

# THE TELFORD PRIORY SCHOOL



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Date adopted by the School Standards Committee	October 2021
Policy Review Cycle	Biennial
Date for Policy Review	October 2023

**Creating Global Citizens and a Culture of Respect**

# The Telford Priory School Creating Global Citizens and a culture of Respect

**\*Previously known as Behaviour and Discipline Policy\***

## INTRODUCTION

To be successful, a school must promote outstanding 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.

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.



# The Telford Priory School Creating Global Citizens and a culture of Respect

## 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 and Tutor Time 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. Equipment checks will take place each morning during Tutor Time
- 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 showing respect to others
- Ride your bicycle sensibly both to and from school and always wear a helmet on the road
- If you are leaving school via the leisure center you must use the zebra crossing
- On your way to and from school always use appropriate pedestrian crossings to keep yourself and members of the community safe
- 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 or energy drinks are allowed on the school premises.
- 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 and a consequence issued. No materials will be returned

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- **Mobile Phones/Other devices** - Students are not allowed to have their phone during the school day; the phone should not be seen on site during the school day. They can bring their phone to school if needed, but must not get it out or use it at school. It should be switched off and placed in their school bag. 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.

## 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. Hoodies of any description or Sweatshirts are not allowed on school site; you may wear a plain black jumper under your blazer if it is cold.
- Follow the guidelines on jewelry in the school uniform policy, extreme hairstyles will not be permitted and the final decision is at the discretion of the Headteacher.
- Outdoor coats, scarves or gloves should not be worn around the school building
- Look after your own belongings and respect those of other people
- The school will not take responsibility for damaged or stolen property, this includes the PE area and outside during breaks. Students are advised not to bring any item of value onto the school site.
- 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 Student Reception. Remember that school 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 Student Reception.

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.

## 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.

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## 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, presentation, behaviour
- Demonstrating the attributes of a Global Citizen
- Fulfilling roles and responsibilities at whole school functions or events
- Participating in fundraising or charity events

Go4Schools Merits should be used consistently and fairly across the whole school and will be regularly monitored by the Senior Management Team, Heads of Year 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.

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, Postcards and/or a letter home to parents/carers.

## ASSEMBLIES

- Heads of Year should use the weekly house assembly to celebrate success and promote the culture and ethos of the school and their individual house
- Heads of Year 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 e.g. school website; Facebook; school newsletter and Twitter

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## **GOLDEN TICKETS/ SPECIAL INCENTIVES**

At TPS, we look to reward excellence in terms of Global Citizenship role modelling. This may take the form of a daily golden ticket for 'excellence without prompting' and for 'doing the right thing when *no one is looking*'. Each week, students will be drawn from their year group to receive prizes.

## **TPS GLOBAL CITIZENSHIP 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. Pastoral staff and Tutors will nominate students who have regularly demonstrated the attitudes of a Global Citizen in terms of attendance, behaviour, community contribution and showing respect for the whole school community. In addition, Heads of Year / SLT will nominate one student overall who will be awarded the 'TPS Hero 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 awards in both curricular and pastoral categories.

## **RECOGNITION LETTERS**

For students who serve the community in some way, they will receive letters of recognition from the headteacher or praise postcards from their Head of Year.

## **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**.

Our expectations are that all students' behaviour will reflect the TPS Values, we understand that at times students may need help and support in achieving this and our revised consequence system reflects a tiered approach in supporting students to become reflective Global Citizens.

***Setting the scene for positive behaviour is key.***

**Staff will always use their Professional Best by:**

- 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 being 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 this 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

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- 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, reinforce expectations and engage in deliberate acts that promotes positive relationships between staff and students
- Applying school policies fairly and consistently

## STAFF WILL:

**Be a 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** – staff will ensure the delivery of both rewards and sanctions is consistent. Students will view the system as predictable, reliable and consistent.

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Sanction	Behaviour
<b>Warning – Reminder of expectations</b>	<ul style="list-style-type: none"> <li>- No Home Learning</li> <li>- Deliberately disrupting learning</li> <li>- Insufficient work completed</li> <li>- No food ingredients (KS4)</li> <li>- No PE / Dance Kit</li> </ul>
<b>Break Time Detention</b>	<ul style="list-style-type: none"> <li>- Late to Tutor Time</li> <li>- Failed Success Tracker</li> <li>- Out of bounds at social time</li> <li>- Inappropriate behaviour at unstructured times</li> </ul>
<b>30 Minute Detention</b>	<ul style="list-style-type: none"> <li>- Failure to meet TPS expectations</li> <li>- Repeated no PE/Dance kit</li> <li>- Repeated no food ingredients (KS4)</li> <li>- Repeated insufficient work</li> <li>- Deliberately disrupting learning twice</li> <li>- Lack of respect for the environment</li> <li>- Late to lesson without staff authorisation</li> <li>- Continued failure to return borrowed items of uniform</li> <li>- Use of inappropriate language</li> <li>- Failed Break time detention</li> <li>- Failed to attend break time detention</li> <li>- Use of mobile device</li> <li>- Eating/ chewing in class</li> <li>- Wearing coat/scarf/hat on corridors</li> <li>- No Home Learning after warning issued</li> </ul>
<b>60 Minute Detention</b>	<ul style="list-style-type: none"> <li>- Failed 30 minute detention</li> <li>- Failure to attend 30 minute detention</li> <li>- 2 x 30 minute detentions in one day</li> <li>- Late to school (after 9am)</li> </ul>
<b>SLT Detention (Friday 2:50-4:15)</b>	<ul style="list-style-type: none"> <li>- <b>Failure to attend 60 minute detention or failed 60 minute detention</b></li> </ul>
<b>Reflection Room</b>	<ul style="list-style-type: none"> <li>- Refusal to borrow uniform</li> <li>- Refusal to hand in mobile devices or earphones</li> <li>- Refusal to take coat/scarf/hat off on corridors</li> <li>- Refusal to attend dept. room</li> <li>- Failed dept. room</li> <li>- 3 or more 30min detentions in one day</li> <li>- Use of derogatory and offensive language</li> <li>- Inappropriate physical contact</li> <li>- Damage or vandalism to site / ICT Equipment</li> <li>- Inappropriate use of social media inc. ICT equipment/phones/mobile devices</li> <li>- Inappropriate behaviour representing TPS (Trips/Teams)</li> <li>- Truancy</li> <li>- Persistent refusal to bring or borrow PE kit</li> <li>- Not adhering to health and safety expectations</li> <li>- Persistent/blatant failure to meet TPS Expectations</li> </ul>
<b>Exclusion Prevention Room (Minimum 2 days)</b>	<ul style="list-style-type: none"> <li>- Failed Reflection Room</li> <li>- Repeated Reflection Room referrals /behaviours</li> <li>- Refusal to attend RR</li> </ul>



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- Throwing items off the balcony
- Use of derogatory and offensive language
- Smoking/vaping/by association on site
- COVID Health and safety breach

**Example behaviours of where Fixed Term Exclusions may be issued**

- Swearing at Staff /other adults
- Fighting / Assault
- Banned Item – Weapons or Drugs
- Defiance leading to Health and Safety concerns
- Endangering the Health and Safety of others
- Significant Damage to site
- Bullying
- Up skirting
- Hazing / Initiation
- Sexual Violence or Harassment
- Extortion
- Malicious use of social media
- Repeated 'Exclusion Prevention Room' Behaviours
- Malicious use of derogatory language
- Theft
- Persistent failure to meet expectations of Exclusion Prevention Room

## DETENTIONS

The majority of students complete their school careers without ever receiving an after school detention. However, if a student's behaviour is deemed unacceptable they will receive a break time, 30 minute or 60 minute detention. Students will be supervised and given an appropriate task to complete. The expectation is they will sit in silence and complete the set task. 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 there will be an escalated consequence issued (refer to managing my behaviour document). Occasionally the texts that are sent to parents/carers are not received due to a variety of reasons e.g. 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 pastoral team [tps.pastoral@taw.org.uk](mailto:tps.pastoral@taw.org.uk)

## REFLECTION ROOM – 9:00 – 3:10

A student who is in the Reflection Room will attend tutor time and then be escorted to the designated room at the start of period 1 by their AHOY. They will be expected to enter, sit in their allocated seat in silence and engage with their work. Work from the core subjects will be provided whilst in the reflection room to support their learning and progress. They may also spend part of this time discussing the reason for their referral to the reflection room and agreeing a way in which to move forward. Students will be supervised throughout the day, lunch will be taken in the reflection room and sandwiches, drinks or biscuits can be ordered on their arrival but students' will not be allowed to have a break time or lunch time with other students. The timings of the reflection room are 9:00 – 3:10. If a student fails the reflection room they will be referred to the Exclusion Prevention Room to complete a minimum of two days.

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## **EXCLUSION PREVENTION ROOM – 8:40 – 3:30 (Minimum 2 days)**

A student will be referred to the Exclusion Prevention Room if they have failed the Reflection Room, they persistently fail to meet TPS expectations or they are returning from a FTE. A student who is in the Exclusion Prevention Room will report to the designated room at 8:40am. They will be expected to enter, sit in their allocated seat in silence and engage with their work. Work from the core subjects will be provided whilst in the Exclusion Prevention Room to support their learning and progress. They may also spend part of this time discussing the reason for their referral to the Exclusion Prevention Room and agreeing a way in which to move forward. Students will be supervised throughout the day, lunch will be taken in the Exclusion Prevention Room and sandwiches, drinks or biscuits can be ordered on their arrival but students will not be allowed to have a break time or lunch time with other students. If a student fails to meet expectations in the Exclusion Prevention Room a Fixed Term Exclusion may be issued.

## **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. Should a student receive a number of Fixed Term Exclusion equating to 15 or more days in a term the Pupil Disciplinary Committee shall be convened to ratify the exclusions and determine the students' future at Telford Priory School.

The school provides our students with an environment in which they can develop as valued members of society and develop the skills needed to become Global Citizens. Our environment therefore must be harmonious, safe, 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 Reintegration Meeting at the school, usually with a member of the pastoral team or SLT, on the day of the student being readmitted.

Work will be set for students to complete at home during the exclusion period.

## **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.

## **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 School Standards Committee (SSC) members. Work will be set for the excluded student until the appeal has been heard.

## **APPEALS**

Parents have the right to appeal to the SSC Board at all stages of exclusion from school. The SSC 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

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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 Pastoral Team will investigate and consult with Senior Leaders 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
- 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 consequences 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. Our aim is for all students to be able to engage positively to develop the skills required to become Global Citizens.

## **MOBILE PHONE AND ELECTRICAL DEVICES POLICY**

In line with many other schools, The Telford Priory School does not allow mobile phones on site. This is to promote social skills and conversation as opposed to screen time – we want them to be Global Citizens who are capable of operating without an over-reliance on devices. This is also designed to support parents in ensuring that their child has a sufficient break from their screens during the day. We believe that mobile phones are an unnecessary distraction in school and students should be free to focus on their Powerful Knowledge curriculum.

We do though recognize that students may need to bring them to school for safety purposes. Phones are not allowed to be seen on site at any point during the school day and should be switched off prior to entry. If phones are seen or used, they will be confiscated, and a sanction issued. Parents will be required to collect phones at the end of the school day.

## **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.

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## 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 Headteachers 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 Headteachers, 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

#### 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.

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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;
- 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

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- 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
- 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 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

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- 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
- 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

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- 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 Year Leader 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'. Year Leaders will investigate all reported incidents of peer abuse using the following procedure:
- Appropriate students will be interviewed by the relevant Year 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 Year Leader. 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

Peer mentors will be reinstated and the programme will run once COVID restrictions allow.

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)



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- 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](http://www.bullying.co.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.need2know.co.uk/beatbullying](http://www.need2know.co.uk/beatbullying)

[www.diana-award.org.uk](http://www.diana-award.org.uk)