

# Burscough Priory Academy



## Rewards and Behaviour Policy September 2018- 2019

**Burscough Priory Academy  
Trevor Road  
Burscough  
Lancashire  
L40 7RZ**

**Our Vision and Strategic Aims**

Burscough Priory Academy is a school within Endeavour Learning Trust. We work to the following overarching strategic aims to provide:

- **A world class education for all** our students, regardless of ability or background, which builds resilience, confidence and drive, in an ever changing world
- **A workforce of the highest calibre**, with a winning combination of teamwork, skill, experience, passion and **an unwavering commitment to excellence**
- **A relentless focus on individual and collective improvement** and personal and professional development, in **an ethos of high expectations** and personal ambition
- The moral imperative to ensure that no child is left behind and no individual is overlooked in their uniqueness and distinctive potential
- **A nurturing environment**, where everyone feels safe and valued and where we get the balance right between **encouragement and support and stretch and challenge**, so that all of us can aim high and work together to make those aspirations a reality
- **A genuine commitment to foster partnerships**, across our family of schools, with our parents, other strategic partners and our wider communities

*\*Please note that the use of the term 'Headteacher' in this document can refer to the Executive Headteacher, their appointed representative or the Head of School*

## **Our Behaviour and Rewards Policy Aims**

This policy has been formulated in relation to the Board of Trustees's Statement of Ethos and Strategic Aims. The purpose of the Behaviour and Rewards Policy is to:

- Promote self-discipline and a proper regard for authority amongst students
- Encourage good behaviour and respect for others and to prevent all forms of bullying between students
- Secure that the standard of behaviour is acceptable.

In addition, the Behaviour and Rewards Policy seeks to:

- Ensure that the rewards and standards are consistently and fairly applied
- Define the standards of behaviour the school expects
- Ensure that sanctions are proportionate to the offence and enable students to make reparation where possible.

In pursuit of the above aims we expect students to take responsibility for their own learning and behaviour. For this to take place, staff and students should work to an agreed set of standards. We want to create an ethos that celebrates and reinforces achievement of those standards and which identifies the consequences of a failure to work towards them.

This policy will therefore attempt to balance rewards and sanctions and create the conditions in school in which effective teaching and learning can take place in an atmosphere of mutual respect.

To ensure the success of this policy, Burscough Priory Academy seeks to build a partnership between the school and parents. The school will seek to inform parents of rewards and sanctions and will seek to involve parents in a more active way in managing the behaviour of their children.

As part of this commitment Burscough Priory Academy undertakes to involve parents and Governors in the review and evaluation of this Behaviour Policy on a regular basis. Staff will also be included in the review and evaluation of this policy as will the Student Council.

The measures contained within this policy include measures to regulate the conduct of students when they are not on the premises and are not under the control or charge of a member of the school staff. This includes behaviour to and from school, on work experience, on placements for alternative provision, on college placements, on school trips and any other occasion when students are not on the school premises but are under the reasonable charge of the school or can be connected to the school, for example whilst wearing the school uniform or broadcasting membership of the school on social media.

Please note that this policy refers to SIMS which is the school's information management system which contains all student related information. The use of SIMS is governed by the school's policies for Data Protection and Freedom of Information.

This policy also has regard to DfE guidance, including, but not limited to, the following,

- DfE 'Behaviour and discipline in schools' 2016
- DfE Searching, screening and confiscation at school

## **We Aim to Promote Outstanding Standards in:**

1. Positive working relationships that promote outstanding behaviour for learning
2. Engagement in learning
3. Ensuring that all students have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
4. Conduct around the school
5. Behaviour towards, and respect for, other young people and for adults which includes freedom from bullying and harassment that may include:
  - cyber- bullying
  - disability
  - gender reassignment
  - gender/gender identity
  - race
  - religion and belief
  - sexual orientation
  - special educational/additional needs
6. Students' ability to assess and manage risk appropriately and to keep themselves safe
7. Students' attendance and punctuality at school and in lessons
8. How well we ensure the systematic and consistent management of behaviour.

## **Our Rewards Vision**

The rewards policy aims to create the conditions in which students are supported to 'become the best they can be' whilst feeling 'valued' in doing this. To this end the policy has been developed to;

- Acknowledge and reward the 'positive' contributions and/or 'impact' made by students in the classroom
- Acknowledge and reward 'outstanding' progress made by students in lessons;
- Encourage and acknowledge consistently 'Good' and 'Excellent' engagement in learning for each subject;
- Acknowledge the importance of good attendance;
- Acknowledge and reward students who make a special contribution to school events or aspects of school life;
- Ensure that achievement points and rewards are consistently and fairly applied;
- Promote students understanding of how they can develop as effective learners and individuals
- Develop a sense of community and acknowledge team achievements
- Celebrate success

## **Achieving Rewards**

### **Achieving Individual Rewards**

Every student has the opportunity to regularly achieve points in recognition of their contributions, effort, achievements and progress. These points are consistently and fairly awarded to each student's individual total throughout the year in the following ways:

#### *Classroom Points*

- Achievable every lesson and are awarded by the classroom teacher

- Between 1 and 2 points can be awarded depending on whether the student has made a positive impact on the lesson or has made progress beyond that which is ordinarily expected

#### *Student Report Points*

- Achievable when a report cycle data collection is closed (6 times per year)
- Based on the engagement in learning consistently demonstrated by students in each subject
- 10 points are awarded for each 'excellent' judgement achieved in engagement in learning
- 5 points are awarded for each 'good' judgement achieved in engagement in learning

#### *100% Attendance*

- Achievable at the end of each term
- 10 points awarded at the end of each term for students with a 100% attendance record in that term

#### *Faculty Special Recognition (Faculty Stars)*

- Achievable at the end of each month or half term
- Students receive 10 points at the end of each month or 15 points at the end of a half term for each faculty where a student is awarded with a faculty star within that month/ term

#### *Special Contribution*

- Achievable throughout the year
- 5 points for participating and/or assisting in events such as Open Evening and Parents Evenings

### **Receiving Rewards**

#### ***Receiving Individual Rewards***

At the end of each term the student point's totals will be used to reward students. Whilst each student's point total will continually run throughout the year, only the points achieved within each term will be used to determine the prizes awarded at the end of that term. The rewards will fall into three categories as follows:

#### ***Gold***

The top individual points achiever, along with the next highest male and female points achiever, from each year (15 students) will be taken on a rewards trip to take part in a paid for social activity such as bowling, ice skating, etc. They will also be provided with a free VIP lunch meal and have their names put into a random prize draw to win prizes such as an eBook voucher.

#### ***Silver***

The next highest points achiever, along with the next highest male and female points achiever, from each year (15 students) who did not receive a gold award will be provided with a free VIP lunch meal and have their names put into a random prize draw to win prizes such as an eBook voucher.

### **Bronze**

The top 20 points achievers from each year will have their names put into a random prize draw to win prizes such as an eBook voucher.

#### **Receiving Team Rewards**

- At the end of each term the points total of each tutor group will be used to reward the top achieving tutor group within each year.

#### **Celebrating Success**

At the end of each term, each house will hold a rewards assembly to recognise and celebrate the successes of individuals and tutor groups within that house during that term.

At the end of the year the house which has accumulated the most points throughout the year will be acknowledged at the end of year assembly.

#### **Communicating Success with Home**

To ensure the success of this policy, Burscough Priory Academy seeks to build a partnership between the school and parents. The school will seek to inform parents of achievement points obtained by their child and notify them when rewards are achieved. This will involve parents in a more active way to be able to support their child accumulate points towards rewards.

## RECEIVE REWARDS

### GOLD

Top 3 students in each year group enjoy Social trip, as well as receiving Silver and Bronze.

### SILVER

Next 3 students in each year group enjoy a free VIP lunch meal as well as Bronze.

### BRONZE

Next 3 students in each year group entered into prizes draw.

## EARN ACHIEVEMENT POINTS

+10

### Excellent Impact

'Excellent' Engagement on a report, Faculty Star, 100% Attendance

+5

### Good Impact

'Good' Engagement on a report, Special Contribution

+2

### Excellent Progress

Beyond that which is normally achieved

+1

### Positive

Impact, Response, Behaviour In the classroom

**“THE FUTURE IS NOT A GIFT, IT IS AN ACHIEVEMENT”**

## **Ensuring Good Behaviour in Schools – The National Context**

The Government gives schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- All students to show respect and courtesy towards teachers and other staff and towards each other
- Parents to encourage their children to show that respect and support the school's authority to discipline its students
- Head Teachers to help to create a culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school
- Governing Bodies/Board of Trustees and Head Teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation
- That every teacher will be good at managing and improving a child's behaviour.

### **Managing Behaviour**

Every school must have a behaviour policy. The Board of Trustees is responsible for setting general principles that inform the behaviour policy. The Board of Trustees must consult the Headteacher, school staff, parents and students when developing these principles.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of students at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among students. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and students on an annual basis.

### **Powers to Discipline**

The 'Power to Discipline' essentially means having the authority to apply the Behaviour and Rewards Policy. School staff (including teachers, supply/cover teachers, teaching assistants, trainee teachers and other paid staff in the school community) have the power to discipline students whose behaviour falls short of the standards expected, who break the school rules or who fail to follow a reasonable instruction.

The power to discipline applies to student behaviour in school and outside school. The measures contained within this policy can therefore include measures to regulate the conduct of students when they are not on the premises and are not under the control or charge of a member of school staff. This includes behaviour that is deemed to bring the school into disrepute away from the school site or outside school hours when students are identifiable as Burscough Priory Academy students, as detailed earlier in this policy.

### **Sanctions**

School staff can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a student's property; and detention. Headteachers can also decide to internally exclude (isolate within school) or externally exclude a student for a fixed period (to suspend) or to permanently exclude them.

## **Searching Students**

School staff can search students with their consent. Students who refuse to be searched can be dealt with as if the suspected items are in the possession of the student, when other evidence indicates this might be the case and the student is unwilling to prove otherwise, by consenting to a thorough search.

The Headteacher and staff authorised by the Headteacher have the power to search students or their possessions without consent, where they suspect the student has items such as cigarettes, matches/lighters, alcohol, illegal drugs, weapons and/or stolen items. This will only ever be done with two adults present.

## **Use of Reasonable Force**

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

## **Allegations of Abuse against Staff**

Allegations of abuse must be taken seriously and we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and appropriately supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality while an allegation is being investigated.

Suspension of staff against whom an allegation has been made will not be used as an automatic response when an allegation has been reported.

Disciplinary action will be taken against students who are found to have made malicious accusations against school staff in proportion to the event at the discretion of the Headteacher.

## **External Exclusion**

The Headteacher decides whether to exclude a student, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Depending on the length of exclusion parents may have the right to make representations to the Board of Trustees (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Schools are under a duty to make every effort to provide suitable alternative education for the excluded student from the sixth school day of any fixed term exclusion of more than five consecutive school days. At Burscough Priory Academy we will endeavour to ensure that academic progress is maintained in the event of a fixed period of exclusion. Work will be set and provided by class teachers for all lessons missed as soon as is reasonably possible at the time of the exclusion. Work completed during the exclusion will be assessed in the usual way.

## Parents

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty notice.

Parents must also ensure that their child attends the suitable education alternative that may be provided from the sixth day of exclusion. If they do not, the school or local authority may ask them to sign a parenting contract, may issue a penalty notice or the local authority may prosecute them.

It is usual for parents to attend a reintegration interview following any fixed term exclusion which is at the discretion of the school. The school reserves the right to internally exclude, or extend the fixed term exclusion until such time as a suitable reintegration meeting has been held or until agreement is reached about suitable arrangements going forward.

Failure to attend a reintegration meeting may make it more likely that the court will impose a parenting order if the school or local authority applies for one.

## School Rules

In order to achieve clarity and consistency there is a basic set of school rules which can be used in the management of students in and around school. Classroom management, Staff Duty rotas and Student Teams will be used to support School Rules. These rules include the following:

### Students Leaving School Site during the Day

- Students are not allowed 'off-site' without permission from a member of the Senior Leadership Team at any time following their arrival on-site in a morning until 3.20pm in the afternoon. Where permission is granted to leave the school site during the school day, students must sign out and in at the school reception.
- Students allowed 'off-site' must be accompanied by a family contact person defined by the list in the school information management system or have verbal permission from that family contact.
- Students who leave school for lunch must sign out and return to school via reception and must only go home for lunch.
- Permission to go home for lunch is therefore at the discretion of the Head Teacher, for example if these rules are not adhered to or punctuality on returning to school becomes an issue, permission to go home may be removed.

## Start of Day

Students are allowed to use areas set aside for their use before the start of school. This includes 'outside areas': the main canteen and use of the main corridor toilets.

- The main canteen will serve food from 7:45am until 8.40am.
- Staff Duties begin at 8.30am students are **unsupervised** unless they are in Breakfast Club.

- Students should only enter the hall with permission when the duty team leader has deemed the weather to be sufficiently inclement and there is a member of staff on duty
- Students are not allowed access to other areas until the first bell rings at 8.45am when they are to make their way promptly to registration.

### **Break and Lunchtime**

- Staff Duty Teams will be working at break, lunchtime and after school.
- Students are allowed to use areas set aside for their use at break and lunchtime. This will include designated areas, Year 11 Common Room (ROSLA) and the Main Dining room.
- The main hall will only be used when the duty team leader has deemed the weather to be sufficiently 'inclement'.
- Students must move to tutor time or assembly after lunch immediately on hearing the bell.
- Students are not allowed to play ball games apart from during the warmer weather on a designated area of the field, when the SLT have deemed the fields to be suitable.
- At break time and lunch students are not to enter areas defined as *out of bounds* which are:
  - Classrooms
  - Stairwells and corridors
  - The area behind Science and Technology.
  - Off school site
- Students are only allowed to eat lunch in designated eating areas.

### **Breaks and Lunchtimes in Bad and Inclement Weather**

- Inclement weather can include persistent high winds, low temperature, rain, snow and ice.
- When extreme weather conditions are declared students must use areas as directed that provide cover.
- Duty staff will be on duty in each of the areas and these will include:
  - The Hall
  - Year 11 Common Room (ROSLA)
  - The Dining Room

### **Access areas**

At the start and end of the day students should enter/leave school through the side gate by the ROSLA building.

Students will only access the main entrance with permission from staff, to sign in late **after** the gates are locked or to sign out for an appointment.

### **Arrival at lessons**

The school day is as follows:

8:45 am	Movement bell
8:50 am -8:55 am	Registration
8:55 am– 9:55 am	Lesson 1
9:55 am– 10:55 am	Lesson 2
10:55 am - 11:10 am	Break time
11:10 am – 12:10 pm	Lesson 3
12:10 pm – 1:10 pm	Lesson 4
1:10 pm – 1:55 pm	Lunch time
1:55 pm – 2:20 pm	Afternoon registration/assembly
2:20 pm – 3:20 pm	Lesson 5

- Students must arrive on time (lateness to lesson will be recorded and potential sanctions applied) and wearing uniform correctly.
- Students are expected to arrive prepared for work and maintain high levels of organisation with regard to equipment and homework.

#### **Other Standards and Behaviour Expectations**

- Eating and drinking is not allowed in lessons unless it forms part of an organised activity, with the exception of water bottles which must be transparent.
- Fizzy drinks are not allowed at any time.
- Digital equipment and devices that can access the internet including phones/music players/watches/games consoles etc. are not allowed out/must not be switched on in school. If an item is seen/heard it will be confiscated until the end of the day without exception. The item will be placed in reception – See ‘Confiscating Student Property’ below.
- If banned equipment is confiscated more than once then the consequences escalate depending on the frequency of confiscation. The school reserves the right to retain confiscated items until parents can collect, in these cases.
- Regular offenders can be told to hand in phones etc on arrival to school on a daily basis if necessary.
- If students refuse to hand the equipment over, then staff should follow procedures for refusing to follow instructions.
- Misuse of ICT falls under the ICT acceptable use policy and the specifics will be treated under procedures for serious incidents.

#### **Students will only be allowed to leave classes with the permission of the class teacher to:**

1. Access the toilet (in extreme circumstances following permission from the teacher)
2. Return registers in the event of electronic registration failing (one student only)
3. To sign out at the reception as part of a pre-arranged appointment
4. To conduct Prefect or Student Council business
5. When the student is deemed to be sufficiently ill/injured to warrant additional attention. In these situation, students should be accompanied by another student.
  - Under no circumstances will more than one student be allowed out of class at one time unless there is a medical issue that cannot wait for collection by a member of staff.
  - Students will not be allowed out to fill water bottles.

- Students will not be sent out as a behaviour management strategy. In these circumstances collection will be requested.
- Staff will keep a clear record of when a student leaves class and the time they return.

### **Supporting a Positive Climate for Learning in the Classroom**

The teacher is responsible for classroom management and creating a positive climate for learning. This addresses aims of promoting outstanding attitudes to learning and conduct in lessons so that behaviour is managed and expectations of students ensure that all students have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

- Staff at Burscough Priory use language in a way that builds relationships and raises students' self-esteem
- Teachers at Burscough Priory plan lessons to ensure the appropriate provision for identified students by incorporating that information provided within published plans e.g. Pupil Passports/ Additional Information / Care Plans
- Staff at Burscough Priory are expected where necessary to consider solutions to improve the climate for learning, or discuss such issues with colleagues, and adjust teaching and learning strategies based upon advice given.

### **Classroom Checklist**

- Meet and greet students.
- Know the names of children.
- Know the names and roles of any adults in class and delegate appropriately.
- Follow the school Behaviour Policy.
- Have a plan for children who may be likely to disengage.
- Ensure other adults in the class know the plan.
- Understand and plan for students' special needs.
- Teach children the class routines.
- Tactically ignore if appropriate.

### **Behaviour Checklist for Students**

- To enable everyone to get on with learning quickly and to ensure everyone learns in the best possible way, these are the guidelines, which explain how everyone should behave in a classroom.
- Arrive at lesson on time, in full school uniform and fully equipped for the lesson.
- Enter the classroom quietly when the teacher asks them to.
- Go to your designated place and take out your equipment.
- No chewing or eating in class.
- Remain in your seat unless asked to move by a teacher.
- Listen to the teacher's instructions in silence.
- Listen respectfully to the views of other learners.
- Respect other people's views, possessions and the classroom environment including resources.

- Avoid all forms of distraction.
- Pack away equipment only when asked to do so.
- Stand quietly and wait to be dismissed, leaving in an orderly manner.

## Sanctions

Teachers should establish a positive learning environment and reward wherever possible by managing classroom behaviour in an inclusive, encouraging and professional manner. Our aim is to keep the student in the room and engaged in learning. Various 'Behaviour for Learning' techniques are employed to involve the students in their learning if they are off task. These can include praising good behaviour elsewhere, distraction (getting the student to focus on something new so that they leave the off-task behaviour behind), cajoling, tactical ignoring and so on. However, having employed these strategies if the teacher feels that the student is not making progress within the classroom and is preventing the progress of others then the following system should be employed:

Stage 1 Warning	Students who are disrupting the learning of themselves or others should have this behaviour brought to the attention of the student and they should be issued with a warning of future conduct and encouraged to engage with learning. The teacher must be confident that the student is aware that they have received and understood the warning.
Stage 2 Removal	If the same student resumes behaviour that is disruptive to the learning of themselves or others, then the member of staff should ring for the student to be removed. Work which allows the student to access the learning outcomes of the lesson without teacher input, must be ready for collection with the student, along with a completed removal slip.

## Removal from lesson

If a student has been removed from lesson it is then expected that the teacher will ensure that the work set is appropriate and ready at the point of collection. It is also the teachers' responsibility to ensure that they discuss the removal with the student at an appropriate time after the removal so that the professional relationship between the teacher and the student is not adversely affected if required.

Once a student has been removed a conversation will take place with the student about why they have been removed. The aim of this initial intervention is to ensure that the student reflects and understands what they could have done differently to avoid being removed and to take ownership of their choices. Discussion will then take place regarding the work set to ensure the student understands what they need to do to achieve the learning outcomes. The student will complete the work in the Isolated Learning Room.

## Repeated Warnings without Removal

Some students may receive a number of warnings throughout the week which do not escalate to a removal. In order to address this, teachers will record these warnings on the system if the warning has not escalated to a removal. Any student who receives four or more warnings in a week, in the classroom or in unstructured time, (Thursday morning to end of Wednesday) that have not escalated to a removal will receive a detention with a member of the Senior Leadership Team (SLT) on a Friday after school.

## The School Behaviour Points System

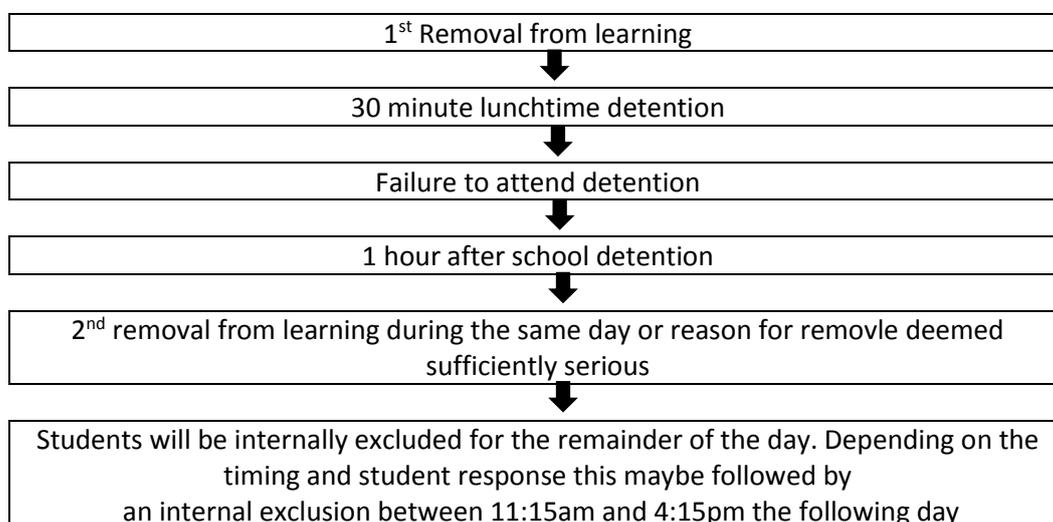
Behaviour points will be allocated for the following types of behaviour:

Behaviour Warning given  
Lack of equipment  
Failure to have planner  
Late without good reason  
Incorrect uniform  
Make up/nail varnish/hair/jewellery  
Missed homework / Coursework  
Subject Detention Missed  
Confiscation of electronic device  
Swearing when overheard by staff  
Pastoral/Intervention Detention  
Loss of report card  
Out of bounds on site  
Failure to respect school property  
Inappropriate conduct whilst wearing school uniform  
Internal Exclusion/External Exclusion

## Managing Persistent Poor Behaviour Which Disrupts the Progress of Others

Where poor behaviour is repeatedly exhibited students will move through our behaviour hierarchy.

Students who have been removed will then be subject to the systems and sanctions described below:



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Students who misbehave during any internal exclusion and/or detention may be retained on internal exclusion at another school. It may also escalate to a fixed term external exclusion

Students who persistently receive warnings or removals, or have been on internal or external exclusion will be placed on a report. In the first instance this maybe with the Pastoral and Behaviour Manager. If behaviour does not improve this will escalate.

### **Unstructured Time**

Examples of unacceptable behaviour that will lead to warnings:

- General boisterous behaviour
- Littering
- Food throwing
- Bottle throwing/kicking
- Spraying drinks
- Inappropriate kissing and petting
- Wrestling/play fighting
- Swearing
- Accessing out of bounds areas

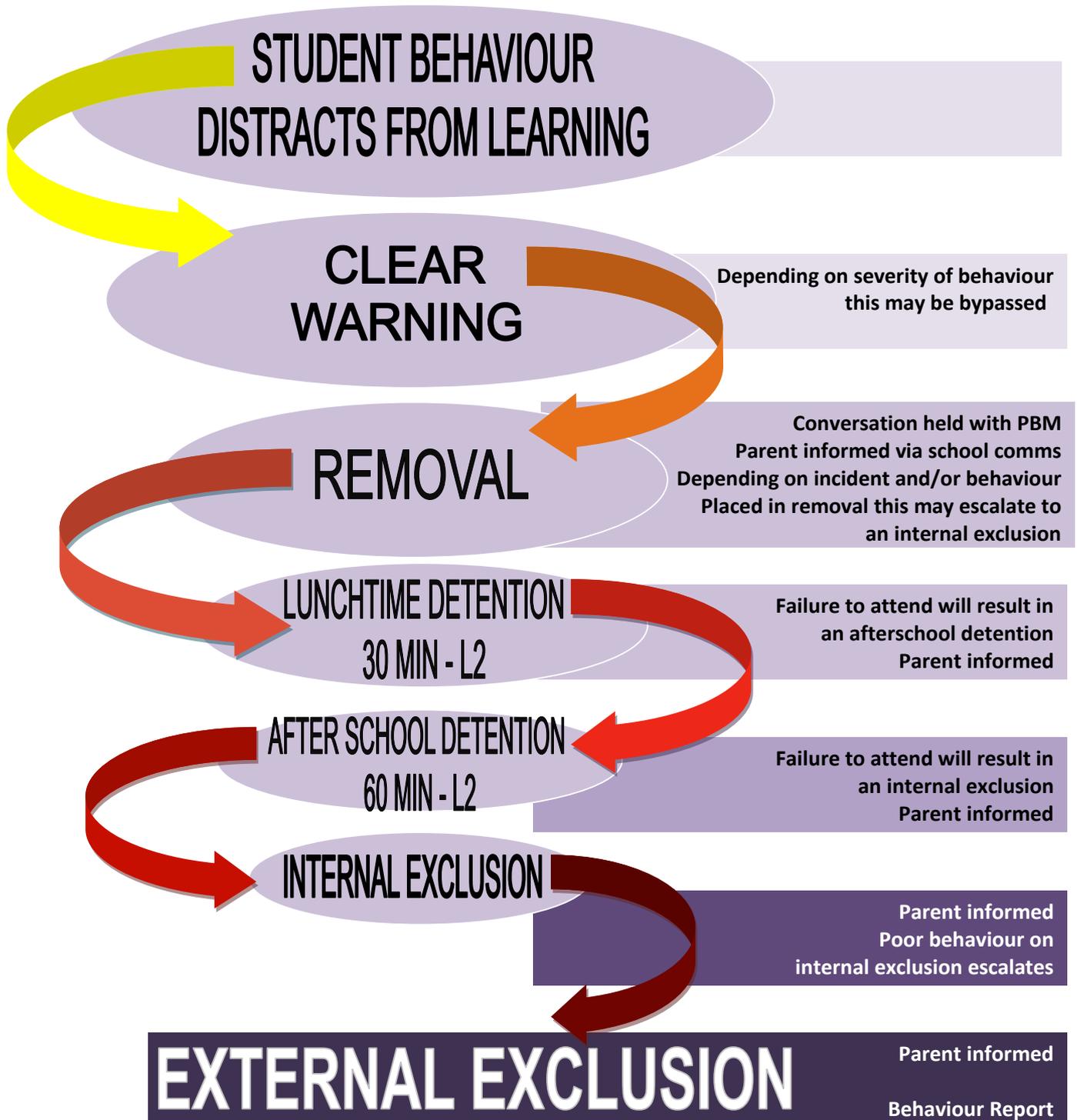
Repeated poor behaviour may lead to a detention or removal from unstructured time.

Depending on severity of behaviour, the warning may be bypassed and a detention issued instantly (staff discretion)

### **Unstructured time lunchtime detentions:**

- Students who are causing general disruption during unstructured times should have this behaviour brought to their attention. The student should be issued with a warning of future conduct and encouraged to amend their behaviour. The staff member must be confident that the student is aware that they have received a warning and should record the student's name on an information slip. Information slips should be handed in to the office or an appropriate Pastoral Behavioural Manager and recorded on SIMS.
- If the same student resumes behaviour that is disruptive, then the student will receive an immediate lunch detention in the Removal Room or a lunchtime detention for the following day depending on the time of the incident (staff discretion)
- If a student refuses to give their name; gives an incorrect name or is disrespectful to a member of staff when challenged, then this will be deemed as a more serious sanction and will escalate to any of the below depending on the severity (staff discretion to be applied). In these instances, SLT support should be requested via radio.
- If two or more members of staff log warnings for the same student within a single lunchtime (who may be unaware of each other's warnings) then a lunchtime detention will be issued for the following day.

# BEHAVIOUR FOR LEARNING



## **Power to Impose 'Disciplinary Penalties'**

All students at Burscough Priory Academy have the right to learn in an environment that has positive behaviour and the right to come to school to focus on their studies, free from disruption and fear of bullying. (The Importance of Teaching 2010).

The Education and Inspections Act 2006 provides all schools with the power to impose 'disciplinary penalties' where students' behaviour falls below the standards which could be reasonably expected of him/her whether because he/she fails to follow a school rule or an instruction by a member of staff. The definition of a member of staff includes all people who are on the payroll of Endeavour Learning Trust, supply staff, trainee teachers or anyone that the Headteacher has authorised.

The power to impose 'disciplinary penalties' extends to other schools / trips / college / work placements / alternative provision / vocational centres a student may be attending for a particular course and to situations where the student is not on the premises and is not under the lawful control of a member of staff. It also covers penalties for a failure by the student to comply with a penalty previously imposed on him/her.

The Act also makes it lawful for any school to impose a penalty as long as it is not in breach of any statutory requirement or prohibition and it is reasonable.

In determining whether a disciplinary penalty was 'reasonable' it is the schools' responsibility to take the following into account:

- Whether the penalty is a proportionate sanction in the circumstances;
- Any special circumstances which are known to the person imposing the penalty including the students' age, any special educational needs, any disability and any religious requirement affecting him/her.

A progressive approach to sanctions should be considered in establishing an ethos of individual student responsibility for their own actions within the consequences described below.

The policy will not simply be limited to the actions/consequences set out below.

There may be occasions when a student's behaviour and actions require a specific response, which may not appear within this policy.

It is the Headteacher's responsibility and at the Headteacher's discretion, on such occasions, to respond with appropriate sanctions given the nature of the student's behaviour.

"Disciplinary penalties" must not be degrading and must respect Article 3 of the European Convention of Human Rights contained within the Human Rights Act 1998. i.e. "No one shall be subjected to torture or to inhuman or degrading treatment or sanction."

## **Detentions**

Burscough Priory Academy employs detentions for a variety of reasons and with a variety of staff which include:

- Pastoral lunchtime detentions (e.g. for removal from lessons, lateness, behaviour in unstructured time, uniform misdemeanours)

- Central after school detentions – pastoral and behaviour (e.g. for failure to attend lunchtime detention, behaviour towards other students, escalation of other sanctions, for failure to engage with behaviour/punctuality report)
- Central after school detentions - Head of Year (e.g. for failure to engage in academic report)
- Faculty detentions (e.g. for incomplete work, lack of homework, lack of equipment, lack of engagement in learning)
- Senior Leadership Team (SLT) Detentions (e.g. for four or more warnings (level 1) in a week, for failure to attend Faculty or Head of Year Detentions). These will take place on a Friday.

Detentions at Burscough Priory Academy will be imposed either after school or at lunchtimes. It is the responsibility of the parent to arrange transport home if an after school detention is issued. The school will endeavour to give parents at least 24 hours' notice of an after school detention or fixed term internal exclusion via email and therefore it is vital that parents update their contact details as soon as there are any changes. The notice will state:

- Why the detention is being given
- When it is to take place
- Where it is to take place
- For how long the student will be required to remain at school.

The notice can be communicated in a number of ways including a phone call, student post or any 'effective method'. (This does not apply to detention in normal school hours i.e. lunchtimes.)

On rare occasions the school may choose to detain a student without notice, in line with Government guidelines: "Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given."

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

There is no legal necessity for the school to notify both parents of a detention.

The school has the legal right to detain and does not require parental permission for this.

### **Parental Objections: Parents may object to the detention**

The Head Teacher, or another teacher authorised by the Head Teacher, has the full authority to:

- continue with it
- withdraw the detention;
- defer it or reorganise to a different time

The school will negotiate with the parent about the provision of reasonable travel arrangements; this may include a taxi or bus.

There is no right of appeal to the Board of Trustees regarding a detention, but parents can complain about the detention under the school's normal complaints procedure. The Board of Trustees however, cannot overturn a decision to continue with the detention if they hear a complaint before the detention takes place.

### **Failure to Attend Detention or Internal Isolations**

If a student fails to attend the sanction, the Head Teacher will determine how to deal with the original misbehaviour and the absence. As long as the new sanction is proportionate, a more severe sanction could be imposed.

### **Lunchtime and after school detentions**

Lunchtime detentions will last for 30 minutes to enable student's time to collect their lunch.

After school detentions will last for 60 minutes.

### **Standards**

- Students are issued with Standards Cards periodically when a need is identified
- Students will be asked for their Standards card if staff wish to add a strike for:
- Incorrect uniform
- Inappropriate behaviour in and around school e.g. corridors
- Eating/drinking outside of the designated areas other than snacks at break
- Makeup or jewellery that is not permitted e.g. excessive makeup or inappropriate earrings/jewellery
- A full misdemeanour card will result in a pastoral detention
- Every student will be allowed one lost card. After this a lost card will result in a pastoral detention

### **Daily Removals**

Analysis of daily removals will be made by Support Staff who will email the data to all relevant staff. Relevant staff will implement further analysis and discuss/implement relevant intervention strategies. In the event of persistent poor behaviour over a period of time, the following procedures will be implemented:

1. An Information Collection will be emailed to staff to provide a clear evidence base when making decisions on the next stage in managing poor student behaviour.
2. A Pastoral Intervention Meeting may take place
3. Other sanctions or intervention will be applied e.g. mentoring/ behaviour report

### **Truancy – Safeguarding alert**

Any child who does not attend a lesson is truanting. On Call will look for 10 minutes and then a phone call to parents must be made. Police may also be contacted.

Any student who absconds from a lesson will make the time up at lunchtime or after school with the subject teacher/ DoF. Parents should be informed and the incident recorded on SIMs when the matter is resolved.

## Parenting Contracts

Schools can enter into voluntary parenting contracts as appropriate. Schools can enforce a parenting contract when they have reason to believe that a student's behaviour at school is causing significant disruption to the education of other students, or significant detriment to the welfare of the child him or herself, or of other students, or to the health and safety of staff, or forms part of a pattern of behaviour which (if continued) will give rise to a risk of future exclusion on disciplinary grounds.

The bad conduct can be either in the school or elsewhere in circumstances where it would be reasonable for the school to regulate his/her conduct.

## Serious Incidents

If a student commits a serious incident then the stages of the sanctions may be bypassed with the Head Teacher recommending fixed term exclusion, a period of respite in a different school or education centre, a managed move or, in more serious cases, permanent exclusion. Examples of serious incidents are outlined below although this is not an exhaustive list:

- Fighting/assault of another student
- Threatening or intimidating behaviour
- Verbal abuse (the severity of the incident increases depending upon the nature of the abuse and the terminology/language used, with discriminatory/prejudicial terminology/language being particularly serious)
- Persistent and/or serious cases of bullying
- Being in possession of aerosols, a weapon, pornography, matches, drugs, drugs paraphernalia, alcohol
- Being under the influence of alcohol or drugs in school, on a related placement or on an event associated with school
- Vandalism, theft and/or anti-social behaviour in the local area or on social media when in the school uniform, representing the school or easily identifiable as a student of the school will result in the school supporting members of the community in prosecution of the offenders. This includes any poor behaviour in these circumstances, e.g. on school trips, to and from school and on public transport

## Carrying Weapons

Section 1 of the Prevention of Crime Act prohibits the possession, in any public place, of an offensive weapon without lawful authority or excuse.

'Offensive weapon' is defined as *any article made or adapted for use to causing injury to the person, or intended by the person having it with him for such use.*

The Violent Crime Reduction Act makes it an arrestable offence to carry an offensive weapon in public without lawful authority, or to carry in public any article with a blade or which is sharply pointed without good cause (other than a small pocket knife). It should be noted by parents and students that it is an offence to carry an offensive weapon or knife on school premises, on school trips and on work experience. The police have the power to enter school premises to search for an offensive weapon.

The school will deal with such an offence in the most serious of terms.

### **Confiscating Student's Property**

The Education and Inspections Act 2006 confirms the right of schools as a 'disciplinary penalty' to seize a student's possession, or to retain a possession of a student, or dispose of it.

The staff concerned will not be liable in any proceedings if he/she proves that the seizure, retention or disposal was lawful (see below). Nor will staff be liable for any damage or loss as a consequence if the seizure, retention or disposal is lawful. Parents and students should note that this includes mobile phones, other expensive digital items or jewellery.

The seizure, retention or disposal will be lawful if in breach of any statutory requirement, and therefore will be reasonable in the circumstances.

### **Safekeeping**

Staff are obliged to take reasonable care of confiscated property, in which case no liability will attach to the school for any loss or damage.

The school will make every reasonable effort to ensure that confiscated property will be locked away and a record taken of the owner, who confiscated it and when and how long the confiscation is to last. All confiscated items will be handed to the general office in a sealed envelope with the student's name, form, date and time of confiscation together with the name of the member of staff who confiscated the item written clearly on the outside.

Staff may confiscate students' property where it is necessary for disciplinary reasons. This is at the discretion of the staff member.

Only if it can be proved that the member of staff has not followed correct procedures for the confiscation of an item will the school insure against the loss of confiscated property, or to stand the risk of it being lost.

### **Illegal or Controlled Drugs**

Drug misuse is defined as the non-medical use of drugs that are only intended for use in medical treatment, and the use of drugs that have no accepted medical purpose.

The Misuse of Drugs Act 1971 makes it an offence:

- To supply or offer to supply controlled drugs or drug paraphernalia;
- To be in possession of controlled drugs or to possess with an intent to supply to another;
- For the occupier or someone concerned in the management of premises, to knowingly allow the supply or consumption of a controlled drug.

Where the student is suspected of having illegal drugs on his/her person, every effort will be made to persuade the student to hand over the drugs e.g. by asking them to turn out their pockets. If the student refuses the police will be called.

If drugs are found they will be handed to the police as soon as reasonably possible. It should be noted that it is a defence against the offence of possession of an illegal drug that, knowing or suspecting a substance to be an illegal drug, a person took possession of it in order to prevent another from committing the offence, and that as soon as possible after taking possession the person took all reasonable steps to destroy the drug or hand it to the police.

## **Exclusions**

An **internal exclusion** will usually take place in the Isolation Room between 11:15am and 4.15pm. During that time the student will be isolated from their peers. At lunchtime students will be escorted to and from the dining hall if they need to purchase a lunch at the end of lunchtime. They are not allowed out at breaks. They will be provided with escorted comfort breaks. Mobile phones are not allowed in bags or on the person while on internal exclusion.

Poor behaviour or lack of engagement whilst on internal exclusion may lead to the internal exclusion period being extended or may escalate to external exclusion.

**Fixed term exclusions**, and their duration, are external and at the discretion of the Headteacher for more serious or persistent poor behaviour.

Serious offences, whether one-off or repeated, may result in a **permanent exclusion** if the Head teacher deems such a response to be appropriate.

In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

*Taken from "Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion - September 2017"*

**Reviewed and updated 14<sup>th</sup> October 2018**  
**Mrs Gwinnett – Executive Head**