

THE TELFORD PRIORY SCHOOL



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BEHAVIOUR AND DISCIPLINE POLICY

The Telford Priory School Behaviour and Discipline Policy

INTRODUCTION

To be successful, a school must promote good behaviour among its students and create an orderly atmosphere for learning. This document sets out the main ways we achieve this at The Telford Priory School. It includes our *Code of Conduct for Students* and our *Anti-Bullying Policy* which outline the rules and guidance which we expect everyone to follow. It concludes by summarising the rewards and sanctions which we use. The policy should be read in conjunction with our 'Ensuring Excellence' document and the restraint, physical intervention policy and suicide prevention policy.

We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach.



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CODE OF CONDUCT FOR STUDENTS

At The Telford Priory School, students are expected to treat others as they would wish to be treated themselves, showing courtesy and consideration to fellow students, staff, visitors and local residents. The Code exists to ensure that students are able to concentrate on their learning in a safe, orderly and pleasant atmosphere. It should be followed whenever students are representing The Telford Priory School, including on the way to and from school, whether walking, cycling or using the bus.

IN CLASS

- Arrive at lessons punctually and enter the room in an orderly way using the 4 to enter procedure
- Bring all the necessary equipment so that you do not have to borrow from others
- Listen carefully to your teachers: follow their instructions and always try to answer their questions
- Take part in class and group discussions. Make your own contributions and listen to other students, showing respect for their views
- Work to the best of your ability and aim to complete all the tasks you have been set
- Take a pride in the appearance of your work
- Ask for help if you do not understand or if you are not sure what to do
- When working individually, concentrate on your own task; do not disturb other students
- When working as part of a group or team, support and co-operate with fellow students
- Complete and hand in all your **home learning and** Independent Learning Projects on time
- Be aware of the targets your teachers have set to improve your performance and push yourself to achieve them
- In practical areas, obey all safety rules and use appropriate safety equipment
- Play your part in creating a pleasant atmosphere for learning

AROUND SCHOOL AND IN THE COMMUNITY

- Enter and leave school sensibly
- Ride your bicycle sensibly both to and from school and always wear a helmet on the road
- Walk on the **left hand side on corridors** and especially on stairways
- Leave toilet areas clean and tidy and encourage others to do the same
- Help keep the school site and the surrounding streets attractive by not dropping litter; use the bins provided
- Finish eating and drinking before going to lessons. You may drink bottled water during lessons, **except in areas such as Science labs and computer rooms. No chewing gum is allowed on the school premises or energy drinks.**
- Smoking **or vaping** is not allowed on school premises or buses. Students should not smoke on the way to and from school nor whilst in school uniform. Smoking materials will be disposed of if found in school

PERSONAL APPEARANCE AND PROPERTY

- Always wear the correct school uniform, including blazer. Remember that a smart appearance helps create a good image for yourself and for the school
- Follow the guidelines on jewelry in the school uniform policy and avoid extreme hairstyles etc. If you are not sure what will be acceptable, ask your Head of House
- Outdoor coats, scarves or gloves should not be worn around the school building
- Look after your own belongings and respect those of other people

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- You may choose to bring items to school for your personal convenience or recreational use at break or lunchtime – e.g. pagers, phones, MP3/CD players or electronic games. You must ensure that these never disturb a lesson. These devices should be switched off in lessons and should not be visible. **They can only be used in the canteen or outside, failure to do this will result in confiscation.** Remember that these are valuable items and keep them with you. The school will not take responsibility for damaged or stolen property, this includes the PE area and outside during breaks, **devices should not be left in blazer pockets for example unattended.**
- Do not bring dangerous items to school, such as matches, **blades**, knives or fireworks. Bringing these or any other items to school which are dangerous could result in a fixed term or permanent exclusion from school. **This list of items is not exhaustive and if the school deems an item to be dangerous it has the right to issue a fixed term or permanent exclusion.**

If you bring medication to school, hand it in to the Main School Reception. Remember that the office can only give you medicine, such as painkillers if they have first received written permission from a parent/guardian. These forms can be obtained from the schools main office.

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REWARDS

We expect all students to behave well, work hard and achieve their full potential. All students like to be praised for their effort and achievement. There are many ways in which the academic, sporting, social and cultural achievements of students are celebrated.

At The Telford Priory School, we offer a range of rewards to:

- Recognise the value of students' regular attendance, achievement, effort, service, and leadership within the school
- Give positive encouragement to students to succeed and to contribute
- Enhance staff-student relationships within the school
- Improve students' sense of worth and self-confidence

All staff should use the reward systems to acknowledge achievement and positive behaviour and should encourage students to value and participate in the reward systems.

VERBAL PRAISE

Staff should aim to praise students as often as possible; a quick, simple, personal and effective reward, that makes students feel valued and that their efforts are acknowledged.

THE REWARDS SYSTEM

Go4Schools and Merit Points

The online rewards system is part of the wider electronic school management system operating within The Telford Priory School, known as 'Go4Schools.' Teachers award students electronic Merit points for a range of commendable reasons such as:

- Positive engagement in lessons or extended school events
- Content and presentation of both classwork and home learning, which can be graded above our expected standard
- Being a positive role model
- Achieving 100% attendance to school
- Demonstrating a 'can do' attitude
- Acting as an outstanding ambassador for The Telford Priory School
- Improvement in one or more of the following areas: literacy, numeracy and presentation
- Positive community participation

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Go4Schools Merits should be used consistently and fairly across the whole school and will be regularly monitored by the Senior Management Team, Heads of House and Tutors. Students should be encouraged to see the value of the rewards system and therefore strive to collect Go4Schools Merits in order to achieve Student of the Week status, Merit Book nominations and achievement certificates awarded in celebration assemblies.

Staff are given a budget of Merit Points to award each week and should aim to use their full weekly budget allocation, sharing them between students in all year groups. If staff require additional Merits in a particular week, they may contact the Rewards co-ordinator, who can increase their budget, if appropriate. Just like the students, staff can easily keep track of how much of their budget they have used from their Go4Schools homepage.

In addition to Go4Schools Merits, several other methods of rewarding students on a daily and weekly basis is encouraged. Student effort and achievement may be acknowledged with; a phone call home, Merit stickers and/or a letter home to parents/carers.

ASSEMBLIES

- Heads of House should use the weekly house assembly to celebrate success and promote the culture and ethos of the school and their individual house.
- Heads of House should review students' attendance weekly and announce and congratulate the tutor group with the highest attendance for the week and individual improvements/achievements
- Attendance certificates should be awarded half - termly to those students with 100% attendance

DISPLAY OF STUDENTS ACHIEVEMENTS

- Classroom displays - students' work should be praised and displayed to their class at time of completion. All staff should showcase students' work in their classroom area.
- Newspaper coverage - outstanding or unusual achievements should be referred to the Headteacher's P.A, in order that the local newspaper can be invited to cover the story; to acknowledge the achievement of individuals and to reinforce the positive profile of The Telford Priory School.
- In house promotion of positive achievement should also be shared with our own publicity team to ensure coverage via social media eg school website; Facebook; school newsletter and Twitter.

MERIT BOOK

The Merit Book is a weekly incentive which enables student recognition of personal achievement and effort in and out of school. Following nomination to the students Head of House, individuals are invited to meet with the Headteacher every Friday morning to celebrate their achievement and encouraged to record their success in writing within the Merit Book itself, alongside their photograph.

TPS HERO AWARD EVENINGS

Students achieving significant personal success in any aspect of the school curriculum will be invited with their parents to join one of the Award Evenings scheduled throughout the year, focusing on specific areas of curriculum study. Curriculum leaders are asked to nominate high achieving students in each year group who will receive a celebratory certificate and trophy, focusing on either personal Achievement or Effort. In addition, Heads of House / SLT will nominate one student overall who will be awarded the 'TPS Khaleel Award.'

ANNUAL PRESENTATION EVENING

This is held in November when former students are invited to school to celebrate all of their successes during their time at The Telford Priory School and to receive their GCSE Certificates. Prizes are awarded on this occasion to students for their academic, creative, social and sporting achievements throughout their time at The Telford Priory School and also to those students who have made a significant contribution to the school community. All staff are invited to contribute nominations for these prizes.

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CONSEQUENCE SYSTEM

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

When students behave inappropriately staff will provide them with what students don't want – a cool, mechanical, emotionless response. Emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately

Setting the scene for positive behaviour is key.

Staff will always use their Professional Best by (ref Ensuring Excellence):

- Implementing the assertive discipline policy
- Implementing agreed school routines
- Being consistent in the context of an understanding of the students' emotional and social backgrounds
- Building positive relationships with young people and be relentlessly optimistic
- Appreciating that one professional's actions can impact on the work of others – positively or negatively
 - Use the 'lighthouse effect'/eyes in back of head, remaining vigilant and knowing what students are doing all of the time
 - Take direct and prompt action on inappropriate behaviours in line with discipline policy
 - Insist on courtesy and politeness and model this
 - Keep things in perspective
 - Do not back children physically or figuratively into corners.
 - Contribute to ensuring the highest standards of behaviour and manners outside lessons
 - Practise and encourage mutual respect, fairness and friendliness
 - Always take opportunities to challenge prejudice
 - Never hold grudges
- Modelling our expectations
- Being a role model on duty and use this time as an opportunity to praise good behaviour and reinforce expectations
- Applying school policies fairly and consistently

STAFF WILL:

Positive role model – smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere.

Giving Achievements and Praise - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate – making sure that incidents have been dealt with from prior lessons. (Please clean your consequences boards at the end of the day). Students should be spoken to in the consequences detention.

Be consistent - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, C1". Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.

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The Consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequences system is not used because Ensuring Excellence is lived by us all.

Our Professional Best exemplifies and describes what we expect from each other as professionals in terms of excellent behaviour management. With these in place, there will be a limited need for the Consequences system.

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Consequences/Behaviour	Behaviour Management Dialogue/Strategies
<p>Warning – Rule Reminder</p> <p>A warning can be given to a group of individuals and also a class. Blanket warnings can be given for:</p> <ul style="list-style-type: none"> • Students not being ready to learn • Students talking upon entering the classroom • General ‘carrying on’ <p>Where the behaviour is particular to one student a blanket warning cannot be given for example:</p> <ul style="list-style-type: none"> • Poor levels of work and not working to their full potential 	<p>“Students you are talking, what is the rule about talking? If you choose to keep talking that is a C1”</p> <p>State what is happening and give rule reminders.</p> <p>Try and identify behaviour that is proactive/positive.</p> <p>Staff do not have to write the student’s name on the board at this point.</p>
<p>C1- First negative behaviour</p> <p>The student’s name must be written on the board at this point</p>	<p>“Philip you have continued to talk across the classroom”</p> <p>“Philip you are now on a C1”</p> <p>Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>
<p>C2 – Second negative behaviour</p>	<p>“Philip you have again continued to talk you have now moved to a C2”</p> <p>When you have given the verbal comment try speaking privately to the student. Getting down to the student’s eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.</p>
<p>C3 - Third negative behaviour</p> <p>This information should now be recorded on the students record on Go4schools</p>	<p>“Philip you are on the verge of leaving the lesson because you a not behaving correctly.”</p> <p>“Philip that is a C3 I would like you to now move seats as I do not want you to get a C4”</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time. • Moving seats – if this is possible • Offer different activities • Ask them to take a minute to think about their behaviour. • Ask the student if there are any pastoral support strategies they would like to use to prevent a further escalation e.g. think and return card.
<p>C4 - Fourth negative behaviour or immediate C4 for Health & Safety</p> <p>Teachers must inform students personally that they have a C4 detention</p> <p>This information should now be recorded on the students record on Go4schools</p>	<p>“Philip you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to the <i>DEPT RM which is in ...</i>”</p> <p>At this point the student must leave the room to the <i>IDENTIFIED DEPT</i> room. The student needs to leave with the C4 slip that identifies the dept room. STUDENTS WILL ALSO RECEIVE A ONE HOUR DEPT DETENTION AFTER SCHOOL. Parents will be informed before the detention takes place, via a text message where possible. Students are responsible for checking if they have a detention on the student notice board</p> <p>When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate. If a student does not attend a detention because they are ill the student must rearrange the detention when they return.</p>

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<p>C5- Fifth negative behaviour or immediate C5 for: Health and Safety Violence or threatening behaviour towards others Walking away from a member of staff Refusing to hand over items which are not allowed in the school Swearing in directly at staff Smoking or vaping C4 Escalation Incorrect School Uniform Internal Truancy/Truancy from school Rudeness to staff or other students Homophobic/Racist/Bullying incidents Calling another student Gay as a derogatory term Not attending a C4/C4 OTHER detention</p>	<p>Fifth misbehaviour (in THE DEPT RM or when returned to room) or an immediate C5 means that the student is sent to the Consequences room immediately for 5 sessions including 1 break and 1 lunch.</p> <p>Teachers must inform students immediately that they have a C5 and ensure that they attend the consequence room immediately or place a callout for support</p> <p>This information should now be recorded on the students record on Go4schools</p> <p>A phone call home will be made at the end of the day to inform parents of the C5. A one hour detention will also be arranged.</p>
<p>C6 referral The following things will not be tolerated and could result in a C6, this list is not exhaustive and are only examples Swearing at staff Violence or threatening behaviour towards staff Physical assault against another student Theft Homophobic/Racist/Bullying incidents Bringing banned items into school Bringing the school into disrepute whilst travelling to or from school eg.smoking/vaping in school uniform, being rude or threatening to members of the community</p>	<p>A C6 will be issued once the recommendation has been reviewed by the Deputy Head Relationships and approved by the Headteacher.</p> <p>If there is a situation that warrants exclusion then a fixed term exclusion will be issued. A phone call will be made home to inform parents/carers of the C6.</p> <p>Where possible the student will be informed of the reason for the exclusion before leaving school.</p> <p>Students, where possible, will always be given a work pack to take home. The relevant SSO will arrange the reintegration meeting and let the parents know when the student should return to school. Upon return the student will have a reintegration meeting and complete a day in the consequence room and a one hour detention.</p>
<p>The Consequences Room</p>	<p>Staff will be emailed a list of all students who are in the consequence room the following day. This will be received by 4pm.</p> <p>The rule, when in detention and in the Consequences room, is OCCUPY AND IGNORE. They must sit up.</p> <p>Staff should provide work and send it directly to the Consequences room</p>
<p>C4 OTHER</p> <p>C4 OTHER are immediate detentions where a student doesn't need to escalate through the system</p> <p>Students do not leave the lesson if they are given a C4 OTHER, they also fall outside of the reporting protocol, unless repetitive.</p>	<p>Reasons for a C4 OTHER:</p> <ul style="list-style-type: none"> Smoking by association Using a mobile phone, or any smart technology without permission Out of bounds Inappropriate behaviour in the canteen/in-between lessons Being late to the lesson (3 minutes) Uniform issues/ Make-up/Nail Polish Using ICT inappropriately – games etc

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C5 Truancy	This is given for a student not attending your lesson even though they are in school. Please ensure lesson-to-lesson registration is accurate and completed timely. Check your registers to identify whether absent students have been absent all day. They can also be issued if a student leaves your lesson without permission, or you see a student around the school anywhere they should not be.
Re-integration meeting	Reintegration meetings are held between the Headteacher and/or a member of SLT, any other pastoral staff as appropriate, the student and the parent/carer when a student returns from exclusion. At this meeting the student's behaviour will be discussed and ways to modify this behaviour will be explored. It will be reiterated the process a student will move through to go back into lessons one day in the consequence room and a one hour detention.

Guidance for following refusal to follow instructions– refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a C5, but they are asked twice to comply:

“Philip, can you please ...”

“Philip, are you refusing to follow a reasonable request to ...”

“Philip, you have refused to follow a reasonable request, this has resulted in a C5.”

DETENTIONS

The majority of students complete their school careers without ever receiving an after school detention. However, if a student is sanctioned with a C4 or C5, a one hour after school detention will be issued. Students will be supervised and given an appropriate task to complete. The pastoral team will inform parents/guardians where possible via text that a detention will take place. All detentions must be completed and it is the students' responsibility to check if they have a detention, if their name is on the detention register for the day, they will be expected to attend. If a student fails to attend an after school detention they will be in the consequence room the next day. Occasionally the texts that are sent to parents/carers are not received due to a variety of reasons eg phone numbers have been changed or people are out of signal, this does not mean that the detention won't stand, we expect students' to inform their parents as well that they have detention so they are taking ownership of their behaviour and we, as a school, expect all of our teachers to inform students if they have a detention. If there are any issues about detentions contact can be made via email with the student support team. tps.sso@taw.org.uk

CONSEQUENCE ROOM

The consequence room is used when a C5 sanction is issued. A student who is in the consequence room will report immediately to the consequence room upon the sounding of the first bell at 8.22am and will work in isolation, supervised by designated staff, throughout the school day. Their class teachers will be asked to send appropriate work to them which they will complete with support from the supervising member of staff. They may also spend part of this time discussing the reason for their internal exclusion and agreeing a way in which to move forward. Students will be allowed comfort breaks but will not be allowed to have a break time or lunch time with other students. Students will be supervised throughout lunchtime in the consequence room. Students will be given a choice of meal deals to order for their lunch. Students will spend 5 sessions which includes one break and one lunchtime in the consequence room. This can be extended via the Strategic Leadership Team. Parents will be notified at the end of the day if their child has been in the consequence room via a phone call. If a student misbehaves in or refuses to attend the consequence room then a C6 will be issued and the time in the consequence will start upon their return.

MANAGED MOVE

In extreme circumstances the school may discuss with parents the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a Permanent Exclusion and of providing students whose behaviour has either been repeatedly below expectation or has been extreme, this is an opportunity to have a fresh start. A Managed Move is dependent on another local school agreeing to take the student and a place is usually offered on a six week or twelve week trial basis before the student is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful.

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FIXED TERM EXCLUSION

The formal exclusion of a student as a temporary or permanent measure is the strongest sanction available and one which will never be used without considerable thought.

The school should provide our students with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, and calm and ordered. The sanction of exclusion will only be used when a student threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of exclusion means that it should act as a deterrent to those students who do not meet the standards of behaviour expected in school.

A student can be excluded from the school for a maximum of 45 days in any one school year.

Parents will be expected to attend a meeting at the school, usually with a member of the pastoral team or SLT, on the day of the student being readmitted.

Where possible, work will be set for students to complete at home during the exclusion period.

Any student considered to be at risk of permanent exclusion will be referred to the Head of House, who will review support strategies, including initiating CAF/TAC process; parents will be invited to contribute to this process.

PERMANENT EXCLUSIONS

This is the most severe sanction available to a school. As such it is very rarely used at The Telford Priory School and is reserved for the most grave or repeated breaches of discipline, where the Headteacher feels that the relationship between the school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Headteacher's decision to a panel of EAB members. Work will be set for the excluded student until the appeal has been heard.

APPEALS

Parents have the right to appeal to the EAB Board at all stages of exclusion from school. The EAB Body or the Local Authority (LA) has the power to reinstate a student who is excluded where the exclusion is for more than five days or is permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to appeal against an exclusion to the governing body and to the LA. If the student is excluded permanently, parents have a formal right of appeal to an independent appeals committee.

STUDENT TRANSFER WITHIN THE TELFORD HUB OF THE ACADEMY TRUST

To avoid a permanent exclusion parents may be offered the opportunity to transfer their child to another school within the Community Academies Trust. If this is agreed between the school and the parent the student will move to the new school immediately.

POOR BEHAVIOUR OUTSIDE OF SCHOOL

When dealing with an 'out of school' incident, the HOUSE team will investigate and consult the Assistant Head (Relationships) or the Deputy Head (Relationships) regarding action to be taken.

Students may be disciplined for misbehaviour when:

- Taking part in any school-organised/school-related activity
- Travelling to or from school
- Wearing school uniform
- They are in some other way identifiable as a student at The Telford Priory School
- Their behaviour could have repercussions for the orderly running of the school
- Their behaviour poses a threat to another student/member of the public

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- Their behaviour could adversely affect the reputation of the school

HOME AND SCHOOL COMMUNICATION

The huge majority of our students receive rewards throughout their time at The Telford Priory School because they continue to be well-motivated, self-disciplined and hard-working. However, some students do experience problems or go through a difficult time at some point in their school careers. Loss of motivation or deterioration in behaviour can have a variety of causes and we always try to establish the precise circumstances of each individual case. Whenever possible, we aim to avoid the use of serious punishments by contacting home and inviting parents into school to discuss what is going wrong and how it can be put right. By working together at an early stage we can usually sort out the problem.

MOBILE PHONE POLICY

Whereas many schools ban students from bringing mobile phones to school, we have never felt this to be an appropriate approach for our students. We appreciate that many parents want their children to have phones for safety reasons and ease of contact. We also want to encourage our students to embrace new technologies, recognising that smart phones can and do have their place in 21st century education.

However, while we are happy to encourage our students to make the very most of such technology as an aid to learning, we also make it clear to them that phones should be switched off and not visible during lessons, unless the class teacher specifically gives permission for them to do otherwise.

On occasions, teachers may permit students to use their mobile phones for educational purposes, such as researching a topic on the Internet or using the calculator. However, students are not permitted to access or send messages or to email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission from the teacher.

If a teacher feels that a mobile phone is being used inappropriately in a lesson and is not contributing to learning, the teacher should confiscate the phone and the student will have to collect it from Reception at the end of the school day. This sanction will be recorded on the student's school behaviour record and a C4 other will be issued.

COMBATTING BULLYING

Bullying can be defined as 'a persistent, deliberate attempt to hurt or humiliate someone'. At The Telford Priory School we do everything we can to prevent bullying, working on the principles outlined in our Anti Bullying Policy which can be found on our website.

APPENDIX

LEGISLATION & WHAT THE LAW ALLOWS

LEGISLATION

- *Education Act 2006*
- *School Standards and Framework Act 1998*
- *Education Act 2002*
- *Education and Inspection Act 2006*
- *Equality Act 2010*
- *Education Act 2011*

DEPARTMENT FOR EDUCATION DOCUMENTATION

- Behaviour and Discipline in Schools: A Guide for Head teachers and School Staff
- Behaviour and Discipline in Schools: Guidance for Governing Bodies
- Getting the Simple Things Right: Charlie Taylor's Behaviour Checklists
- Searching, Screening and Confiscation: Advice for Head teachers, School Staff and Governing Bodies
- Use of Reasonable Force – advice for school leaders, staff and governing bodies
- Exclusion from Maintained schools, academies and Student Referral units in England

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DISCIPLINE IN SCHOOLS – ALL PAID STAFFS’ POWERS

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instruction (*Section 91 of the Education and Inspectors Act 2006*).

This power also applies to all paid staff with responsibility for students. Throughout this policy:

- Teacher should be read to mean all paid staff unless specifically stated otherwise
- The Telford Priory School can discipline students for unacceptable behaviours in school or elsewhere under the charge of a teacher including on school trips
- The Telford Priory School can discipline students for unacceptable behaviour outside school
- Staff have a specific legal power to impose detention outside school hours
- The Telford Priory School can confiscate student property

WHAT THE LAW ALLOWS IN SCHOOLS

PUNISHING POOR BEHAVIOUR

All paid staff can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the member of staff can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, *Section 91 of the Education and Inspections Act 2006* says the penalty must be reasonable in all the circumstances and that account must be taken of the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them. All students in mainstream environment are subject to the same sanctions and rewards. The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

CORPORAL PUNISHMENT IS ILLEGAL IN ALL CIRCUMSTANCES

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

STUDENTS’ CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS’ POWERS. WHAT THE LAW ALLOWS

Teachers have the power to discipline students for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspectors Act 2006* gives Headteacher a specific statutory power to regulate student behaviour in these circumstance to such an extent as is reasonable.

DETENTIONS – WHAT THE LAW ALLOWS

Teachers have a power to issue detention to students (aged under-18). Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

- Any school day where the student does not have permission to be absent;

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- Weekends – except the weekend preceding or following the half term break; and
- Non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

The Headteacher can decide which members of staff can put students in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

MATTERS SCHOOLS SHOULD CONSIDER WHEN IMPOSING DETENTIONS

- Parental consent is not required for detentions
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet

DETENTIONS OUTSIDE SCHOOL HOURS

School staff should not issue a detention where they know that doing so would compromise a child's safety.

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from students:

- **The general power to discipline**
This enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully
- **Power to search without consent for ‘prohibited items’**
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which maybe searched for. Weapons and knives and extreme or child pornography and illegal drugs must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

POWER TO USE REASONABLE RESTRAINT

Members of staff have the power to use reasonable restraint to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

USE OF ISOLATION

Schools can adopt a policy which allows disruptive students to be placed in isolation away from other students for a limited period. If a school uses isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy.

As with other disciplinary penalties, schools must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other students. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and

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if it reduces the risk presented by the child to themselves and others. The school must also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare.

It is for individual schools to decide how long a student should be kept in isolation and for the staff member in charge to determine what students may and may not do during the time they are there. Schools should ensure that students are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools must allow students time to eat or use the toilet.

ANTI-BULLYING POLICY

The aim of The Telford Priory School Anti-Bullying Policy is to prevent abuse of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, students and parents should have an understanding of what bullying is and be familiar with the school policy on bullying; therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

DEFINITION OF BULLYING

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and intentionally hurts another student or group physically or emotionally, where it is difficult for those being bullied to defend themselves, and is often motivated by prejudice. Examples of unacceptable behaviour include:

- physical assault
- verbal abuse, by name calling, teasing or making offensive remarks
- cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail
- indirect emotional tormenting by excluding from social groups or spreading malicious rumours

Bullying may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or that which has a focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.

BULLYING OUTSIDE SCHOOL PREMISES

The Headteacher has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the town centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or community support officers.

WHAT SHOULD YOU DO IF BULLYING ABUSE IS TAKING PLACE?

If you are being bullied or you know of someone else being abused – **TELL SOMEONE**. Don't blame yourself for what has happened.

Remember:

- Tell your parents and in school tell your form tutor or any other adult you trust
- If it is urgent **TELL** the nearest adult. If they do not listen **TELL SOMEONE ELSE. DON'T GIVE UP. IF YOU DON'T TELL, THINGS COULD GET WORSE**
- Walk away from any dangerous situation and **GET HELP**

AS WELL AS TELLING, YOU CAN HELP STOP BULLYING BY:

- Being friendly towards people you know are being bullied, including them in your discussions, break-times and lunchtimes

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- Not laughing when someone is being abused
- Saying out loud that you don't like what is going on
- Not joining in
- Letting an adult know if you see someone else being bullied

FOR PARENTS

Things to look out for in victims of bullying:

Regularly feeling sick or unwell in the morning

- Reluctance to make the journey to and from school
- Money or possessions going missing
- Clothes or school bag torn
- Wanting extra pocket money for no particular reason
- Unexplained cuts and bruises
- Taking different routes to school
- Unexplained behaviour changes, e.g. moody, bad tempered, tearful
- Unhappiness
- Nightmares
- Not wanting to leave the house
- Reluctance to talk openly about school friends and playtimes

WHAT YOU SHOULD DO IF YOU THINK YOUR CHILD IS A VICTIM OF BULLYING

- Calmly talk with your child about his/her experience
- Make a note of what your child says – particularly who was said to be involved; how often the abuse has occurred, where it happened and what has happened
- Reassure your child that he/she has done the right thing in telling you about the abuse and that there is nothing wrong with him/her
- Encourage your child to report any incidents of bullying to a teacher immediately
- Make an appointment to see your child's Head of House even if your child is reluctant that you do so

WE CAN ONLY DO SOMETHING IF WE KNOW THERE IS A PROBLEM

- Explain to the teacher the problems your child is experiencing
- Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature

ANTI-BULLYING PROCEDURES

All students are encouraged to feel it is right to tell someone if they are being abused or if someone they know is. Incidents of bullying will be referred to House staff and dealt with quickly and appropriately.

Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore incidents of bullying should be referred to the appropriate House Team as quickly as possible.

STAFF SUSPECTING AN INCIDENT OF BULLYING SHOULD:

- Reassure the young person that their concerns are being taken seriously and will be investigated
- Contact the relevant Student Support Officer or Head of House as soon as possible with details of the incident
- Record the incident details on the school's electronic recording system as an 'Incident'. House Leaders will investigate all reported incidents of peer abuse using the following procedure:

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Appropriate students will be interviewed by the relevant house leader and statements taken

If the investigation confirms a bullying incident has taken place the house leader will enter the incident on CPOMs

Appropriate sanctions will be used for the perpetrator/s

Parents of the victim and perpetrator will be notified immediately and support will be given by the student support officer. The incident will be reviewed regularly with regular contact with the victim and parents (timing appropriate to individual situations)

THE ROLE OF THE PEER MENTORS

The trained ambassadors will often be the first point of contact for students who feel they are the victims of bullying. Ambassadors will be easily identified around the school site by wearing a Peer Mentor badge.

The ambassadors will be able to:

- Listen to and provide support for fellow students
- Share concerns about vulnerable students with House Teams/Peer Mentor coordinator (always with a commitment to maintaining confidentiality whenever possible)
- Signpost students to other support services available
- Show commitment to the Peer Mentor scheme and recruit new students to the scheme
- Be involved in regular monitoring of the scheme
- Work together with House Teams, staff and students in promoting good citizenship and inclusion throughout the school

The Peer Mentors will meet as a group with the designated Peer Mentor Co-ordinator every half term to reinforce their training, share experiences, feedback on the programme and make suggestions for improvements.

Recruitment and training of new Peer Mentors will take place annually in a programme co-ordinated by the Peer Mentor Co-ordinator.

SANCTIONS

Bullying in any form will not be tolerated at The Telford Priory School and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept fully informed of the outcome of such investigations. Sanctions applied will depend upon the individual incident but may include:

- Alteration to seating plans within teaching groups
- After school detentions
- Restricting access to the school site or classrooms
- Internal exclusion
- Exclusion from school site at lunchtime for a fixed period of time
- Transfer of form group or teaching group
- In serious cases the school will consider a fixed term exclusion/permanent exclusion

Useful Websites

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.need2know.co.uk/beatbullying

www.diana-award.org.uk

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Consequences of Behaviour – Code of Conduct

THIS MUST BE COPIED OUT BY ALL STUDENTS AT THE BEGINNING OF A DETENTION

The **Consequences of Behaviour** programme is central to the way our school operates. It helps all members of the school community feel secure because we are really clear about what behaviour is unacceptable and what the consequences will be. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

- **Consequences of Behaviour** exists to allow teachers to teach and all students to learn
- **Consequences of Behaviour** is a consistent, fair and positive system which is applied in all lessons across all subjects
- **Consequences of Behaviour** means that positive behaviour is praised. However, everyone is clear about the consequences for negative behaviour
- Praise recognised by our Merit system is the most important aspect of **Consequences of Behaviour**. Students should try hard to gain Merits in all lessons and staff will always aim to award more Merits than **consequences**.
- Students will always receive a warning about their behaviour before any **consequences** are issued to them.
- During lessons, students who receive **consequences** will have their names displayed on the **consequences** board
- Students must change their behaviour in any lesson where a C1 has been issued otherwise a C2 will be given. If students choose not to change their behaviour it will result in a C3, the final warning. By continuing their negative behaviour the student is given a C4. This means a removal from the lesson to another classroom in the Department and a one hour detention
- Failure to arrive promptly or to behave appropriately with the teacher in the other classroom will result in a C5 being issued
- Failure to complete or to behave appropriately in a C4 detention results in a C5 which is a day in the Consequences room at a later date
- Failure to report to the **Consequences room** before the start of the school day on the date given will result in extended time in the consequence room
- The **Consequences room** is a place for students to reflect on the serious consequences of their behaviour.
- **REMEMBER – ONCE A CONSEQUENCE HAS BEEN ISSUED IT WILL ONLY BE CANCELLED IN EXCEPTIONAL CIRCUMSTANCES**
- **Consequences of Behaviour** will be used alongside Merits and our reporting systems to monitor and track all students
- Any student receiving a high number of Merits will be given a 1 or 2 in that particular subject on their report for behaviour
- Any student who receives a C4 in a subject must be given a 4 for behaviour on their next report. Any student who receives a C5 in a subject must be given a 5 on the next report for behaviour