



# LOCHINVER HOUSE

## Behaviour Management, Rewards and Sanctions and Exclusions Policy

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### Context and Key Principles

In order to enable effective learning to take place, Lochinver House School believes good behaviour in all aspects of School life is necessary. We seek to create a safe learning environment by:

- Promoting self-esteem, self-discipline and positive relationships
- Encouraging consistency and fairness in response to both positive and negative behaviour
- Ensuring that the School's expectations and strategies are widely known and understood
- Encouraging the involvement of both home and School in the implementation of this policy
- Creating an environment which encourages and reinforces good behaviour
- Defining acceptable standards of behaviour
- Providing a safe environment free from disruption or bullying
- The use of vertical pupil integration to encourage respect and understanding of others

This policy is underpinned by the School's Core Values, where each half term there is a focus on a particular theme:

- Persevere and give your best effort
- Be curious and keen to learn
- Be kind and respect the rights of others
- Be organised and independent
- Be honest with others and with yourself
- The importance of the key values in British Society of tolerance, democracy and rule of law

The adults encountered by the pupils at Lochinver House School have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.



Adults should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a safe and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all
- Ensure pupils understand the methods available to them to convey any concerns they have
- Abusive comments and interactions are not passed off as mere banter

Corporal punishment is never threatened or used at Lochinver House School. Our policy is centred upon reward and praise for pupils making the right choices. We believe that the School has a central role in the pupils' social and moral development just as it does in their academic development. The pupils bring to School a wide variety of behaviour patterns based on differences in innate character, home values, attitudes and parenting skills. At School we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those, which reflect the principles as set out above. When a pupil does behave inappropriately then they are making a choice to do so. We need to ensure that we support and educate pupils so they understand what positive behaviour is and that positive behaviour is most likely to achieve good outcomes as opposed to bad behaviour which leads to negative outcomes.

The pupil's Form Teacher or Tutor is the primary point of contact for positive feedback, raising concerns and discussion regarding sanctions. Form Teachers and Tutors feedback to their Head of Year and the Heads of Year feedback to the Deputy Head who in turn feeds back to the Headmaster. A weekly review of any recorded sanctions and rewards is undertaken alongside a meeting of Heads of Years to observe patterns, changes and prompt considered intervention.

The Governors ensure good behaviour is promoted amongst pupils by ensuring that:

- A behaviour policy is drawn up and fully implemented setting out the sanctions to be adopted in the event of pupils' misbehaviour. This is reviewed at the Education Committee meetings.
- The policy is implemented effectively through visiting Governor's observations.
- The record of sanctions imposed upon pupils for serious misbehaviour is reviewed termly by SLT and any themes or patterns identified are reported on at Education Committee meetings.

Rewards and sanctions are logged on the School data base "School Base". Sanctions for serious misbehaviour (Headmaster's Detention and above) are additionally recorded in the sanctions log so that patterns can be identified.

We give high priority to clear communication within the School and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour. If parents are concerned they should contact the School immediately. We ask parents to work closely with the School to address any issues.

The School will undertake reviews of the needs of our pupils and involve external agencies, such as Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the School to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand. The School is cognisant of the need to provide 'early help' where required and has a range of options to do this. Where additional help is required the School will also consider referral to Children's Services in accordance with S17 Children Act 1989 (Child in Need).

Where there is a concern that behaviour causes a child protection/safeguarding concern we will follow our Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedures.

### **Children with SEND**

We recognise that sometimes special provision and reasonable adjustments may need to be made for some pupils. At such times the appropriate course of action is to discuss the pupil in question with the Head of Learning Support, outline the nature of the concern and give examples of the behaviour which is giving difficulty. The Head of Learning Support will then be able to advice on the best course of action in conjunction with parents, carers and specialists.



## **Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils, active involvement of pupils in their own learning, structured feed-back and letting pupils know their efforts are valued, improves self-esteem and positive behaviour.

The curriculum and teaching strategies should aim to develop the skills, knowledge and understanding which will enable pupils to work and play in co-operation with others. Praise and reward should be central to encourage and reinforce positive behaviour. The use of punishments and criticism should be handled wisely and with discretion and should be seen as a valuable part of a pupil's learning process. This will help avoid resentment and the feeling of humiliation. The School's emphasis upon the value of a growth mind-set supports the view that we can learn from failure and mistakes. As far as is practicable, the School will seek to establish individual plans where particular issues emerge with regard to behaviour. Such plans will be kept under constant review in light of progress and the impact of plans on improving outcomes.

## **Equal Opportunities**

At Lochinver House School we recognise the importance of the Equality Act 2010 and seek to ensure that all members of the School Community have equality of opportunity in accessing and experiencing the life of the School. When carrying out our day to day work, we should have regard to the following:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations across all members of the School Community

## **Exclusions**

Only the Headmaster, or the designated person acting in his absence, can exclude a pupil.

For serious breaches of the School's Behaviour Management, Rewards and Sanctions and Exclusion Policy, pupils can be excluded from the School. Pupils may be excluded for a fixed term or permanently. A fixed-term exclusion can apply for up to 45 days in one School year. A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional 'one-off' offence has been committed.

Examples of types of behaviour that might result in exclusion, whether on a temporary or permanent basis, include but are not limited to:

- Drug, alcohol and tobacco abuse
- Abuse of the School's Acceptable User Policy – Pupils
- Bullying
- Racist, sexist or other discriminatory abuse
- Physical assault or threatening behaviour
- Peer on peer abuse
- Malicious damage of property
- Theft
- Persistent disruptive behaviour
- Extreme and unacceptable parental behaviour

The School will continue to provide education for a pupil who remains on roll and in the case of an exclusion of more than 15 days, the School will consider:

- How the pupil's education will continue
- How the pupil's problems might be addressed in the interim
- How the pupil will reintegrate following the exclusion

Where a pupil is subject to permanent exclusion, Stage 3 of the Complaints Policy can be used as an appeals process. In all situations the School will work to ensure that transitions for the individual pupil is managed in a way that reduces anxiety and stress and facilitates continuity of learning.



## **Managing Pupil Transition**

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally.

We have good communicative relationships with Schools our pupils move on to and encourage them to attend taster days and visit prospective new Schools.

Low level behaviour concerns in the classroom and sanctions will be recorded on School Base. The class teacher and tutor are notified of these by an automated email. School Base records will be monitored by the Head of Year and Deputy Head and they will follow up where relevant and necessary.

Headmaster's detentions and sanctions more serious than this will be recorded on the Pupil Sanctions Log.

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the child in School are aware of those concerns, and of the steps which are being taken in response to the behaviour so an effective support system for the pupil can be put in place. The key professional in this communication process is the class teacher or tutor, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head of Year and passed onto the Head of Pre Prep / Deputy Head / Headmaster so that strategies can be discussed and agreed before more formal steps are required. If necessary a behaviour Action Plan will be drawn up and implemented. In situations where behaviour impacts on the welfare of other pupils the DSL will be alerted in accordance with the School's Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedure and guidance on peer on peer abuse.

Where behaviour is causing concern, the child's carer will be informed at an early stage and given an opportunity to discuss the situation. Support from home will be sought in devising a plan of action within this policy.

Disciplinary action will be taken against pupils who have made malicious accusations against staff.

## **Physical Intervention**

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables School staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" in any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the School, and among any pupils receiving education at the School, whether during a teaching session or otherwise

The Act also defines to whom the power applies as follows:

- Any teacher who works at the School
- Any other person whom the head teacher has authorised to have control or charge of pupils

Staff will always try to defuse and calm a situation through other strategies before using force. Any force used will be the minimum needed to achieve the desired result and in accordance with current guidelines.

Where staff have needed to intervene physically, parents will be informed and given an opportunity to discuss the incident. Parents of EYFS children will be informed of the incident within 24 hours.

For further information regarding physical intervention please refer to the DfE document, Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies, July 2013.



This policy will apply on the School premises and wherever pupils are within the care of School staff. This includes School trips and educational visits. It may at times be necessary for the School to become involved in the management of behaviour at other times too, for example, in the case of cyber-bullying. In these cases this policy will be followed. Behavioural issues will always be considered in the context of risk assessments for activities and School trips.

The School aims to act fairly at all times in adhering to this policy. If any concerns arise in its application it is hoped they can be sensitively and efficiently handled. However, if a resolution is not reached, the School's Complaints Policy (which also applies to the EYFS) is available on our website.

### Rewards

The School's emphasis is on rewards to reinforce positive behaviour, rather than to use sanctions. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. Rewards are earned by the maintenance of positive behaviour as well as by particularly noteworthy effort or achievement. The range of rewards used at Lochinver House is listed below:

(\* = Not used in Pre Prep)

Verbal and written praise for good work
Stickers, stars and stamps
*Credits for effort and achievement
Displaying work in the classroom
Asking Tutor / Form Teacher to praise pupil
Showing good work to the Head of Department
Showing good work to the Headmaster
Praise on a postcard
Speaking with parents / guardian 'around School' or phone call home
Certificates and prizes being awarded in assembly
Posting of good work on School notice boards, on the School website and in newsletters
Colours Badge Pin badge awarded when student has hit certain criteria in an area, for example, team sport, music group, academic achievement, position of responsibility
*Headmaster's Hot Chocolate Friday morning break time treat for best / personal best / most improved credit score
Consultation meeting
End of term report
Termly and annual prizes
The Thumbs Up Award Awarded to one boy in each year group in Yrs R – 7 in the Summer term and one boy in each year group in Yrs 1 – 8 in the Autumn term to endorse the spirit and qualities Lochinver boys aspire to – identity without a sense of exclusion Boys are doing well within their personal parameters, showing perseverance and making progress against their own targets Boys need to: have courage and confidence of character to be their own person; be modest, trustworthy, kind and honourable; serve others and make a positive contribution to the Lochinver Community

Credits are recorded on School Base and these are monitored by the Deputy Head who feeds information back to Tutors and Heads of Year and the Headmaster. Pupils achieving the highest number in a week and personal bests will be celebrated in assembly. Selected pupils will be invited to Headmaster’s Hot Chocolate on a Friday morning break in the Blue Room.

### Rules and Procedures

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour. Pupil voice and discussion is an important process in establishing ground rules and educating students so they understand what positive behaviour is. Rules and procedures need to be made clear to pupils. Whole School rules will be explained in assemblies and through tutorial time. Rules and procedures for other situations like educational trips or activities will be explained in an appropriate forum by the member(s) of staff involved.

They should:

- Be positively stated, telling the pupils what to do rather than what not to do
- Actively encourage everyone involved to take part in their development
- Promote the idea that every member of the School has responsibilities towards good behaviour
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Be kept to a necessary minimum

### Sanctions

Although rewards are central to the encouragement of positive behaviour, realistically there is a need to use punishments to register the disapproval of unacceptable behaviour. Their use should be characterised by certain features:

- It should be handled discreetly and might require no escalation beyond the teacher’s immediate action
- It should be the behaviour rather than the person that is being commented on
- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishments should not be used as these can generate resentment. Group behaviours should be referred to the Head of Year

The following sanctions are used at Lochinver House. It should be noted that although the list below is broadly sequential, it will not always be rigidly followed from one stage to the next. Minor misdemeanours, such as not following an instruction may result in standing outside the Blue Room to allow the pupil to reflect on their behaviour. If this behaviour persists it could be escalated to a debit and further as required. However, a purposeful physical assault on another pupil, while a “first offence”, may be considered serious enough for one of the later stages of punishments, such as a fixed term exclusion, to be given.

(\* = Not used in Pre Prep)

Verbal warning
Move place, work alone
Loss of part of Golden Time / *Loss of Tuck Shop
Spoken to at the end of the lesson
Timeout / *Remove from lesson for a maximum of 5 minutes to reflect on behaviour
Remove from lesson to work in a colleague’s class
Ask Tutor / Form Teacher to speak with pupil
Note in Reading Record
Loss of break time Pupils should always have at least 5 minutes of their break time remaining in order to have some time to themselves before commencing further lessons
*Written explanation of behaviour by pupil where they set their own targets / Letter of apology

<p>Standing outside Head of EYFS &amp; Pre Prep's Office / *the Blue Room</p> <p>Pupils should always have at least 5 minutes of their break time remaining in order to have some time to themselves before commencing further lessons</p> <p>Pupils may dismiss themselves once having spoken to a member of staff by using the clock outside the Blue Room</p>
<p>Speak with Parents</p>
<p>*Debit</p> <p>The pupil stands outside the Blue Room and an email is to be sent to parents by the member of staff giving the debit. As well as for behaviour, it is used for the non-completion of homework without a valid excuse from the start of the Spring Term for Year 5</p> <p>NB: Not to be widely used in Yr 3 &amp; 4. Speak with the Class Teacher before awarding a debit in Year 3 &amp; 4</p> <p>3 Debits in 1 week is escalated to a Headmaster's detention. 4 other sanctions in a week will also escalate to a Headmaster's detention</p>
<p>Pupil referred to Head of Department – a detention may be given</p>
<p>Pupil referred to Head of EYFS &amp; Pre Prep or Year – a detention may be given</p>
<p>Community Service</p> <p>This is a community based task that is agreed with a member of SLT. It is overseen by the teacher applying the sanction</p>
<p>Pupil put on a behaviour card over seen by Tutor / Form Teacher</p> <p>Template found on CRL / staff / Behaviour reports. Targets should be very specific. The behaviour card is kept on the pupil's file</p> <p>Further support may be gained by behaviour card being over seen by:</p> <p>Head of Pre Prep or Year</p> <p>Deputy Head</p>
<p>Pupil referred to Deputy Head– a detention may be given</p>
<p>Pupil referred to Headmaster– a detention may be given</p>
<p>*Headmaster's Detention on a Friday afternoon at 4.45pm</p> <p>Parents are to be informed that their son is in detention stating clearly the reasons. Parents will be informed of the arrangements for collecting their son from School once the detention is over</p>
<p>Internal exclusion</p> <p>Administered by the Headmaster</p>
<p>Not allowed on a trip</p> <p>Administered by the Headmaster</p>
<p>Fixed term exclusion</p> <p>Administered by the Headmaster</p>
<p>Permanent exclusion</p> <p>Follows the Behaviour Management, Reward and Sanctions and Exclusions Policy</p>
<p>Contacting the Police because of the seriousness of an incident</p> <p>Administered by the Headmaster</p>
<p>NB: Detentions given may require pupils to be removed from an activity session</p>

## **Peer on Peer Abuse**

The School takes a child protection/safeguarding approach, in addition to any sanction, to all individuals involved in allegations or concerns about peer-on-peer abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers.

Peer-on-peer abuse is any form of; physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including; serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and gender-based violence.

These types of abuse rarely take place in isolation and often indicate wider child protection/safeguarding concerns. Our response to incidents of peer-on-peer abuse takes into account any potential complexity. Please refer to the Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedure.

## **Sexual Violence and Sexual Harassment between children**

The School takes its definition of sexual violence from the Sexual Offences Act 2003, which considers rape, assault by penetration and sexual assault as types of sexual violence. In addition, the School defines sexual violence as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual violence and sexual harassment can be between two children, or a group of children. Both sexes may be affected. The School recognises that Children with SEND are likely to be more vulnerable.

The School are aware that online sexual violence or sexual harassment can be more complex, such as images shared at another School or online. Sexual harassment is likely to violate a child's dignity, and make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment. The School recognises that sexual violence and harassment can occur both online and offline, both physically and verbally and is never acceptable. The School makes it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated.

## **Contextual Safeguarding and Active Promotion of Wellbeing**

The School recognise that young people's behaviours, levels of vulnerability and levels of resilience are all informed by the social, public and private contexts in which young people spend their time. Additionally, the School help to promote a culture of safety within the curriculum and around the School regarding pupils' online activities.

## **Early Help**

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital and could potentially prevent their behaviour from progressing to become problematic. The importance of intervening early and addressing any inappropriate behaviour does not just apply on an individual pupil basis, but could also apply across the pupil body.

## **How can a child who is being abused by their peers be identified?**

All staff are alert to the wellbeing of pupils and to signs of abuse, and will engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the ways in which children will disclose or present with behaviours as a result of their experiences will differ.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse (please see our Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedure for indicators of abuse) and can include:

- Failing to attend School, disengaging from classes or struggling to carry out School related tasks to the standard ordinarily expected
- Physical injuries
- Experiencing difficulties with mental health and/or emotional wellbeing
- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks
- Suffering from nightmares or lack of sleep or sleeping too much
- Broader changes in behaviour including alcohol or substance misuse
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- Abusive behaviour towards others



Staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour and where appropriate, to engage with their parents/carers so that the causes of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for their age, staff should always consider whether an underlying concern is contributing to their behaviour and, if so, what the concern is and how the child can be supported going forwards.

### **Raising awareness and prevention of peer-on-peer abuse**

The School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by educating all staff, pupils, and parents on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it.

### **Responding to concerns or allegations of peer-on-peer abuse**

It is essential that we handle all concerns and allegations of peer-on-peer abuse sensitively, appropriately and promptly.

### **What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?**

If a pupil is in immediate danger, or at risk of significant harm, a referral to children's social care (if the pupil is aged under 18) and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made. See our Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedure for further details.

Reports of sexual violence and Peer-on-Peer abuse are often complex and require difficult decisions to be made, on a case-by-case basis, with the DSL taking the lead role, supported by external agencies, such as, Children's Social Care or the Police. Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they will discuss their concern with the DSL without delay (in accordance with our Safeguarding Policy) so that a course of action can be agreed. If a child speaks to a member of staff about peer-on-peer abuse that they have witnessed or are a part of, the member of staff will listen to the child and use open language that demonstrates understanding rather than judgement.

School Staff are trained as per Part One of KCSIE on how to manage a disclosure. Dependent on the disclosure of peer-on-peer abuse, the School will consider in conjunction with children's social care a course of action.

It is important to ensure the pupils involved in the allegation remain protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty, we will continue to support the pupils involved.

### **How pupils involved in peer on peer abuse will be supported**

All pupils involved, are treated as being 'at risk'; a risk-assessment will be carried out with a view to ensuring the safety of all pupils.

Support for the victim will consider their age, the nature of the allegations and the risk of further abuse; an alleged perpetrator may have unmet needs themselves. The needs and wishes of the victim will be paramount, and they will be able to continue their normal routine as far as possible. We will be prepared to support a victim over a long period of time.

Where the victim or perpetrator moves to another School it is important that the new establishment is made aware of any on-going support needs.



If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Social Care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

### **Working with parents and carers**

The School will, in most cases, engage with the parents of the pupils involved and will consider carefully what information they provide. It is good practice for the DSL to meet the pupils' parents with the pupils present to discuss safeguarding arrangements to discuss what arrangements are being put in place, such as moving classes or accommodation arrangements.

The School's response to concerns and allegations of peer-on-peer abuse should be part of on-going proactive work by the School to embed best practice and take a contextual whole-School approach to such abuse. As such the School's response can become part of its wider prevention work. This response may include the School asking itself a series of questions about the context in which an incident of peer-on-peer abuse occurred in the School, the local community in which the School is based, and the wider physical and online environment.

### **Youth produced sexual imagery**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. This online technology has also given children themselves the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where a person under the age of 18:

- Creates and shares sexual imagery of themselves with a peer under the age of 18
- Or sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- Is in possession of sexual imagery created by another person under the age of 18

All incidents of this nature will be treated as a safeguarding concern. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device.

### **Education**

Teaching about keeping safe and wider safeguarding issues in the classroom can prevent harm by providing children with skills, attributes and knowledge to help them navigate risks. The School will provide children with opportunities to learn about the issue of youth produced sexual imagery, as part of its commitment to ensure that they are taught about safeguarding, including online, through teaching and learning opportunities – as also referred to in the School's Acceptable User and Cyber-Security Policies.

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Policy Reviewed: 30.11.2018  
Policy Review Date: 29.11.2020  
Policy linked to: Acceptable User Policy – Pupils, Anti-Bullying Policy, Complaints Policy, Data Protection Policy, Learning Support Policy, Privacy Notice, PSHEE, British Citizenship and Careers Policy, Pupil Sanctions Log, Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedures, Terms and Conditions.

This policy relates to Early Years. The Head of EYFS and Pre Prep is the practitioner responsible for behaviour management for these pupils and will refer serious cases to the Deputy Head/Headmaster.

*Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.*

