) The room shall be left in the same condition as it was when entered and the student will be notified about the search if not present.
- During the search process, failure to comply with any reasonable request by authorised personnel could result in the student facing formal disciplinary procedure, be asked to be removed from location and search conducted in their absence if looking for prohibited/illegal items. Reasonable requests shall include emptying of pockets, clothing, purses, etc.
- The Search Form (Appendix 1) will be completed and sent to the Designated Safeguarding Lead along with any confiscated items.

### **Searching With Consent**

#### **The School's common law powers to search:**

- School staff can search students **with their consent for** any item which is banned by the School rules.
- The Duke of York's Royal Military School does not require having formal written consent from the student for this sort of search – it is enough for the staff member to ask the student to turn out his or her pockets or search their bedroom or locker and for the student to agree.
- If a member of staff suspects a student has a banned item in his/her possession/accommodation, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the staff member can apply sanctions as detailed in the Behaviour Policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, sanctions as detailed in the Behaviour Policy may be applied.

### **Searching Without Consent**

- The Principal, and staff authorised by him, have a statutory power to search students or their possessions, without consent, where there are reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items, as detailed in Searching, Screening and Confiscation – Advice for Head Teachers, staff and governing bodies (January 2018) includes:
  - Knives
  - Weapons
  - Alcohol
  - Illegal Drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

- The Principal and authorised staff can also search for any item banned by the School rules which has been identified in the rules as an item which may be searched for.

### **Establishing Grounds for a Search**

- The designated person carrying out the search must establish what constitutes reasonable grounds for suspicion and document this using Appendix 1. For example, staff may have heard other students talking about an item or a change in student behaviour, a positive drugs test or suspicion of illegal substances in their accommodation.
- The powers allow School staff to search regardless of whether a student is found after the search to have that item. This includes circumstances where staff suspects a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

### **Location of a Search**

- Searches without consent can only be carried out on School premises or, if elsewhere, where a member of staff has lawful control or charge of the student, for example a School trip in England or in a training setting. On a trip this should only be done in exceptional circumstances and usually after obtaining consent from Senior Staff in School whenever possible.
- The legal powers only apply to England.

### **During the Search**

*Clothes, possessions, electronic devices, desks, and lockers*

What the law says:

- The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, locker, bags, living accommodation.
- A student's possessions can only be searched in the presence of the student and 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.
- If a member of staff finds a pornographic image, they may dispose of the image unless 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. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the Police.
- In all cases of a find of pornographic or explicit images the Designated Safeguarding Lead is to be informed.

- The School is able to search lockers, desks, accommodation living space for any item provided the student agrees. If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.
- Where the person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the 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 must 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 inappropriate material is found on the device, including age restrictive material, it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of School discipline) or whether the material is of such seriousness that it requires the involvement of the Police.
- In all cases of a find of pornographic or explicit images the Designated Safeguarding Lead is to be informed.

## **After the Search**

### *The power to seize and confiscate items*

What the law allows:

- The School’s general power to discipline, as set out in the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student’s property as a disciplinary penalty, where reasonable to do so.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the Police.
- 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.
- The Duke of York’s Royal Military School reserves the right to confiscate any DVDs or video games that are not within the age consent bracket of the said student and only return the item when the student departs at the end of term or directly to the students’ parents or carers.

## **Items Found as a Result of a ‘Without Consent’ Search**

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it.

- Where they find controlled drugs, these must be delivered to the Designated Safeguarding Lead as soon as possible.
- Where staff find other substances, which are not believed to be controlled drugs these can be confiscated where a member of staff believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called '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 unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.
- 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.
- Any weapons or items which are evidence of an offence must be passed to the Police as soon as possible.
- It is up to staff to decide whether there is a good reason not to deliver stolen items or controlled drugs to the Police.
- 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.
- Regarding 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).
- The School can dispose of alcohol as appropriate, but this does not include returning it to the student.

### **Telling Parents and Dealing with Complaints**

- The Duke of York's Royal Military School is not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search but as good practice and a form of monitoring the School expects the Search Form to be completed and retained by the Designated Safeguarding Lead.
- The Duke of York's Royal Military School will inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be made in line with the School Complaints Procedure.

### **Confidentiality and GDPR**

- All cases will be handled in strict confidence and all personal information will be processed securely in accordance with relevant GDPR guidance and the School's Confidentiality policy. It may be used by the relevant staff to consider and plan any support needed. Wherever possible, confidential disclosure of information by students will be honoured, unless the student or someone else is at risk.

- Staff cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to the student. If the student discloses information that is sensitive, not generally known and which the student asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:
  - i. Safeguarding and Inclusion
  - ii. Co-operating with a Police investigation
  - iii. Referral to external agencies
- Every effort should be made to secure the student's agreement to the way in which the School intends to use any sensitive information.

### **Recording and Monitoring of Searches**

- All searches carried out will be recorded on the Search Form (Appendix 1) and retained by the Designated Safeguarding Lead.
- Yearly reviews will be carried out to ensure best practice and policy is adhered to.



The Duke of York's  
Royal Military School

**Appendix A**

**SEARCH FORM**

**Student Name** \_\_\_\_\_ **House** \_\_\_\_\_

**Room No/Area/Item Searched** \_\_\_\_\_

**Date** \_\_\_\_\_ **Time** \_\_\_\_\_

**Reason for search: (reasonable suspicion required)**

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**Student gave consent and cooperated with the search?**

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**Search authorised by:** \_\_\_\_\_

**Offer of presence during search made to student?**

Yes

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No

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**Search carried out by:**

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(Two staff must be present for a room search)

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**Outcome of search:** (List items confiscated and give completed form to the Vice Principal - Pastoral)

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**DSL Notes:**

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|---|------------------------------|-----------------------------|------------------------------|
| <b>Records updated?</b>                                     | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| <b>Student spoken to and appropriate sanctions applied?</b> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| <b>Police Informed?</b>                                     | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| <b>Parents Informed?</b>                                    | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| <b>SLT Informed?</b>  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |

**Additional Notes**

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**Date Search Log Completed** \_\_\_\_\_

**Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_



### **Students' Anti-bullying, Sexual Misconduct and Racial & Equality Policy**

The Duke of York's Royal Military School (DOYRMS) believes that its students have the right to learn in a supportive, caring, and safe environment without the fear of being bullied.

All institutions, both large and small, contain some students with the potential for bullying behaviour. The School has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time.

Instances of bullying tend to have the following common characteristics:

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- **Intentionally harmful.** The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures (refer to the academy safeguarding procedures).

We recognise that there are levels of bullying. It can take many forms, but the main types are:

- **Physical** - for example, hitting, kicking, theft
- **Verbal** – for example, racist, sexist or homophobic remarks, threats, name-calling
- **Emotional** - for example, isolating an individual from the activities and social acceptance of their peer group
- **Cyber** – mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites.
- **Homophobic bullying** - for example, prejudice motivated towards students who are LGBT+.

It can be:

- a. **Physical.** Punching, kicking, hitting, jostling etc. It is a criminal offence where it involves assault, actual bodily harm, or wounding.
- b. **Verbal.** Name-calling, making use of written notes, e-mails, mobile telephone messages or internet sites i.e., cyber-bullying, (refer to our Online Safety policy for further details). It may include threats of physical violence and be based on gender, ethnic origin, physical/social disability, and personality etc.
- c. **Damage to property or theft.** Students may have their property damaged or stolen. Physical threats may be used by the bully in order that the student hands over property to them.
- d. **Exclusion.** Students may be bullied by being excluded from discussions or activities with those they believe to be their friends.

### **THE SIGNS OF BULLYING**

There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible.

The following physical and behavioural signs have been identified as possible indicators that bullying has/ or is taking place:

- Significant changes in normal behaviour or attitude
- Appearing upset
- Being withdrawn/ low mood
- Appearing frightened or subdued, possibly in the presence of particular people
- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Not wanting to go to a certain venue
- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. "shut up or I'll hit you".

We also recognise the role of students and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our school.

We take proactive steps to support our vulnerable students by supporting individuals and small groups. There are designated staff roles. We are aware of our individual student's needs, have social intervention programmes and work in partnership with external agencies.

Victims are more likely to have the following vulnerability characteristics:

- Lack of assertiveness, anxious or fearful and unlikely to fight back.
- Solitary children with few friends.
- Children with Special Educational Needs or Disabilities.
- Appearance
- Ability
- Health issues, including mental health
- Home circumstances
- Social class
- Ethnicity
- Gypsy/Roma and Traveller Children
- Children in Care
- Lesbian/Gay/Bisexual or Transgender children
- Young Careers

#### **Our school:**

1. **Listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **Includes us all** - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. **Respects** - all school staff are role models to others within the school in how they treat others.
4. **Challenges** - all forms of discriminatory language – including disablist language – is challenged taken seriously
5. **celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.
6. **Understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **Believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **Reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **Takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying
10. **Has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers

#### **WHAT SHOULD I DO IF HE/SHE IS BEING BULLIED?**

##### **Silence is the bully's greatest weapon.**

- Tell an adult you trust straight away. You will receive immediate support.
  - Try not to show that you are upset. It is hard but a bully thrives on the victim's fear.
  - Stay with a group of friends or other people. There is safety in numbers.
  - Be assertive. Walk confidently away. Go straight to a teacher or member of staff.
  - Be proud of who you are. Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. It is good to be individual.
- a. Teachers will take you seriously and will deal with bullies in a way that will end the bullying and will not make things worse for you. **If you feel unable to talk to a teacher, you can use the Senso report concern facility.**

## IF YOU KNOW SOMEONE IS BEING BULLIED

- b. **Act** - Watching and doing nothing makes it appear that you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- c. **If you feel you cannot get involved, tell an adult immediately.** Teachers have ways of dealing with the bully without getting you into trouble. **If you feel unable to talk to a teacher, you can use the Senso report concern facility.**
- d. Do not be, or pretend to be, friends with a bully.

## WHAT ACTION WILL THE SCHOOL TAKE?

The School is committed to minimising the chances of bullying arising or remaining unchecked.

- a. All allegations will be investigated sensitively and discretely. All incidents will be recorded.
- b. Sanctions applied will be based upon each individual case. The main purpose of any sanction is to ensure that such incidents are not repeated. In the most serious case, the student may be excluded from School.
- c. Support will be given to all parties involved in order that those involved are reconciled if possible, and the events that led up to the incident/s are not repeated.
- d. Parents of students directly involved will be informed of resolutions/sanctions as they affect their son/daughter.
- e. Monitoring of the situation will take place after the matter has been dealt with so that any further problems can be dealt with promptly. Repeated bullying by one or more individuals may result in time in the inclusion centre, temporary or permanent exclusion.
- f. A member of SLT will be responsible for maintaining an overview of bullying incidents to assess any trends that might exist.
- g. Feedback will be provided to the student that has been bullied.

## **Behaviour Logs and Sanctions in SIMS related to: Bullying, Racism, Homophobia and Sexual misconduct**

*Whatever the level of misconduct re-education must be a part of the process either from School staff or through other students explaining how it is wrong to do what the student did. This needs to be in a conversational, constructive, and convincing talk where the perpetrator gains an understanding of their misconduct at any level.*

### **Level 1**

(e.g.)

- Children talking in groups about others in an abusive manner.
- Using terms which make others uncomfortable (eg) sexualised, racist, homophobic or threatening.
- Written work that is sexualised, racist, homophobic or threatening and used out of context.

Sanctions:

*House gated and DPR.*

*Watch the School Anti-bullying assembly followed by a discussion with HSM about the Anti-bullying policy.*

*(If deemed appropriate) Contact home by HSM.*

*Restorative Justice meeting with perpetrator from a small trained and supervised school prefect team. Option for victim to attend.*

## **Level 2 (repeated or more serious incidents)**

(e.g.)

- Public humiliation/ spreading rumours (eg) sexualised, racist, homophobic or threatening.
- Calling others names or using offensive actions towards others
- Discussing individuals with peers about their sexuality/promiscuity/'what they would like to do with them'.
- Physical behaviour – Minor
- Multiple offences deemed at level 1, where lessons are not being learned.

Possible Sanctions:

*A 1.5-hour Sunday SLT Detention (SLT- Detention). Writes the Schools Anti-Bullying policy*

*+ House gated, DPR and no electronics for 1 week. Watches the School Anti-bullying assembly.*

*+ Discussion with SLT about Anti-bullying policy*

*Contact home by HSM. (If deemed appropriate) A call/meeting arranged with parents online with the perpetrator present.*

*Restorative Justice meeting with perpetrator from a small trained and supervised school prefect team. Option for victim to attend.*

## **Level 3 (Persistent or more serious incidents)**

(e.g.)

- Sending pictures (of sexual manner) spontaneously.
- Requesting indecent images.
- Bullying of a sexually abusive nature.
- More serious physical behaviour (eg) Physical/sexual.
- Multiple offences deemed at level 2, where lessons are not being learned
- Continually try to gain consent when consent has been denied.

Possible Sanctions:

*Inclusion Centre (could include going home at weekend after school lessons). Writes the Schools Anti-Bullying policy and watches the School Anti-bullying assembly. Produces PowerPoint (or similar) demonstrating empathy and understanding of behaviour (eg) presentation explaining impact of name-calling.*

*+ Discussion with SLT about Anti-bullying policy*

*+ Restorative Justice meeting with perpetrator from a small trained and supervised school prefect team. Option for victim to attend.*

*Consideration of suspension.*

*+ (If deemed appropriate) Parents requested to come to school for a meeting to talk to SLT and the perpetrator.*

*+ (If deemed appropriate) Police informed*

## **Level 4 (Persistent or very serious incidents)**

(e.g.)

- Distributing indecent images.
- Serious physical or sexual assault.
- Multiple offences deemed at level 3, where lessons are not being learned.

Possible Sanctions:

*Suspension and/or consideration of Permanent exclusion*

*Parents requested to come to school for a meeting to talk to SLT and the perpetrator*

*+ (If deemed appropriate) Police informed*

*+ Discussion with SLT about Anti-bullying policy*

*+ Restorative Justice meeting with perpetrator from a small trained and supervised school prefect team. Option for victim to attend.*

## **Staff Action**

Incident Report Forms should include details of:

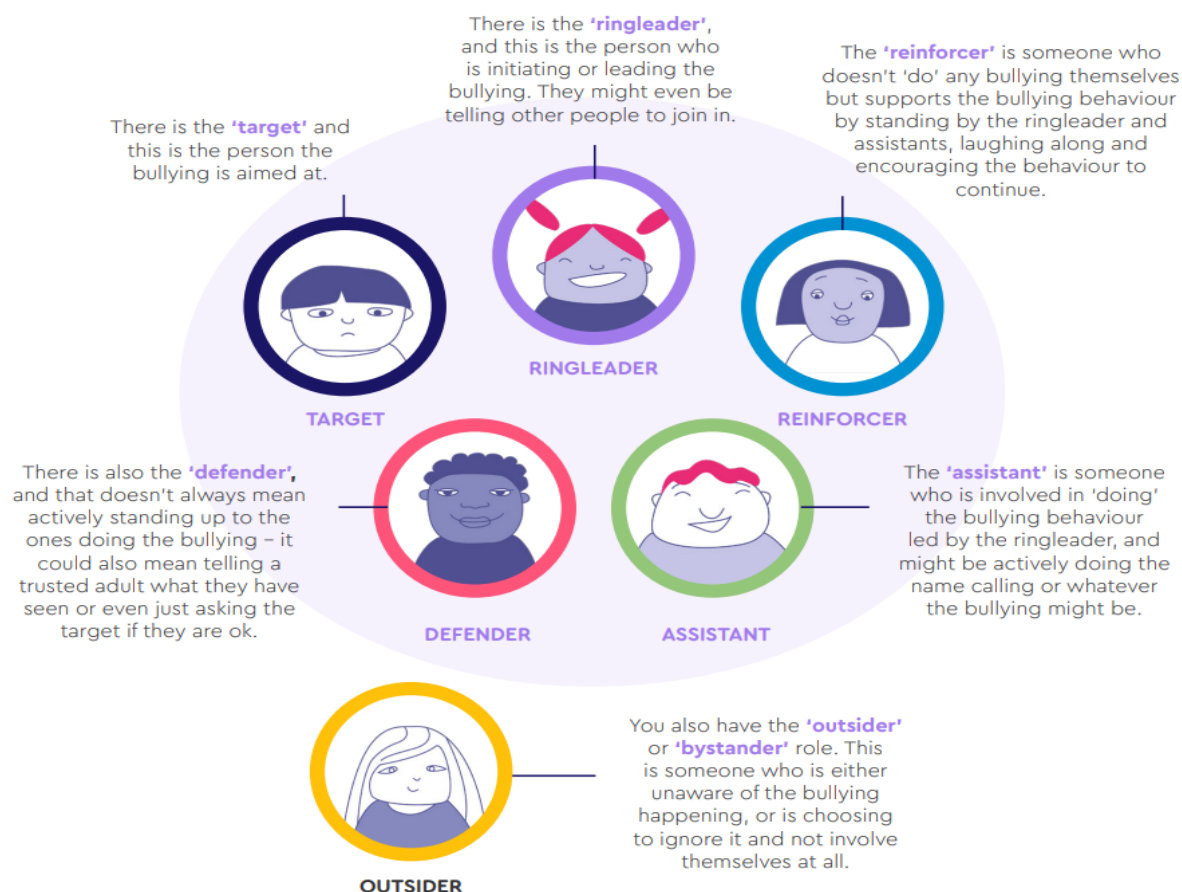
- Nature of incident(s) – outline of what happened, where, when, type
- Name of those involved – those bullying, those being bullied, bystanders
- Analysis of seriousness – severity of impact, frequency, duration, intent, imbalance of power, empathy (remorse)
- Action(s) taken
- Monitoring – feedback from those involved

Incidents are recorded in the Student Behaviour Management System and data will provide evidence for Self-Evaluation:

- Incidents at Level 1 should be added to SIMS (and or CPOMS if agreed by DSL/VP Pastoral) by the reporting member of staff.
- Incidents at Level 2 or above must be referred to HSM and SLT and advice whether recording on CPOMS is also required will be provided.
- Manage bullying incidents including ability to reference previous behaviour and monitor effectiveness of actions taken.
- Analyse for patterns, e.g. identifying people/groups, places and times.
- Monitor effectiveness of anti-bullying strategies and address complaints made.
- Identify 'vulnerable students' and provide information to help determine nature of support needed, including engagement of external support agencies.
- Provide reports to governors, staff, parents/carers, students and local authorities.

## **MINIMISING BULLYING**

To reduce bullying we teach the Anti-Bullying Alliance model to all students and staff.



As part of the PSHEE programme, the concept of bullying, its harmful effects on individuals and the community, why it may occur and how to deal with it will be covered.

As and when appropriate, such methods may include, but is not limited to:

- Anti-Bullying workshops.
- Dorm Ambassadors
- Year appropriate PSHEE modules.
- Peer Listening.
- Use of Senso.
- Writing a set of School rules.
- Signing a behaviour contract.
- Having discussions with Housemasters/mistresses and Pastoral Leaders about bullying and why it matters.
- Talking to the School Counsellor.
- Restorative Justice mediation work.
- Work with the Senior Leadership Team in particular, Vice Principal (Pastoral)

In addition, attention will be paid to times and areas where bullying could take place. Staff will be made aware of these via pastoral meetings. Students will also be asked to complete questionnaires from time to time to inform pastoral care and the PSHEE programme.

Bullying undermines the ethos of the School; its work in promoting equal opportunities, and its teaching of social and moral principles. The School aims to minimise bullying through the curriculum, the pastoral system, student leadership training, peer mentoring, and clear policies, advice, and sanctions.

Bullying may also be a safeguarding issue. If you have concerns about bullying, you can also contact:

The Designated Safeguarding Lead (DSL)

Mr Ed Pallant (01304 245047)

The Deputy Designated Safeguarding Leads (DDSLs)

Mr Stu Hall (01304 245026)

Miss Sarah Fox (01304 245026)

Childline – 0800 11 11

Ofsted – 0300 123 1231

### **Addition - SEXUAL MISCONDUCT**

The website 'Everyone's Invited' was formed in June 2020 and by March 2021, saw large numbers (tens of thousands) of testimonials of sexual abuse occurring mostly in schools and colleges across the UK over many years. The main messages to come from this and a subsequent report about sexual abuse in schools and colleges is that however much schools think that they know what is going on with their students, there is a large amount of abuse/misconduct that goes unreported. From lower-level use of inappropriate sexual language through to sexual assault, the School has measures in place to urge students to report all occurrences of sexual misconduct and in conjunction with the School Council, have arrived at the following policy to both sanction and educate perpetrators of sexual misconduct.

All staff have annual training in safeguarding, including knowledge of Keeping Children Safe In Education (Sept 2018). Part 5 of KCSIE is about managing reports of child-on-child sexual violence and sexual harassment. All staff know how to respond to reports of sexual violence and sexual harassment. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. The school use the Brook traffic light system (<https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/>)

). Effective training and effective policies will provide the school with the foundation for a calm, considered and appropriate response to any reports. If in any doubt, staff will contact the DSL at the earliest opportunity.

It is important that all staff understand that there is unreported sexual misconduct in ALL schools. It is also important, when dealing with alleged sexual misconduct that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Sexual misconduct will be logged on SIMs and, where appropriate, CPOMS. This is important, not just so that we have a record of such conduct against a student's behaviour record, but so that the School can track and evaluate the impact of our policies and actions.

As a reminder to staff who need to manage a situation when a child makes a disclosure, effective safeguarding practice includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, 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.
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of [searching screening and confiscation advice \(for schools\)](#) and [UKCCIS sexting advice \(for schools and colleges\)](#). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a deputy). However, this might not always be possible; and
- informing the Designated Safeguarding Lead (or deputy), as soon as practically possible, if the Designated Safeguarding Lead (or deputy) is not involved in the initial report.



The Duke of York's  
Royal Military School

## **Annex G**

### **SUBSTANCE MISUSE POLICY**

#### **Rationale**

The School recognises that young people are at risk from a range of both legal and illegal substances and that substance misuse is an increasing social problem that can have disastrous consequences for individuals, families and the community as a whole. The School is committed to the health, safety and welfare of students and will take action to safeguard their well-being as well as providing pastoral support, advice and education about drugs and substance misuse as appropriate. The School will not condone the misuse of substances, and the possession or supply of illegal drugs by students.

#### **The School's Aims**

- To provide an environment free from illegal drugs.
- To protect students from any substance harmful to them.
- To provide a programme of drugs education for all students through the PSHEE programme.
- To take disciplinary action against those who have any involvement with illegal drugs or substance misuse while they are under the care and control of the School.
- To provide information about support services for students and parents who are experiencing problems.
- To work with parents and others in the community both to provide information and to prevent substance misuse.
- To provide training on drugs awareness for teachers, non-teaching staff and Trustees.

#### **Prevention**

The School has a duty to inform and educate young people on the consequences of drug use and misuse. Health education is a vital part of the personal and social education of every student.

Fundamental to our School's values and practice is the principle of sharing the responsibility for education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation are essential to the successful implementation of this policy.

Whilst we acknowledge that the number of young people who use and misuse substances is rising, it is important to recognise that larger numbers of young people are choosing not to use or misuse substances.

We believe and support the following educational aims in respect of substance use and misuse:

- To enable students to make healthy, informed choices by increasing knowledge, challenging attitudes, and developing and practising skills in avoiding substance misuse.
- To provide accurate information about substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To encourage an understanding of those experiencing or likely to experience substance abuse.
- To widen understanding about related health and social issues, e.g., sex and sexuality, crime, HIV and AIDS.
- To minimise the risks that users and potential users face.
- To enable young people to identify sources of appropriate personal support.

Drug's awareness education is part of the School's PSHEE programme and in all key stages but opportunities to reinforce learning will occur in other parts of the teaching programme. The School actively co-operates with other agencies such as the Police, Social Services, LEA and Health and Drug Agencies to deliver its commitment to drugs education and to deal with incidents of substance use and misuse.

### **Responding To Drug Use: Legal Substances**

- All medicines required to be taken in School are subject to the School's Medical Care Policy and as such recorded and handled accordingly.
- The School is a no-smoking institution. Students are not allowed to bring tobacco or E-cigarettes onto the School premises or to smoke while the School has authority over them. Students breaking the rule will be sanctioned in accordance with the school's Behaviour Policy. Persistent offenders may warrant exclusion from School.
- Students are not allowed to bring alcohol, drugs, illegal substances (including items deemed as legal highs) onto the School premises or consume alcohol on the premises. Exceptions regarding consumption of alcohol are made for members of the Sixth Form only, at events including selected groups of students under the direct personal responsibility and supervision of members of staff. Sixth Form students may be given permission to enter a public house or wine bar on condition that they obey the law concerning the purchase of alcohol.
- Students bringing alcohol to School or drinking it while under the School's authority may be liable to exclusion from School.
- Parents will also be contacted if students are misusing other substances such as solvents or medicines. Students may be liable for exclusion.
- The School has a wider obligation to the community to inform the Police where investigation indicates that shops have broken the law in providing any of these substances to young people.

### **Responding To Drug Use: Illegal Substances**

- Possession, use or supply (or concerned in any of these activities) of any illegal substance by students while under the authority of the School is banned and serious disciplinary action will be taken against any students involved. Paraphernalia used for substance misuse is similarly regarded. Parents will always be contacted. While each case will be judged individually, students are almost certain to face temporary or permanent exclusion from School. The Police will be informed, and their advice sought. It is possible that students may face Police action as well as the School's sanctions.
- Students who supply others with illegal drugs, including legal highs (or concerned in any of these activities), (whether a monetary transaction takes place) may warrant permanent exclusion and the Police will be informed.
- Students who are in possession of Category A substances (e.g., heroin, ecstasy, cocaine, crack etc) may warrant permanent exclusion and the Police will be informed.
- Incitement of another student to supply or experiment with an illegal drug will also be treated as a serious disciplinary offence which could merit temporary or permanent exclusion.
- Students will always be referred for appropriate support and counselling after a drug related incident. The type of referral will depend on the circumstances of the case.

### **What is a Substance Misuse Related Incident?**

For this document a '**substance**' may include any of the following:

- Any form of illegal drug as defined by the Misuse of Drugs act 1971.
- Any form of 'legal highs'.
- Solvents and volatile substances.
- Over the counter drugs (O.T.C.).
- Prescription drugs.
- Nitrous Oxide (laughing gas) and Amyl Nitrate (poppers).

The types of incident will vary and may include:

- Paraphernalia related to substance misuse around premises e.g., cans, syringes etc.
- Suspicion and allegations (if substantial) about an individual's activities.
- Disclosure about substance misuse on the premises or whilst the students are the responsibility of the School e.g. on a School visit.
- Students clearly displaying signs of substance misuse.
- Possession of substances while children and young people or adults are the responsibility of the School.
- Use of substances while students are the responsibility of the School.
- Supplying substances or concerned in any of this type of activity (whether for money or not) while students are the responsibility of the School.

### **What To Do When Involved in an Incident**

Procedures for dealing with incidents involving students.

Each case will be carefully considered in the light of the individual circumstances and the best interests of the student. However, the wider interests of the School community will also be considered particularly in incidents involving illegal substances.

All incidents of substance misuse will be treated seriously and must be reported in the first instance to the Designated Safeguarding Lead. The guiding principle must be that the appropriate response protects or safeguards the welfare of the student and/or any other individuals involved in this incident. Staff should be aware that confidentiality is not an option if students are at risk. The deciding factor is the degree of risk to the student. Incidents can be classified according to speed of action required. Some incidents require immediate action; others require time for assessment of information, seeking advice and the involvement of other agencies.

### **Action Appropriate For Staff of School**

- Initial investigation of drugs related incidents.
- Providing support for young children and those with limited understanding.
- Supporting students involved in experimenting with solvents or any substance including alcohol or controlled drugs.
- Applying a range of responses appropriate to the incident.
- Referring students to agencies outside the School for support, advice, assessment and treatment.
- Referring to agencies outside the School for advice and guidance for themselves.
- Contacting the local Police if the incident warrants this.

### **Action Checklist for a Substance Misuse Incident Involving Students**

- The immediate priority is the welfare of the student.
- Provide first aid as necessary, minimise risk of harm to him/herself or others.
- Send for an ambulance if required. Arrange for an appropriate adult to accompany the student to hospital.
- Secure/seize and recover any suspected substances and/or paraphernalia. If the incident requires immediate Police involvement, then staff may choose to leave any evidence in situ for the Police to recover themselves. If this is the case, a member of staff and witness, if possible, should remain at the scene until the Police arrive to avoid any contamination of the scene.
- Inform parent/guardian of the incident, invite parent/guardian to come to the School.

- If medical treatment is not required, the student (and belongings and paraphernalia) should be taken to a private room and supervised by preferably two members of staff.
- The Principal or senior member of staff has to quickly establish the facts and take action. The Principal should be satisfied that the appropriate steps have been carried out and recorded.
- Contact Police for advice and/or involvement as necessary (see notes above regarding securing and seizure of evidence).
- Arrange an interview of the student, to establish the facts of the incident, level of involvement and whether others were involved. Records must be kept of this interview. Where medical intervention has been necessary this interview will follow recovery.
- Arrange interview of staff and other students involved, to further establish the facts of the incident and obtain corroboration. Records must be kept of this.
- Arrange for staff and other children and young people involved to be interviewed, to establish the facts of the incident and obtain corroboration. Records must be kept of this.
- Once investigation has finished, assess the appropriate response, and involve other organisations as required by policy.
- If there is reasonable evidence of possession or supply of suspected illegal drugs (or concerned in any of this type of activity) on the School premises the Principal may contact the Police. In consultation with the relevant senior Police officer, the Principal **may** authorise the use of drug detection dogs on School premises. Any consultation will follow the protocol agreed between Kent Police and KCC Directors of Education.
- Ensure all incidents are fully documented and any evidence seized/recovered is subsequently stored securely.

**All incidents of a drug related nature should be referred in the first instance to the Designated Safeguarding Lead and in his absence to a member of the SLT.**

#### **Checklist for Interview with Students**

- Remind the student of the policy regarding substance misuse and the procedures to be followed to investigate the incident, including the intention to contact parents and Police.
- Ask the student to hand over any substances. If reluctant to do so explain that the request may be repeated in the presence of the Police. However, possessions may be searched if there is a reasonable suspicion of possession of illegal substances which may harm others. Such searches will be carried out in accordance with the School's Searching, Screening and Confiscation Policy.
- Consideration should also be given to searching of accommodation if the incidents warrant this. This should be done ideally in the presence of the occupant, if this is not possible then the search should always be done by two members of staff.
- Parents will be informed if Police involvement is necessary.





The Duke of York's  
Royal Military School

## **Annex H**

### **APPEARANCE POLICY**

The Duke of York's Royal Military School is committed to smart, formal dress for all students. Some items on our clothing lists are marked with an asterix and these should be purchased (online or in person) from the School's outfitter, Stevensons. It is expected that students will wear their uniform with pride.

Equipment and books should be carried in a suitable rucksack/backpack/satchel between lessons. Handbags are not appropriate during the working day.

The uniform extends to all PE lessons and to outdoor jackets and coats. Trip leaders will decide on whether uniform should be worn on external visits. On Charity Days, non-uniform may be worn for a charitable donation, however this must always be appropriate for School and no extreme styles are permitted.

The reasons for smart, formal uniform are as follows:

- Reinforces the Duke of York's ethos of respect, our Military ethos and heritage
- Reinforces team spirit - Recognisable in the local community
- Ensures students attention is solely on their School work
- Ensures equality for all and consistency
- Gives business-like/professional atmosphere conducive to focussed work
- The ties indicate roles, responsibilities, and accomplishments within the School. They complete the formal outfit
- Instils pride in being a 'Dukie' by wearing the crest
- Each item is carefully chosen to minimise any health and safety risks

While wearing the uniform in or out of School, students are representing The Duke of York's Royal Military School, and this means responsible behaviour at all times. Students must be a credit to themselves and to their School.

If there are any requests on religious grounds to vary the uniform by an individual student, then these must be made by the individual's parents to the Principal. The individual case will be considered and discussed by the relevant senior staff and a decision made which balances the needs of the individual and the needs of the community. The variation would not be allowed if it undermined the stated objectives of the policy. However, every effort would be made to accommodate special requirements within the stated policy objectives.

In the Summer months, and at times of hot weather, the Principal will announce the period of time when blazers need not be worn, and 'shirt sleeve order' is in place.

Own clothes

These may be worn outside the 'working day' namely:

After supper and during prep - at HSMS discretion in Junior Houses

After 1530 on Wednesday - Senior Houses only After CCF on Friday

After lessons on Saturday

All day Sunday other than for Chapel

There should be no mixed dress during the working day, including whole School activities such as Drill Practices and Assemblies

### **Appearance Policy**

The change in policy will offer a greater choice which reflects the diverse community we have in the Duke of York's Royal Military school whilst continuing to uphold the excellent appearance standards of our day-to-day uniform and the high expectations which reflect our military ethos of students on parade. The policy offers greater choice and outlines in detail what is acceptable and has been composed by the student body representation through School Council. Whilst the policy focuses on personal appearance, it assumes that all students adhere to the standards expected of wearing the School uniform.

The hair of the head of all students is to be neatly groomed, smart and well maintained in the day-to-day life of the school. Hair should be secured or styled back from the face. The style and colour of the hair (if not natural) is not to be of an exaggerated nature. The hair is to be worn such that all types of military headdress may be worn in the correct manner. Hair should not be visible on the forehead under the brow band of the headdress nor seen on or covering the ears. Hair is to be groomed such that its length does not reach to the collar or onto the ears. Long hair should be worn up and properly secured in a neat and tidy fashion using conservative ties, grips, hairpins, and nets of natural hair colour. The same applies where twists, locks or cornrows are worn unless worn for religious reasons. Fade and length on the sides should be a minimum grade 1 with no great difference from the length of hair on top versus the sides, which has a taper or mid fade. 'Buzz cuts' must have a minimum of a grade 3 on top. Shaved lines, patterns, skin fades or high fades are not permitted. No facial hair is allowed including stubble except on medical or religious grounds, or where tradition permits. Cuffs, beads, and hair embellishments are not permitted. Headbands worn must be blue or black or brown. Hair must be of a natural occurring shade; dye/highlights/braids are permitted as long as it is a naturally occurring hair colour, which compliments rather than being an obvious or significant contrast. Cuffs, beads, and hair embellishments are not permitted.

Durags, bonnets, caps, beanies, and hats are allowed to be worn with civilian clothing unless in Chapel, however, etiquette doesn't permit headwear in the Dining hall. Headwear isn't allowed in school with school uniform or during a school day with the exception of a woolly hat in cold conditions. Headwear of genuine religious significance such as Hijabs, Turbans, or Kippahs for example, are appropriate in any setting at any time. Coats and shorts are not permitted in the Dining Hall or Chapel unless there are exceptional reasons which have been approved by SLT. Facial piercings of any kind (i.e., eyebrow, nose, tongue, cheek) are not permitted at any time. If ears are pierced, then one pair of stud earrings may be worn in the earlobe: gold, silver, or diamond studs, not exceeding 6mm in diameter. Earrings may not be worn during any outdoor activity such as PE, games, DofE, CCF and Ceremonial aspects of the School.

Make-up is not permitted other than a subtle black or brown mascara and a discreet, natural foundation or concealer. Lip balm may be used, but lipstick or lip gloss is not permitted. Clear nail varnish is acceptable whilst painted nails are not appropriate. The UK prohibits anyone under the age of 18 to have a tattoo. Anyone over the age of 18 who has a tattoo must ensure it is not visible at any time whilst in school uniform and inside school buildings other than Centenary House, and on school based off-site visits.

\*For special events such as dinners (excluding Regimental Dinners) such as Prefects, Academic, Proms etc., regulations surrounding make-up, extra earrings, hoops, and nail varnish are relaxed. Good order must be resumed thereafter.



# Positive Handling Policy

## **Policy Statement**

Staff in this School are trained to look after the students in their care. Staff have a duty to intervene to prevent students from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the School or causes damage to property. If a member of staff ever needs to intervene physically, they will follow the School's Positive Handling Policy.

## **Introduction**

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a student. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports students who have social, emotional, and behavioural difficulties within an ethos of mutual respect, care, and safety.

Students with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Principal may use reasonable force to control or restrain students. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance in this School. It should be considered alongside the most recent LEA policy statements and recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

## **School Expectations**

The management takes seriously its duty of care towards students, employees, and visitors to the School. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

## **Positive Behaviour Management**

All physical interventions in this School are conducted within a framework of positive behaviour management. The School Behaviour policy is intended to reward effort and application and encourage students to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. Students are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and

choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all students when they are under pressure and safely manage crises if, and when, they occur.

### **Alternatives to Physical Controls**

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for students to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort students to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

### **Modifications to Environment**

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. In general, it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of pointed implements (including pens, pencils, compasses, and darts) controlled?
- What small items are available to an angry student who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the design arrangement or furniture safe and appropriate for students who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated student?
- Are protocols in place to encourage angry students to take themselves to a safer place?

### **Help Protocols**

The expectation at this School is that all staff should support one another. This means that staff always offer help and always accept it. Help does not mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted.

### **Well-Chosen Words**

A well-chosen word can sometimes avert an escalating crisis. When students are becoming angry there is no point in getting into an argument. Telling people to calm down can wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

## **The Last Resort Principle**

In this School we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

Section 93 of the Education and Inspections Act 2006 enables teachers to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- (a) committing any offence;
- (b) causing personal injury to, or damage to the property of, any person (including the student himself); or
- (c) prejudicing the maintenance of good order and discipline at the School or among any students receiving education at the School whether during a teaching session or otherwise.

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical interventions which may be effective.

## **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous, provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a student has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

## **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered, staff should think about the answers to the following questions:

- How is this the best interest of the student?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions, it is more likely that a physical intervention will be judged to be reasonable and proportionate.

## **Unreasonable Use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should students be deliberately subjected to undignified or humiliating treatment.

## **Health and Safety**

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the School. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we must try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with School policy and guidance and to co-operate to make the School safer.

When considering a student's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this student's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

## **Risk Assessment**

Informal risk assessment should be a routine part of life for staff working with students who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence, and relationships with the students concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

## **Getting Help**

At this School the following support structures are in place:

- Health Care plans, Support Plans and provision maps help ensure that all relevant information about each student is available to all members of staff working with them.
- Briefing sessions to update staff on current issues and share information.
- Debrief sessions after a crisis with the student(s) involved, reflecting on how the crisis was managed by all involved and identifying any points for review or learning.
- Buddying.
- The Prefecture.

- Counselling.
- Anger Management.
- Restorative justice approaches.

The list is not exhaustive.

### **Positive Handling Plans**

Risk management is regarded as an integral part of behaviour management planning. Students who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective, they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the student. They should take account of age, sex, level or physical, emotional, and intellectual development, special need, and social context. Positive Handling Plans should result from multi-professional collaboration and be included in a Support Plan, care plan or as part of the provision map from students on the SEND register.

### **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the School recognises that there are unforeseen or emergency situations in which staff must think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

### **The Post Incident Support Structure for Students and Staff**

Following a serious incident, it is the policy of this School to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded on SIMS and the Medical Centre informed so that appropriate medical care can be given. Liaison with parents will also be on-going. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships, a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that students have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

## **Complaints**

It is not uncommon for students to make allegations of inappropriate or excessive use of force following an incident. The School has a formal Complaints Procedure. Students should be reminded of the procedure and encouraged to use the appropriate channels. The Complaints policy applies equally to staff. We are an open School and promote transparent policy and practice to protect the interests of staff and students alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

## **Recording and Reporting Incidents**

All incidents involving physical control and restraint will be recorded on the appropriate form (Appendix 1). It is also considered good practice wherever possible to telephone parents as soon as possible after the incident before confirming details in writing. Line Managers should also be informed.

## **Monitoring and Evaluation**

The Principal will ensure that each incident is reviewed and instigate further action as required. The School incident log is open to external monitoring and evaluation.

## **Follow Up**

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this positive handling policy. Any further action in relation to a member of staff, or an individual student, will follow the appropriate procedures.



## Appendix 1

### USE OF FORCE TO CONTROL OR RESTRAIN STUDENTS: INCIDENT REPORT

|  |
|--|
| <b>Details of student or students on whom restraint was used by a member of staff (Name, House, Year):</b>   |
| <b>Date, time and location of incident:</b>  |
| <b>Names of staff involved (directly or as witness):</b>   |
| <b>Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons:</b> |
| <b>Description of incident by the staff involved including any attempts to de-escalate and warnings given that force might be used:</b>  |
| <b>Reason for using restraint and description of restraint used:</b>   |
| <b>Any injury suffered by staff or students and any first aid and/or medical attention required:</b>   |
| <b>Reasons for making a record of the incident:</b>  |
| <b>Follow-up, including post-incident support and any disciplinary action against students:</b>  |
| <b>Any information about the incident shared with staff not involved in it and external agencies:</b>  |
| <b>When and how those with parental responsibility were informed about the incident and any views they have expressed:</b>   |
| <b>Has any complaint been lodged (details should be recorded here)?</b>  |

|                            |                                 |
|----------------------------|---------------------------------|
| <b>Report compiled by:</b> | <b>Report countersigned by:</b> |
| <b>Name and role:</b>      | <b>Name and role:</b>           |
| <b>Signature:</b>          | <b>Signature:</b>               |
| <b>Date:</b>               | <b>Date:</b>                    |