

Dunhurst Behaviour Policy

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Tick relevant box(es) ✓ how this Policy should appear:

Inspector Folder		✓
Website	Upload	✓
	Signpost	
Internal only		
Parent Portal		
For Pupils/Students		

Dunhurst Behaviour Policy

Our Behaviour Policy is governed and heavily influenced by the ethos of the school and its founder, John Haden Badley, who said,

“What I wanted in a school was an atmosphere of affection, confidence and opportunity, in which what was good in each could develop as an organic growth along lines of its own”.

Dunhurst Values and Expectations

“Work of Each for Weal of All”

The School motto underpins everything we do. All actions have consequences and we strive to encourage each Dunhurstian to be a positive influence on the school community. Our values and expectations reflect this and underpin the behavioural choices that we want all Dunhurstians to make.

I am safe. Dunhurst aims to create a safe and nurturing environment where children can thrive. Stepping out of their comfort zones to grow and learn takes bravery and this is achievable with the knowledge that there is always a safe space to return to at Dunhurst.

I belong. Dunhurst aims to create a sense of belonging to something bigger than the self. The more you belong to, the better you feel. “It takes a village to raise a child.”

I am known. Dunhurst aims to know each and every child inside out. Each child should feel valued, supported and cared for.

I am me. Dunhurst aims to celebrate diversity and encourage pupils to find the thing that gives them self-worth. Dunhurst also gives pupils a sense of community and aims to help pupils know their value in the Dunhurst jigsaw puzzle. “Be yourself, everyone else is taken.”

Each member of the Dunhurst community will be given the opportunity to have their efforts recognised, championed and celebrated. Each member will also have the opportunity to learn from the mistakes they make. Dunhurst is a safe place to make and learn from mistakes. However, if the actions are repeated then it becomes a choice and there will be a consequence for the action. We ask the pupils to uphold the Dunhurst Values and Expectations in the way they conduct themselves in day-to-day school life.

Dunhurst Expectations (see Annex I)

The Expectations for the pupils in each area of the school are displayed in the relevant area as a reminder of the choices of behaviour that we want to see at Dunhurst. Across all the area specific expectations, there are three common expectations that we ask all pupils to abide by.

1. I will be ready
2. I will be respectful
3. I will be safe

A true Dunhurstian is a person who embraces the school's expectations and values and strives to live by them every minute of every day. However, there is a recognition that no one is perfect and that mistakes are part of the process of learning. What a true Dunhurstian will do is to learn from those mistakes with an

emphasis on the consequences of their actions in relation to themselves, pupils, staff and the school community as a whole.

This policy is based on mutual respect and places education and understanding at its heart. The policy should be read in conjunction with the Dunhurst Welfare Policy and the Dunhurst Anti-Bullying Policy.

We aim to deal with poor choices in behaviour fairly, without getting things out of proportion. Restorative meetings are essential, either at the time or later that same day, when the 'heat' has gone from the situation, and the pupil must feel he or she has a chance to put their side across without prejudice. Often more can be achieved with encouragement and positive reinforcement. Pupils usually realise what they have done wrong and are happy to work with staff and parents to improve, and the school will ensure the pupil is aware of all the support mechanisms available.

When dealing with both rewards and consequences, the school recognises its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils. Any sanctions applied are ideally reparative or restorative – i.e. if there has been poor behaviour in the library, then school service in the library at break-time would be an appropriate consequence for this poor choice of behaviour.

We do not use corporal punishment, humiliation, public example or any other form of punishment which belittles or emotionally undermines a pupil.

Dunhurst is a lovely school and has freedom that other schools won't, or are unable to, have. But with this comes responsibility. The guidance we give the children is that they have certain rights when they attend Dunhurst, but with those rights come certain responsibilities – to be ready, respectful and safe. If they cannot act responsibly, they lose the associated right until trust has returned.

Finally, we often say to the children, we love individuals but they need to know and realise, along with the Head, Staff, Parents and Pupils, no one individual is bigger than the community.

Dunhurst Expectations – Guidelines for Dunhurst staff

[Guidelines for pupils can be found in Annex I](#)

Dining Room (JB's) Expectations

- All food should be eaten in the dining room, designated snack locations or Scoffs unless you have permission from a member of staff. Food can only be brought into school with permission from a member of staff. Chewing gum and food containing nuts MUST not be brought into school.
- Birthday cakes may be brought into school with permission of the tutor. Ideally these should be shop bought, individually wrapped and in their original packaging.
- Pupils are expected to behave quietly and sensibly both outside and inside the dining room. There are guidelines for when pupils can leave the dining room after eating, and this is to ensure pupils take time to enjoy their food and the social aspect of having a meal together.
- Everyone should wash their hands and use the hand gel before entering the dining room.
- The advice given to pupils is to only take as much as you can eat - you can go back for more!
- Pupils are expected to say 'please' and 'thank-you' when asking for food.
- Pupils are expected to select a rainbow plate of food.
- Pupils are expected to use cutlery to eat with and to exhibit good table manners such as not eating with their mouths full.

Inside School Expectations

- All pupils are expected to register when they arrive at school and again before (Blocks) or after (Groups) lunch.
- Any pupil leaving school during the school day, with the permission of their tutor, must sign out at Reception when leaving and sign in again when returning.
- Day pupils are not allowed 'on wing' unless they have the permission of SMT, Houseparents or the Matrons.
- Always walk, never run, when inside school.
- Pupils are expected to wipe their feet when entering the buildings.
- Pupils are expected to hold doors open for others.
- Pupils are expected to be mindful of and acknowledge others as they move around school.
- If wearing an item of clothing with a hood, pupils are expected to wear the hood down whilst inside the school building.

In Classrooms Expectations

- Members of staff are expected to greet pupils as they enter their classroom. By doing this, a warm and welcoming atmosphere is created from the start of the lesson; one in which the pupils feel welcome and valued.
- Pupils are expected to arrive on time to lessons, mentally prepared to learn and with the right equipment.
- Pupils are expected to be responsible learners and to allow everyone to learn.
- If required, pupils are expected to tie long hair back, e.g. Design Barn and Science Labs.
- If wearing an item of clothing with a hood, pupils are expected to wear the hood down whilst inside the school building.
- Pupils are expected to be open-minded.

Outside Areas Expectations (including Break-time and Playground)

- Pupils should queue patiently for snack and wait for the duty member of staff to arrive rather than helping themselves to the food provided.
- Pupils should play outside, within the school boundaries when the weather is good.
- Football can only be played on the Dunhurst Pitches or the Mem Pitch.
- When it is wet, it is not safe to play on the Adventure Playground or the Dunhurst Pitches. Check with duty staff if you are unsure and keep an eye out for signs in Reception or near the PE office to give notice of whether it is too wet to go outside and/or too wet to play on the pitches.
- During wet break-times, pupils should go to their allocated 'wet break' areas – there is a rota published each term detailing where these are.
- Pupils should adhere to the guidelines on safe use of the adventure playground which is explained to them at the start of each term by their tutors.
- Driveways and car parks are out of bounds for pupils during play time and free time.
- Pupils must wear a helmet when using skateboards, rip sticks or scooters on the tarmac play area.
- When it is dark pupils should only play in lit areas.
- Pupils can climb trees but only to twice their own height.
- Pupils should only go down the slide on the Playground.

- At any one time, there should be only one pupil on the Cobb's swing and three pupils on the basket swing in the Playground.

Personal Belongings

- Electrical equipment can be kept and used 'on wing' but must not be brought into other parts of the school.
- Kindles with no 4G or 5G capability can be used in school for reading with the permission of the Deputy Head Academic.
- All electrical equipment brought into school must be handed in to test that it is safe.
- Lockers and drawers are personal places and should not be opened without the owner's permission.
- Please do not borrow PE kit from other pupils; get extra kit from the Matrons and return it afterwards so others can use it.

The following items are not permitted in school:

- Knives or weapons, alcohol, any drugs covered in the school's Drug Policy and associated paraphernalia, stolen items, tobacco, vapes and associated paraphernalia, fireworks and pornographic images; and any article that a 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 property.

Telephone Expectations

- Pupils needing to phone home during the day may ask a member of the School Office team to call home for them. If required, any messages will then be replayed to the child so that they may hear.
- Day pupils needing to bring a mobile phone to school should hand their phone in to Reception on arrival and collect it when they leave school.
- Boarders who have signed a 'Pupil Mobile Device Agreement' may use mobile phones between 7.30pm and 8.15pm. House staff will look after boarders' mobile phones at all other times. Please refer to [Pupil Personal Mobile \(IT\) Device Policy & Agreement](#)

Searches

Searches will be conducted in accordance with the law and as per the School's policy, which is set out in the Expulsion and Removal from School Policy.

Managing Pastoral Issues

When dealing with pastoral issues, it is the aim of members of staff to be predictable, consistent and empathetic. To this end and to support members of staff in their decision making process, the [Pastoral Management Flowchart](#) is found in [Annex II](#). This should be used as a guideline for members of staff to manage any pastoral or behavioural issues that present within school.

The Pastoral Management Flowchart should be read in conjunction with the Dunhurst Rewards Flowchart, the Dunhurst Consequences Flowchart and the Pastoral Triage Flowchart.

The [Classroom Plan to Manage Behaviour \(Annex III\)](#) aims to support teaching staff in managing classroom behaviour. As the [Classroom Plan for display \(Annex IV\)](#) is displayed in the classroom and teachers go through it with pupils at the start of the year, all pupils are aware of how their behaviour may be managed.

The aim of members of staff should be to give first attention to those doing the right thing and upholding the Dunhurst Expectations of being **ready, respectful** and **safe**. It is important to focus on the positive behavioural choices. What you focus on, you get more of. Teaching staff can put the names of those children doing the right thing on the whiteboard (interactive or otherwise) to create a **Recognition Board**. This serves to show the children that you are recognising when they have got things right as well as a reminder of who to make a positive iSAMS record for.

There is an expectation amongst members of staff that praise should be delivered either publicly or privately, dependent on circumstance, but that any warnings or consequences should be discussed in private. Within a classroom setting, this might mean setting the children off on a task before then talking quietly to a pupil who is not upholding the Dunhurst Expectations of being **ready, respectful** and **safe**.

Support

Schools that believe that children should get what they deserve respond to poor behaviour differently to schools that believe that children should get what they need. At Dunhurst, we focus less on pure punishment and more on restoration and rehabilitation; supporting pupils with what they need. There is an understanding that it would be better to simply accept that all children have additional needs of some sort and require some level of support.

To help ascertain what level of pastoral support is required, members of staff can refer to the [Pastoral Triage Flowchart \(Annex V\)](#). This will give a guideline as to what interventions or gentle encouragement can be actioned to help support an individual pupil.

To monitor what level of support each individual pupil requires, tutors complete a [Weekly Pastoral Gauge \(Annex VI\)](#). The aim is to try and find what level of support is required to bring the pupil back down the triage levels. It also serves as an opportunity to be proactive and, where possible, keep each pupil at the lowest level of concern by intervening before the concern escalates. The weekly gauges, accompanied by the Watchlist, also serve to effectively track pupil welfare.

To support the pupils themselves regulate their own behaviour and to help them respond to situations rather than react, each pupil completes a [Wellbeing Action Plan \(Annex XII\)](#) at the start of the academic year. This can be reviewed with the tutor at any point either as a proactive measure or as a response to a particular incident.

Positive Pupil Support Cards (Annex VII)

Positive Pupil Support Cards can be used for any number of things. But it is an opportunity for the child to show they can do it and get it right.

Each card should detail three targets that are agreed by both the tutor and the pupil. This should be a positive card to show what they can do.

Staff are asked to sign and comment on the card at the end of each lesson, break time or activity. Parents should be informed by the tutor if their child is on a positive pupil support card.

Recognition & Rewards – going over and above

Every Dunhurstian is asked to meet the expectations set out in the Dunhurst Expectations. However, if pupils go over and above them, they can expect to be recognised for their effort. This recognition will take the form of a reward based on the flowchart outlined in Annex VIII.

Above all else, we look to recognise and reward effort at Dunhurst.

The [Dunhurst Rewards Flowchart](#) can be found in [Annex VIII](#).

Consequences

Dunhurst has a set of core values and expectations that all members of the community are aware of and are expected to strive to uphold. Sometimes, these values and expectations will be harder to uphold due to a number of reasons. All members of the community are actively encouraged to ask for help if they are finding it hard to keep the Dunhurst values within reach.

“What’s the hardest thing you’ve ever had to do?” “Ask for help.”

There are a number of ways that pupils can ask for help. These are detailed in the ‘[It is ok to ask for help](#)’ posters displayed around the school and in each tutor base ([see Annex IX](#)).

The values and expectations set out at Dunhurst are there to keep the whole school community safe. Sometimes, pupils will find these values more challenging to adhere to and one individual’s actions may have a negative impact on another member of the school community. Whilst it is ok to ask for help, it is also ok to make mistakes but it is vital that we learn from them moving forward.

Each member of the Dunhurst community will be given the opportunity to learn from the mistakes they make. However, if the actions are repeated then it becomes a choice and there will be a consequence for the action.

The [Dunhurst Consequences Flowchart \(Annex X\)](#) outlines how we address poor choices in terms of behaviour. There are also a set of five non-negotiables, The Big Five are outlined below. Any breach of the Big Five would constitute a very serious situation and would enter into the Dunhurst Consequence Levels at Level 4 or above – i.e. requiring an immediate sanction or consequence.

The Dunhurst Big Five (non-negotiables):

1. Possession of inappropriate material, including in electronic form – to include generating, sending, wilfully possessing, requesting or sharing any ‘sexting’ images
2. Offensive, threatening, targeted or sexually inappropriate behaviour towards others, whether staff or pupils, by physical, verbal, written or electronic means. May be based on race, religion, disability, sexuality, learning differences or gender – includes cyber-bullying
3. Any actions that waste Emergency Services’ time and resources – e.g. intentionally setting off fire alarms, making prank calls
4. Theft of or intentional damage to property belonging to another member of the community or to the School itself
5. Possession, consumption or supply of alcohol, tobacco, e-cigarettes or drugs.

If a pupil receives 3 or more negative iSAMS entries during one week, the tutor will convene a meeting with the pupil to discuss the entries and, using the Wellbeing Action Plan, what support they require. At this point, parents will be informed via a phone call.

After each significant incident, each pupil will agree with their tutor and/or the member of staff involved the aim of learning from their mistake and the aim to make better choices moving forward. As part of this process and the Restorative Meeting, each pupil will be asked to complete a [Reflection Sheet \(Annex XI\)](#). However, if the pupil does not learn from their mistake, then the consequence can be escalated in line with the Levels identified above.

Although the iSAMS entries are stored in the system year-on-year, it is important to note that 'the slate' in terms of incidents is wiped clean at the end of every term and every pupil starts afresh with regard to negative iSAMS entries.

Reflection Time and Restorative Meetings

Reflection Time at break-times is supervised by a member of SMT and offers members of staff an opportunity to hold a Restorative Meeting with the pupil who has made a poor choice and not met the Dunhurst Expectations. Members of staff should enter details onto iSAMS when a Restorative Meeting has occurred, using the dropdown menu choice available. Each pupil coming to the session will be asked to complete a Reflection Sheet ahead of meeting the teacher who has asked them to attend Reflection Time. The purpose of this restorative approach is to teach good choices in behaviour.

Restorative Meeting Guidelines for members of staff:

- Keep an open space between you and the pupil
- Focus on the outcome of the meeting
- Make sure you have enough time for the meeting
- Resist the urge to take notes
- Be open with your thoughts and reflections
- Be careful not to use judgemental language
- End the meeting well – how are you both moving forward from the meeting?

The Restorative Eight – questions that can be asked of the pupil:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

General Consequences

Dunhurst is unique in that it doesn't operate a traditional detention system, though it does operate a **Wednesday work** for those children behind with prep or classwork. This comes about when a child has been given a number of opportunities to rectify the issues. Parents are informed and indeed children may be removed from matches, community service and 'early home' time if it is deemed appropriate. The Deputy Head Academic coordinates these sessions.

School service

This is for pupils who have not respected an area of the school. This, for example, could be the dining room where they have been disrespectful, not used manners and been using food in different ways, which is deemed offensive. School service will have the pupil tidy and help members of staff to ensure the space is kept clean and tidy. The idea here is actions bring consequences and ideally need to be relative to the space in which it occurred. The Head of Groups and Head of Blocks coordinate these sessions.

Time out

On occasions, pupils get themselves into a state or in a way that they cannot see light at the end of the tunnel. Or the school deems it appropriate to have time out from lessons or school. This is in liaison with parents, to ensure the pupils interests are kept at heart.

Internal Suspension

For more serious offences, or a continuation of minor offences, and after considering all the facts presented by any investigation, a pupil may be given an internal suspension by the Head. This would require the pupil working alone and losing privileges such as free time. Parents will be asked to come into school and a note is made in the Serious Incidents book, recorded on iSAMS and appropriate letters and notes kept on the pupil's file. An internal suspension would usually last for 1-2 days.

External Suspension

In line with Three Schools Expulsion and Removal from School Policy

For serious offences, such as bullying, racism or stealing, a pupil would be suspended by the Head and sent home. Parents will be asked to come into school and a note is made in the Serious Incident book, recorded on iSAMS, and appropriate letters and notes kept on the pupil's file. A suspension would normally last between 2-4 days depending on the severity of the offence. For some serious offences an internal suspension may also be used, if it is felt that the pupil may be better supported in school due to home or family circumstances.

Permanent Removal from School

In line with Three Schools Expulsion and Removal from School Policy

In very serious cases a pupil may be permanently removed from the school. This would usually follow a very serious offence or a string of offences where the pupil concerned has shown no willingness to improve. Parents will be asked to come into school and a note is made in the Serious Incident book and Daybook and appropriate letters and notes kept on the pupil's file. We are not in the business of damaging a pupil's future education and will work hard with the parents and the pupil to find a school more suited to the pupil's needs. Often it is a positive experience for a pupil to have a clean start at another school where a history of offences and reputation is not known. Parents have a right of appeal and there is a process outlined in the Parents' Handbook.

Monitoring and Record-keeping

iSAMS Records

iSAMS is the central method for the recording of pastoral information. It is used by all staff to record positive and negative behaviour, as well as to log pastoral and academic concerns. Associated meetings and discussions with parents are also logged. Groups' class teachers and Blocks' tutors are vital in monitoring and communicating trends or concerns regarding pupils in their care.

Any records that are entered are also sent to the dunhurstpastoral@bedales.org.uk email address which the Head of Groups, Head of Blocks and Deputy Head Pastoral have access to.

Incidents can also be entered in iSAMS as a way of recording and passing information to a tutor or SMT member. Parents are able to see positive entries in iSAMS through the parent portal.

Negative entries into iSAMS may well predicate a call home so that parents are aware. Negative entries into iSAMS are not visible to parents via the portal.

Boarding Log & iSAMS Records

On the boarding wings the boarding staff make regular pastoral notes about the pupils. These are often observational comments and help to spot patterns of behaviour and assist handover times between staff. They may also include minor 'boarding sanctions' such as early to bed and the notes are reviewed at the weekly Boarding team meeting.

In line with this policy, where incidents are considered more significant, or information needs to be shared with other staff, iSAMS is used as above. On boarding wings any accusations of bullying are recorded via CPOMS in line with the schools Anti-Bullying Policy.

Serious Incident File

More serious offences, such as suspension, are entered in the Serious Incident book which is kept in the Deputy Head Pastoral's office. There may also be more detailed notes and letters kept in the pupil's file.

Pupil's File

A central file is kept in the Head's PA's office. This may include detailed notes on a pupil, any incidents or correspondence between the school and parents.



Dunhurst Expectations Outside Areas

As Dunhurstians, what is our right?

- We all have the right to a safe and happy space in which to enjoy playing at break-times

As a Dunhurstian, what is my responsibility?

- I will be **ready**
- I will be **respectful**
- I will be **safe**
- I will abide by the Outside Areas specifics



Play Area specifics:

- I will wear a helmet if scooting and only slide down the slide
- I will queue patiently for snack and wait for the duty staff to arrive
- I will share equipment and take turns (1 for Cobbs swing, 3 for Playground swing)
- I will only climb to twice my height



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Dunhurst Expectations

JB's

As Dunhurstians, what is our right?

- We all have the right to a clean, comfortable space to eat nutritious food with friends

As a Dunhurstian, what is my responsibility?

- I will be **ready**
- I will be **respectful**
- I will be **safe**
- I will abide by the JB's specifics



JB's specifics:

- I will wait patiently in the queue
- I will aim to select a rainbow plate of food and try not to waste food
- I will show good table manners
- I will wait to be asked to leave



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Dunhurst Expectations Inside School

As Dunhurstians, what is our right?

- We all have the right to move around the school with confidence feeling safe and welcome

As a Dunhurstian, what is my responsibility?

- I will be **ready**
- I will be **respectful**
- I will be **safe**
- I will abide by the Inside School specifics



Through the School specifics:

- I will wipe my feet when I come inside
- I will hold doors open for others
- If I have a hood, I will wear it down
- I will be mindful of and acknowledge others
- I will move sensitively around Dunhurst

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Dunhurst Expectations In Classrooms

As Dunhurstians, what is our right?

- We all have the right to be able to learn in a welcoming learning space, be treated with respect and work in peace

As a Dunhurstian, what is my responsibility?

- I will be **ready**
- I will be **respectful**
- I will be **safe**
- I will abide by the In Classrooms specifics

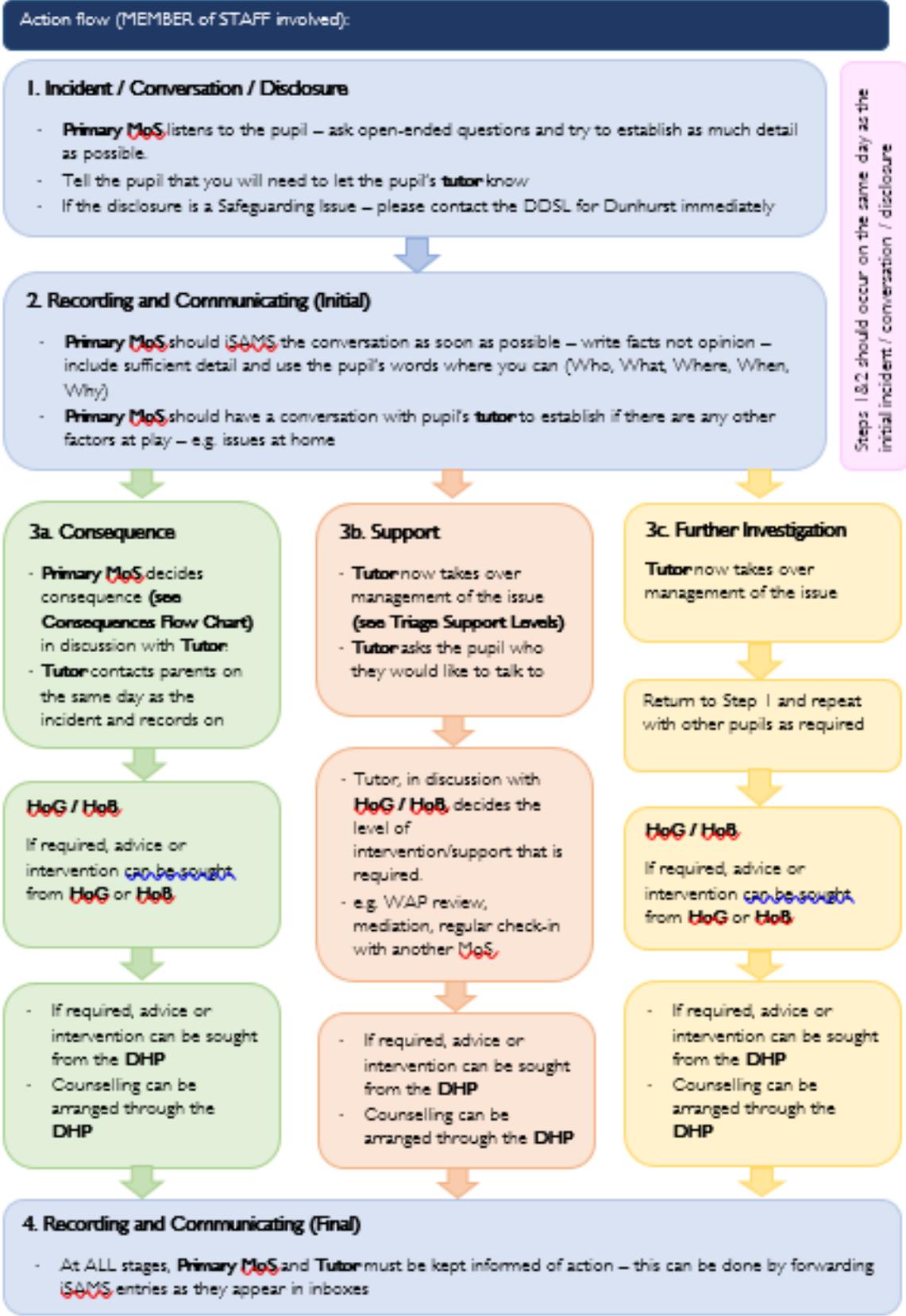


In Classrooms specifics:

- I will arrive on time, prepared and with the right equipment
- I will be a responsible learner and allow everyone to learn
- I will tie my hair back for some lessons (Design Barn, Science Lab)
- If I have a hood, I will wear it down
- I will be open-minded

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Annex II: Pastoral Management Flowchart



Annex III: Classroom Plan to Manage Behaviour

Pupils in class are given 3 opportunities to get things right. The way it works is as follows:

0. Proximity Praise – praise those pupils in the class who are doing the right thing whilst not drawing attention to those making poor choices. Write the names on the board or verbally recognise those doing the right thing to create a Recognition Board. Try and catch the pupil who is making poor choices doing something good and praise them.

1. Expectations reminder – Remind the pupil making poor choices of behaviour of the Dunhurst Expectations. Explain to the pupil where they are not upholding the expectations and what they need to do to put this right. This should be delivered privately. Take the initiative to keep things at this stage if possible.

2. Last Chance – A clear verbal warning is given if the pupil continues to make a poor choice of behaviour. This should be delivered privately and not in front of the rest of the class. Clearly outline where the pupil is making a poor choice and what the consequence will be if they continue. Consider using the phrase, 'Think carefully about your next step, it is your choice where we go next'.

3. 2 minute Time Out – The pupil is asked to wait outside the classroom for a two-minute maximum time out. This is an opportunity for the pupil to calm down, breathe, look at the situation from a different perspective and decide to make a positive change. It is also a chance for the teacher to discuss with them what is causing the poor choice in behaviour, ask what can be done to support the pupil and outline the consequence if there is not a positive change.

4. Reflect – If the poor choices of behaviour continue after the above has taken place, the teacher should send the Helping Hand card to Reception and the pastoral member of staff on duty will come and collect the pupil. The pupil is escorted to sit outside the Head's PA's Office where they will complete a Reflection Sheet.

5. Repair – Post lesson, the teacher will come and see the pupil to review the sheet and to arrange a time to hold a Restorative Meeting.

At this point, consideration will be given to possible consequences because of the poor choices of behaviour. These will need to be relative to what has happened and restorative or reparative in nature if possible – i.e. if a pupil is wasting others' time, they will lose their own time during breaks.

Teachers can use the Break-time Reflection Time (supervised by a member of SMT) to conduct the Restorative Meeting.

- If required after these steps have been taken, then the teacher and the pupil's Tutor will see the pupil together to discuss ways forward (in conjunction with the pupil's Wellbeing Action Plan).
- If deemed necessary, then the Head of Groups or Head of Blocks will see the pupil with the teacher to discuss the choices the pupil has made.
- If required, and deemed serious enough, the incident will then be referred to the Deputy Head Pastoral who will see the pupil with the teacher.

1. Expectations reminder

Are you ready? Are you being respectful? Are you being safe?



2. Last Chance

Clear warning from the teacher. You have a choice as to how you behave and what happens next?



3. 2 minute Time Out

Step outside of the classroom. Stop. Breathe. What support do you need to make the right choice?



4. Reflect

Use the time away from the lesson to Reflect on your choices of behaviour and the impact on other people.



5. Restore & Repair

Meet with your teacher to talk about what support you need and how you both move forward in a positive way.

Annex V: Pastoral Triage Flowchart

Level	Concern	Examples of concern	Action	Who? Lead P105
Level 4	Acute concerns Immediate action required	<ul style="list-style-type: none"> Death in the family Parents separating Disclosure concerning self-harm or equivalent 	<ol style="list-style-type: none"> Review Wellbeing Action Plan with pupil and determine what support is required Tutor to inform HoG/HoB and DHP Referral to the School Counsellor through DHP Consider referral to external agency through DHP if applicable 	Tutor HoG or HoB DHP HoW External agencies
Level 3	Significant concern Specific event Increase from Level 2	<ul style="list-style-type: none"> Parent or relative is unwell Major friendship fallout Unsettled home life Major change in behaviour Low self-esteem 	<ol style="list-style-type: none"> Reviewing the pupil's Wellbeing Action Plan, the Tutor should discuss 'stop & breathe' with the child as a wellbeing check-in – talking through the situation and identifying who the child wants to talk to – offering a safe space or a friend as a buoyancy aid Tutor to discuss concerns with HoG or HoB and discuss potential interventions Tutor to make a phone call home to discuss concerns with parent(s) <ul style="list-style-type: none"> Subject-specific intervention or mediation for child(ren) involved – e.g. P105 conducting a tailored nurture session Pupil to join a therapy/ or support group 	Tutor HoG or HoB
Level 2	Mild concern Noticed some change	<ul style="list-style-type: none"> Known external factor New to the school Not receiving usual positive feedback Not making expected academic progress Change in behaviour or mood Friendship issues Low resilience 	<ul style="list-style-type: none"> Watchful tutor – keeping your eye on the child to notice any further changes and trying to promote positive wellbeing What is the spark that will boost a child's wellbeing? <ol style="list-style-type: none"> Tutor to review the pupil's Wellbeing Action Plan as a wellbeing check-in Tutor to get in touch with the family to make them aware and discuss any potential 'bigger picture' issues Record all interactions on ISAMS – to inform HoG & HoB <ul style="list-style-type: none"> Consider pupil joining a therapy/ or support group 	Tutor
Level 1	No known current concern	n/a	<ul style="list-style-type: none"> Promoting and reinforcing positive wellbeing Ensure child receives positive feedback Recognising the child for any positive contribution to the school community – ISAMS entries & Recognition Board Weekly conversation with tutor to ascertain mood and engagement Half-termly reflective summary 	Tutor

For any concerns not listed here, please seek advice from Head of Groups or Head of Blocks in the first instance.

At any stage, please involve either Head of Groups, Head of Blocks or Deputy Head Pastoral

Annex VI: Weekly Pastoral Gauge

Weekly Pastoral Gauge

Week no. :	
Week beginning :	
MOS completing gauge :	
Form/Tutor Group :	

Level	Concern	Examples of concern
Level 4	Acute concerns Immediate action required	<ul style="list-style-type: none"> - Death in the family - Parents separating - Disclosure concerning self-harm or equivalent
Level 3	Significant concern Specific event Increase from Level 2	<ul style="list-style-type: none"> - Parent or relative is unwell - Major friendship fallout - Unsettled home life - Major change in behaviour - Low self-esteem
Level 2	Mild concern Noticed some change	<ul style="list-style-type: none"> - Known external factor - New to the school - Not receiving usual positive feedback - Not making expected academic progress - Change in behaviour or mood - Friendship issues - Low resilience
Level 1	No known current concern	n/a

Annex VII: Positive Pupil Support Card

Positive Pupil Support Card

Name:	
Target 1	
Target 2	
Target 3	

Day:	Staff	Comment
Tutor time		
Lesson 1		
Lesson 2		
Lesson 3		
Break		
Lesson 4		
Lesson 5		
Lesson 6		
Lunch & Break		
Lesson 7		
Lesson 8		
Lesson 9		
Lesson 10		
Break		
Lesson 11		
Lesson 12		
Activity		

Annex VIII: Dunhurst Rewards Flowchart

Every Dunhurstian is asked to meet the expectations set out in the Dunhurst Expectations. However, if pupils regularly and consistently meet these expectations or go over and above them, they can expect to be recognised for their effort. This recognition will take the form of a reward based on the flowchart outlined below.

Level	Example	Reward for the pupil	Action for staff	Staff involved * denotes lead
0	- Dunhurst Expectations are at the centre of what the pupil does	- Pupil is praised using descriptive praise	- n/a	Teacher*
1	- Going above and beyond the Expectations - Consistently meets the Expectations	- Name is placed on the Recognition Board - Record on iSAMS so parents & pupil can view - Verbal recognition from tutor	1. Teacher to write name on Recognition Board 2. Awarding teacher to record on iSAMS 3. Tutor to acknowledge with pupil	Teacher* Tutor
2	- 3 or more positive iSAMS entries in a week	- Postcard home from HoG or HoB - Record on iSAMS so parents & pupil can view	1. Recorded on iSAMS by tutor 2. Tutor to notify HoG/HoB 3. Postcard sent by HoG/HoB	Tutor* HoG/HoB
3	- Excellent piece of work/kindness/behaviour	- Frozen Friday invite with either DHP or DHA at Friday AM break - Record on iSAMS so parents & pupil can view	1. Recorded on iSAMS by awarding teacher 2. Tutor to notify DHP or DHA 3. DHP or DHA to run Frozen Friday AM break	Teacher Tutor* DHP & DHA
4	- 5 or more positive iSAMS entries over two consecutive weeks - Outstanding piece of work/kindness/behaviour	- Chat with Head and Head's Badge at a Wednesday AM break time - Letter home from Head - Record on iSAMS so parents & pupil can view	1. Recorded on iSAMS 2. Tutor to notify Head 3. Head to send letter home	Tutor* Head



If a pupil receives 3 or more positive iSAMS entries in a week, they will be sent a postcard home by the Head of Groups or the Head of Blocks.

If a pupil receives 5 or more positive iSAMS entries over the course of two consecutive weeks, they will be asked to see the Head for a Head's Badge and a letter will be sent home.

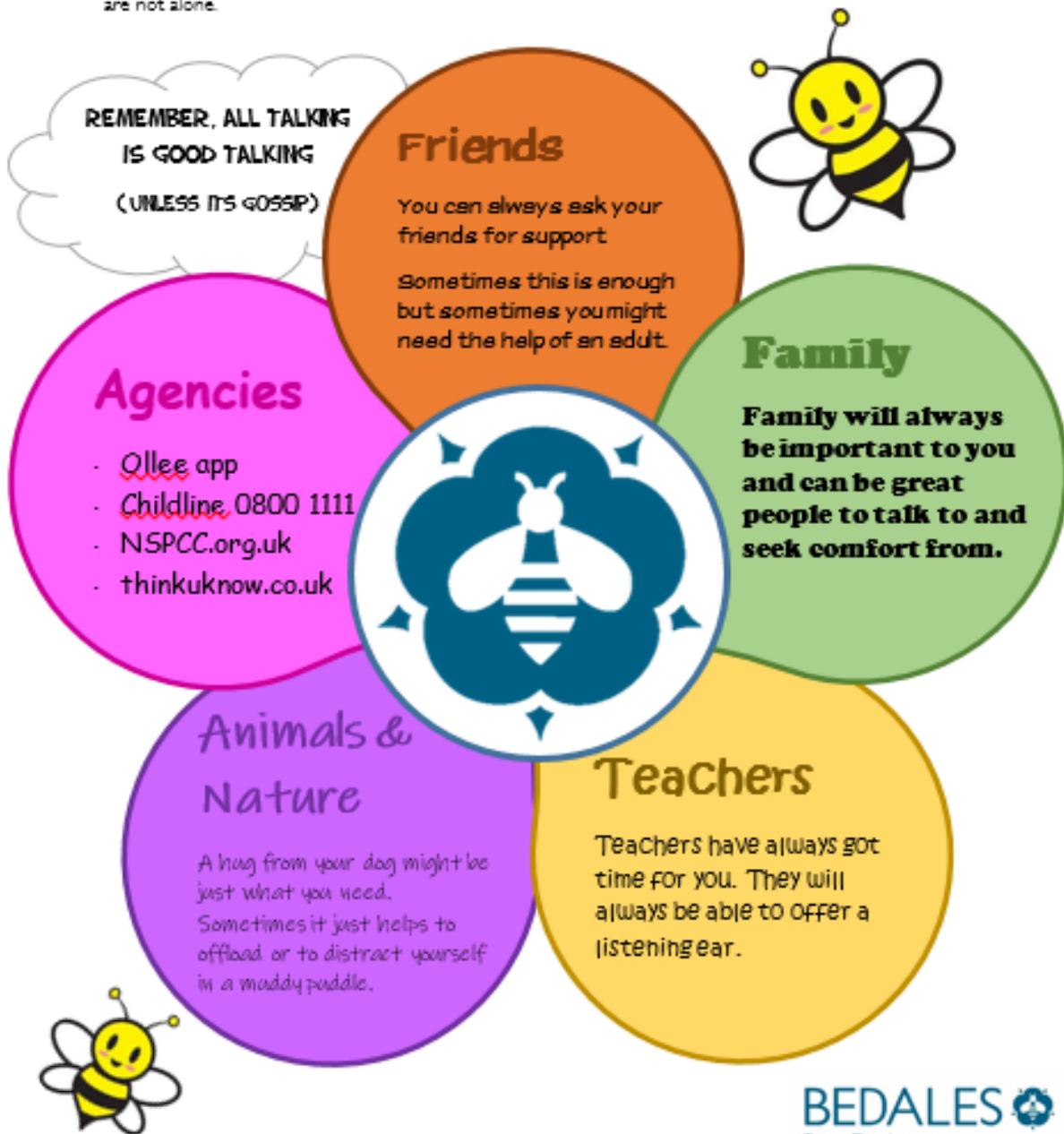
For an outstanding review – either pastoral or academic – the pupil will be put forward for Choc'n'Chat with the Head – this is equivalent to a Level 4.

Annex IX: Who to ask for help

“What’s the bravest thing you’ve ever said?”

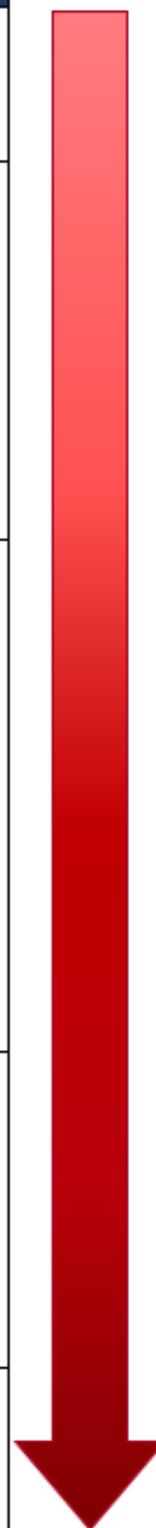
“HELP.”

Asking for help is not giving up – it is refusing to give up. It is ok not to be ok. It is ok not to feel sparky and bubbly all the time. We all go through highs and lows in our life. We can try any number of things to try and keep our mental health on a fairly even keel but there are times when things become too much. We feel overwhelmed. At this point, we need to ask for help. You matter. You are loved. You are not alone.



Annex X: Dunhurst Consequences Flowchart

Level	Example	Consequence for the pupil	Action for staff	Staff involved * denotes lead
1	- A verbal or physical act which is thoughtless or annoying	- Discussion with MoS involved	1. Incident recorded on iSAMS by MoS involved	Teacher *
2	- Repetition of the above having agreed not to - A verbal, physical or online act which is unkind and/or unpleasant - First warning of not completing prep / classwork	- Time spent in Reflection Time during break times – Restorative Meeting with teacher - Restorative sanction – e.g. clearing JB's, picking up litter - Only allowed on the adventure playground area at break-time	1. Incident recorded on iSAMS and Tutor alerted 2. Teacher to agree with pupil what support is required 3. Pupil to complete a Reflection Sheet which is added to iSAMS as an attachment 4. Teacher to communicate to parents via phone call 5. Explain to pupil that a support card would be the next step	Teacher* Tutor (HoG/HoB)
3	- Repetition of the above having agreed not to - An act which is deliberately hurtful and has made someone feel unhappy - Failure to complete work despite warnings and support - 3 or more negative iSAMS entries in one week	- Meeting with tutor about how to avoid repeating this behaviour "Can we trust you to change this behaviour and do the right thing?" - Time out – i.e. missing break(s) - School Service or Wednesday Work on a Wednesday PM	1. Incident recorded on iSAMS by teacher 2. Meeting recorded on iSAMS by tutor and HoG/HoB alerted 3. Pupil to complete a Reflection Sheet which is added to iSAMS as an attachment 4. Tutor to inform parents via phone call and the Wellbeing Action Plan should be revised 5. A support card identifying area in which school wants to see improvement should be implemented at this point	Tutor* HoG/HoB (DHP)
4	- Repetition of the above having agreed not to - First offence of breaking one of the Dunhurst Big Five.	Time out for 24 hours / Internal Suspension	1. Incident recorded on iSAMS and HoG/HoB & DHP alerted 2. Parents informed by HoG/HoB by a phone call 3. Discussion with pupil about what support is required 4. Wellbeing Action Plan revised to support pupil 5. If not already in place, a support card (with clear targets) should be implemented at this point	Tutor HoG/HoB* DHP (Head)
5	Repeated offence of breaking one of the Dunhurst Big Five.	External Suspension / Expulsion	1. Incident recorded on iSAMS and HoG/HoB & DHP alerted 2. DHP informs parents and acts in line with the 3 Schools Suspension & Exclusion Policy	HoG/HoB DHP* Head



Annex XI: Reflection Sheet

Name _____

Date _____

What happened?

What were you thinking and feeling at the time?

What have you thought about it since?

Who has been affected and in what way?

How could things have been done differently?

What do you think needs to happen to make things right?

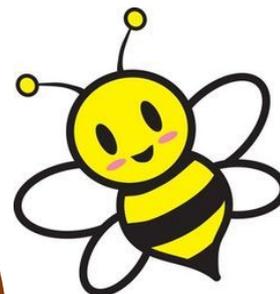
My Wellbeing Action Plan



“What’s the bravest thing you’ve ever said?”

“HELP.”

Asking for help is not giving up – it is refusing to give up. It is ok not to be ok. It is ok not to feel sparkly and bubbly all the time. We all go through highs and lows in our life. We can try any number of things to try and keep our mental wellbeing on a fairly even keel but there are times when things become too much. We feel overwhelmed. At this point, we need to ask for help. You matter. You are loved. You are not alone.



REMEMBER, ALL TALKING
IS GOOD TALKING
(UNLESS ITS GOSSIP)

Friends

You can always ask your friends for support
Sometimes this is enough
but sometimes you might need the help of an adult.

Agencies

- Ollee app
- Childline 0800 1111
- NSPCC.org.uk
- thinkuknow.co.uk

Family

Family will always be important to you and can be great people to talk to and seek comfort from.



Animals & Nature

A hug from your dog might be just what you need.
Sometimes it just helps to offload or to distract yourself in a muddy puddle.

Teachers

Teachers have always got time for you. They will always be able to offer a listening ear.



WHAT IS WORRYING ALL ABOUT?

Everyone has their very own inner alarm system that goes off when danger seems close by. It is called a fight, flight or freeze response. This response was very valuable 300,000 years ago when you might suddenly meet a sabre-toothed tiger. But, life and death situations like that are not as common today, thank goodness! Despite knowing this, your alarm system is still ready to go off at the slightest sign of threat, and it can strike at any time,



When we start to worry, we typically experience one of three physical responses:

1 – FIGHT: a rush of energy in your body. The tensing muscles and rapid heart rate is designed to sharpen your sense to take on that sabre-toothed tiger

2 – FLIGHT: the same burst of energy prepares you to run away from the sabre-toothed tiger and seek safety

3 – FREEZE: this is the response when you have seen the sabre-toothed tiger and you perfectly still in the hope that it hasn't spotted you.



Worrying is SO normal. It is a natural response.

Sttt & Btttttt



Sleep

How is my sleep routine? 8-10 hours is essential for wellbeing.



Technology

Do I have a healthy relationship with tech? Limit your gaming and social media use. More than four hours per day on tech will negatively affect your mental health.



Observe

Acknowledge your feelings and sit with them. Feelings are like waves. They come and go.



Physical activity

When was the last time I enjoyed some physical activity? Do I need to get outside and move a little bit more today?

+



Believe in yourself

You can do it! You are loved! You matter! Keep on keeping on! Self-esteem and self-efficacy (core values of being OK and doing OK) are key for you to flourish. Your own self-worth, self-respect, self-belief and behaviour are all essential for wellbeing.



Reflect, review and relax

Reflect on what has happened to make you feel this way. Review what has happened - what could be done differently next time? Relax - take a deep breath, practise some mindfulness or have a Hygge or Friskluft.



Eat and drink

Are you 'hangry'? Keep hydrated. Eat a varied diet to boost gut health which is linked to mental health. Food is our fuel.



Appreciate

Be grateful for everything you have. Practise gratitude by telling yourself three good things that have happened to you today. What you focus on, you get more of.



Take time out and talk to a trusted adult

Know your support network. Remember your 'high five' people. All talking is good talking (unless it's gossip!) Dip into your mental health First Aid kit. Ask yourself, 'What do I need right now?'



Hug a human, animal or tree

We need the connection with others. Sometimes all we need to do is give our pets a big hug.



Enjoy and connect with nature

Stop and look up. Feel the ground beneath your feet and the breeze on your face.

Healthy Coping Tool Box:



Things I can do for myself every day to keep myself feeling as well as possible. What are you going to commit to?

I will try to commit to...

What works at school?

What works at home?

Things I need to do to keep my overall wellness and sense of wellbeing:

Walk in nature

Get a good night's sleep

Digital detox

Dip into my mood-boosting jar

Things that I know would make me feel well that I will try and do more of:

WARNING SIGNS:

Things I should actively avoid because they make me feel bad or worse. What are you going to commit to not doing, in order to maintain your wellbeing?

What are your warning signs that things are going less well? Are there any specific triggers or crunch points to be aware of?



NEXT STEPS:

If you spot warning signs, what next? What are your next steps? What can you do to look after yourself?



What are the things I can do to try and manage my triggers and challenges?

When you feel overwhelmed with big emotions, what do you need from us?

Where do you feel most comfortable if you are feeling you need some time out?

Name:		Year Group:	
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Date started:	
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Who is your support network?
Write a list of people – your high 5 – who could help you and how to get hold of them



Remember, friends are great to talk to but sometimes we need to talk to an adult...

"Being kind to yourself is one of the greatest kindnesses," said the mole.