

Board of Governors' Statement General Principles to Promote Good Behaviour

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Learn more... Do more... Be more...



1 School Vision and Aims

Priestlands is a community which emphasises the importance of good behaviour and taking personal responsibility. We have high expectations and these include good behaviour. Our expectation is that students **will** be well behaved.

Ofsted have described this aspect of our work as outstanding. They said: “Students are exceptionally polite and thoughtful. In lessons and around the extensive site, their conduct is exemplary.”

The atmosphere within this school contributes substantially to the achievement of students. We pride ourselves on the friendly but industrious atmosphere that is apparent on any school day

A detailed description of our approach to securing good behaviour is contained in the Information Booklet contained in our Prospectus. Our focus is on teaching students to *choose* responsible behaviour and on recognising and rewarding those students, the overwhelming majority here, who day in and day out *choose* to get it right. We deal with irresponsible behaviour quickly, fairly and firmly and we keep parents informed and involved as we know the importance of working in partnership.

We believe that children **know** what is right and what is wrong and we place a particular emphasis on the importance of telling the truth. **When** students behave well they are rewarded; **if** they choose to break the rules, they know in advance what the consequences will be.

- 1.1 Our vision is to offer an education of high quality which ensures our young people become creative, enthusiastic, hard-working learners who control their own success and contribute positively to the communities in which they live.
- 1.2 Our motto is: “Learn more... Do more... Be more...”
- 1.3 All we do should be underpinned by the school’s aims. These are:
 - to be a leading comprehensive school, serving our whole community, without selection;
 - to provide equality of opportunity, offering a first class curriculum to all students and academic success for all;
 - to provide a challenging curriculum, which provides opportunities for all students to achieve their potential, and which eradicates under-achievement;
 - to develop attitudes and skills that will enhance our students’ ability to work independently, in order to encourage self-discipline, self-confidence and a sense of responsibility;
 - to develop our students spiritually, morally, socially and culturally, treating them as individuals in a climate of mutual respect, so that they may enter adult life equipped to make a full contribution as responsible citizens and family members; and
 - through a partnership between students and parents, governors and staff, continuously to improve the quality of all we do.

2 Principles

- 2.1 The Board of Governors recognises the school’s duty of care to students and staff:
 - keeping all students safe and able to learn and
 - enabling staff to teach and promote learning without interruption or harassment.
- 2.2 The Board of Governors expects the Behaviour Management Policy, processes and practices to be in accordance with their responsibilities under equality legislation.
- 2.3 The Board of Governors believes that good behaviour in all aspects of school life is necessary to promote teaching and learning and high standards of attainment. It seeks to create a caring, learning environment in the school by encouraging:
 - a safe environment free from disruption, violence, bullying and any form of harassment;



- good behaviour and discipline;
- self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- fairness of treatment for all;
- consistency of response to both positive and negative behaviour;
- early intervention as a challenge to poor behaviour; and
- a positive relationship with parents and carers by involving them in behaviour management.

3 Purpose

3.1 The Board of Governors sets out these principles to:

- inform parents, students and staff; and
- guide the Headteacher in drawing up the Behaviour Management Policy.

4 Roles and responsibilities

The Board of Governors

4.1 The Board of Governors establishes, in consultation with staff, parents and students, the policy for promoting good behaviour. It ensures that expectations are clear and non-discriminatory (ethnic or national origin, culture, religion, gender, disability or sexuality). Governors support the aim of maintaining high standards of behaviour.

The Headteacher

4.2 The Headteacher is expected to use discretion in applying rewards and sanctions, taking into account the individual situation and the individual student.

The Senior Team

4.3 The Senior Team is responsible for implementation of the policy and day-to-day management of procedures through the school structures.

The Leadership Team

4.4 The Leadership Team is responsible for ensuring that procedures are followed and consistently applied throughout their year teams and subject areas. In addition, all subject leaders take responsibility for ensuring high quality of teaching, organisation and management of their curriculum as a pre-emptive means of behaviour management.

All staff and adult volunteers

4.5 All staff and adult volunteers are responsible for ensuring that the procedures are followed and consistently applied on a day to day basis. Mutual support amongst all staff and adult volunteers in the implementation of the policy is expected.

4.6 We expect:

- Staff to speak to parents and each other without aggression or abuse;
- Staff to feel able to express their professional opinions to parents and each other, confident that they will be heard with respect.

Teachers

4.7 Teachers have responsibility for managing behaviour in their classrooms by:

- creating a high quality learning environment to meet the needs of students;
- developing clear routines, expectations, objectives, instructions, explanations, discipline and language in accordance with the School's Code of Conduct and 3Rs of Ready, Respectful, Responsible; and



- challenging and supporting students, keeping them on task and responding fully to their educational needs.

Parents and Carers

4.8 Parents and carers share responsibility for the behaviour of their child both inside and outside of the school.

4.9 We encourage them to work in partnership with staff and assist the school in maintaining high standards of behaviour.

4.10 We strongly believe that the children who are most successful at Priestlands are those where an effective, mutually respectful relationship has been established between parents/ carers and staff and where good behaviour is consistently, actively encouraged by parents.

4.11 We expect:

- Parents to speak to staff and each other without aggression or abuse;
- Parents to feel able to express their wishes and feelings to staff and each other, confident that they will be heard with respect.

Students

4.12 Students are expected to take responsibility for their own behaviour and be aware of the school's policy, procedures and expectations as outlined in the Student Record Book (SRB). Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

5 Rewards

5.1 Governors expect rewards applied to:

- demonstrate that responsible behaviour is recognised and valued;
- express the approval of the school community; and
- encourage other students to adopt similar behaviour.

6 Sanctions

6.1 Governors expect sanctions applied to:

- demonstrate that misbehaviour is not acceptable;
- express the disapproval of the school community; and
- deter other students from similar behaviour.

7 Strategies and Procedures

7.1 The School's Behaviour Policy, processes and practices make clear to students how acceptable behaviour can be achieved and how consequences will follow in the case of low standards.

Training

7.2 The Senior Team ensures that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy and these principles.

Involvement of Outside Agencies

7.3 The school works positively with external agencies and seeks appropriate support from them to ensure that the needs of all students are met.

Monitoring

7.4 The Senior Team undertakes systematic monitoring of the behaviour management procedures to ensure that they are effective and explicit. The Board of Governors is kept informed through the termly scorecards.



Review

7.5 The Board of Governors will regularly review the Behaviour Management Policy to ensure its continuing effectiveness. Reviews will take place in consultation with the Senior Team, staff, parents and students.

8 The Power to Discipline

8.1 The Education and Inspections Act 2006 includes provisions on School Discipline which came into force on 1st April 2007. These include provisions on school behaviour policies, the power to discipline, detention and confiscation. There is also a separate chapter which sets out provisions on more specific issues around parental responsibility and excluded students.

8.2 Government guidance lists relevant factors for schools to take into account when considering disciplinary action. These factors are:

- the severity of the misbehaviour;
- any harm to the school's reputation;
- was the student in question wearing school uniform or otherwise readily identifiable as a student at the school?;
- the extent to which the behaviour has repercussions for good order in school and/or might pose a threat to another student or member of staff, eg bullying another student or insulting a member of staff;
- whether the misbehaviour was on the way to or from school, outside the school gates or otherwise close to the school; and
- whether the misbehaviour occurred when a student was an ambassador for the school, eg. a sports event, work experience etc, and whether future opportunities for other students might be affected.

8.3 Sanctions must be reasonable and proportionate to the circumstances of the case.

9 The Power to Discipline at Priestlands School

Disciplinary Penalties

9.1 The Board of Governors welcomes the fact that teachers and other school staff have the power to enforce disciplinary penalties. The penalty could be for failing to follow a school rule, an instruction given by a member of staff of the school, or for any other reason that causes a student's behaviour to fall below the standard which could reasonably be expected of them.

9.2 Governors emphasise that the power to discipline applies to any student at school and also to misbehaviour by students outside the school premises. Students are expected to represent the good name of the school in the community.

9.3 Governors authorise the Headteacher to extend the power to any other adult who has lawful control or charge of students – such as a parent volunteering to supervise a football match or help on a school trip for example.

9.4 Governors note that the Headteacher cannot extend the power to students. Governors believe that prefects have an important role to play in maintaining good order in the school and, at Priestlands, they will be able to recommend sanctions are applied.

Duty on schools to act reasonably in all the circumstances

9.5 Governors note that, to be lawful, any punishment (including detentions and Internal Isolation) 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
- 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.

9.6 Governors note that 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.

9.7 Governors authorise a range of penalties. There is no simple fixed tariff: decisions about punishment will be based on the precise circumstances of an incident and what led up to it.

AREA OF CONCERN	OUR RESPONSE
Attitude / rudeness	<ul style="list-style-type: none"> ▪ Talk to them; show them how they should be speaking ▪ In some cases students may be withdrawn from breaks, lunchtimes or lessons; they may be asked to work with a designated member of staff, including working in that teacher’s lessons or in Internal Isolation. ▪ Repeated incidents may result in time in the Zone** and/or exclusion from school.
Swearing at another student	<ul style="list-style-type: none"> ▪ Talk to them; tell them what will happen if there’s any repetition; ▪ Students may be withdrawn from breaks, lunchtimes or lessons; they may be asked to work with a designated member of staff, including working in that teacher’s lessons or in Reset*; ▪ Repeated incidents may result in in time in the Zone and/or exclusion from school.
Swearing unintentionally at a staff member (eg "Oh for F***'s sake / what’s the ***** point?")	<ul style="list-style-type: none"> ▪ Talk to them; ▪ Letter of apology expected; ▪ Possible detention or Reset; ▪ Repeated incidents may result in Reset, the Zone and/or exclusion from school.
Swearing with intent at member of staff	<ul style="list-style-type: none"> ▪ Talk to them; ▪ Letter of apology expected; ▪ After school detention, Reset, the Zone or exclusion, depending on circumstances.
Uniform - persistent defiance (3 x in one week) of rules on coats, jewellery, trainers	<ul style="list-style-type: none"> ▪ Confiscate item until end of the day/week; ▪ For persistence, items will have to be collected by responsible family adult ▪ Detention, Reset, the Zone or exclusion, depending on circumstances
Poor behaviour	<ul style="list-style-type: none"> ▪ Explain why the behaviour is unacceptable ▪ Consistently poor conduct – placed in back of a different lesson to learn how to behave ▪ For some students, planned sessions on behaviour / anger management in Learning Support Centre ▪ An after-school detention may be given ▪ For serious defiance and poor behaviour, withdrawal of breaks and lunchtimes and Reset



AREA OF CONCERN	OUR RESPONSE
	<ul style="list-style-type: none"> ▪ Very serious defiant behaviour may result in the Zone and/or fixed-term exclusion ▪ Repeated very serious defiant behaviour may result in an extended period in the Zone or in permanent exclusion
Failure to complete work in 2 or more subjects as evidenced in TRA grades	<ul style="list-style-type: none"> ▪ Seen by tutor, Student Support Manager and/or Head of Year ▪ Put on report or positive report card for self-regulation ▪ Serious lapses could result in after-school detention(s)
Theft from staff, students or school, Vandalism / Damage around site or on bus	<ul style="list-style-type: none"> ▪ Request parents pay for damage / cost of stolen property ▪ Community service around school ▪ After school detention, Reset, the Zone or exclusion, depending on circumstances ▪ Referral to police, depending on circumstances
Abuse (racial, gender, sexuality, disability)	<ul style="list-style-type: none"> ▪ Formally log incident ▪ Detention, Reset, the Zone and/or exclusion, depending on context ▪ Repeated incidents may result in a permanent exclusion
Bullying	<ul style="list-style-type: none"> ▪ Talk to them; consider getting students together to talk through problem ▪ Detention, Reset, the Zone and/or exclusion, depending on context ▪ Repeated incidents may result in a permanent exclusion ▪ Support police referral by victim and/or victim's parents
Physical violence	<ul style="list-style-type: none"> ▪ Reset, the Zone and/or fixed term or permanent exclusion, depending on context ▪ Repeated incidents may result in an extended period in the Zone or in permanent exclusion, depending on the circumstances ▪ Support police referral by victim and/or victim's parents
Smoking or with smokers (inc. vaping) during school time, or during off-site school activity or on the way to or from school; Tobacco and related paraphernalia -- possession	<ul style="list-style-type: none"> ▪ Items confiscated and returned either to parents or destroyed ▪ After school detention, Reset, the Zone and/or fixed term (depending on item/intentions and previous record)
Alcohol – bringing onto the site, possessing and/or consuming	<ul style="list-style-type: none"> ▪ Sent home, if appropriate ▪ Reset, the Zone and/or exclusion, as appropriate ▪ Offer of counselling / support, if appropriate
Illegal substances – bringing into school or using in school time	<ul style="list-style-type: none"> ▪ Fixed term exclusion and/or the Zone, depending on context ▪ For a repeat offence, a longer fixed term or permanent exclusion may be considered depending on circumstances ▪ Offer of counselling / support, if appropriate ▪ Report to police, if appropriate
Illegal substances and related paraphernalia – supplying to other students during school time, or during off-site school activity or on	<ul style="list-style-type: none"> ▪ Permanent exclusion likely, depending on circumstances ▪ Report to police, if appropriate



AREA OF CONCERN	OUR RESPONSE
the way to or from school	
Mobile phone used during the school day	<ul style="list-style-type: none"> ▪ Warning or phone confiscated until end of the day ▪ For persistent use of such items, phone confiscated until responsible family adult can collect and a ban from bringing phone into school
Personal music player / electronic devices or watches used during lesson	<ul style="list-style-type: none"> ▪ Warning or item confiscated until end of the day ▪ For persistent use of such items, item confiscated until responsible family adult can collect and a ban from bringing item into school
Bringing dangerous item onto site (eg knife, BB gun)	<ul style="list-style-type: none"> ▪ Item confiscated and returned either to parents or to the police ▪ Reset, the Zone and/or fixed term or permanent exclusion (depending on item/intentions). Police informed.
Lateness / Truancy (including over break and lunchtimes)	<ul style="list-style-type: none"> ▪ Attendance report ▪ Removal of breaks and lunchtimes ▪ After school or training day detention(s) to make up time

*Reset – Isolation area for students who need to be removed from lessons

**The Zone – Isolation area for students who need to be removed for longer term intervention and restorative work.

9.8 Students placed in Reset are expected to behave in an exemplary way. If they do not, they will be required to repeat their allocated time in the room and risk exclusion. They are not allowed to socialise with other students over breaks and lunchtimes.

9.9 Parents will always be informed if their child is placed in an after school detention or Reset.

Misbehaviour beyond the school gates

9.10 Governors will support the Headteacher and staff in dealing with misbehaviour outside the school premises. This includes misbehaviour when the student is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform; or
- in some other way identifiable as a student at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school (e.g. bullying another student or insulting a member of staff).

9.11 New media (such as mobile phones, internet sites and social media) can be exploited by students in order to bully, embarrass or cause distress to fellow students or members of staff. The use of defamatory or intimidating messages / images will not be tolerated. Governors will support the Headteacher and staff in applying disciplinary sanctions to perpetrators, whether that misbehaviour took place inside or outside of school.

Detentions

9.12 The Board of Governors notes that schools have a statutory power to put students aged under 18 in detention after school sessions and on some weekend and non-teaching days.



9.13 The Board of Governors notes that detentions are lawful if students and parents have been informed that the school uses detention as a sanction.

9.14 The Board of Governors notes that no advance notice is required for detentions and that parental consent is not required.

9.15 However, the Board of Governors recognises that, although notice is not legally required for detentions outside school sessions, it remains good practice at Priestlands for 24 hours' notice to be given. No notice needs to be given for breacktime and lunchtime detentions.

9.16 Governors note that school staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the student at risk;
- whether the student has known caring responsibilities which mean that the detention is unreasonable; and
- whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent

9.17 The Board of Governors will support the Headteacher and staff in issuing detentions which comply with law and follow the school's Behaviour Management Policy, processes and practice. This will include support for detentions that take place in the evenings, at weekends and on training days.

Confiscation

9.18 The Board of Governors notes that:

- the school can include confiscation of students' property as a disciplinary sanction in its behaviour policy;
- confiscation must be a reasonable sanction in the circumstances of the particular case;
- confiscation includes seizure and also the retention and disposal of property. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- There is a specific statutory defence for school staff who have reasonably confiscated students' property.

9.19 The Board of Governors will support the Headteacher and staff when they confiscate a student's property in accordance with the school's Behaviour Management Policy, processes and practice.

Screening and searching

9.20 Governors note that the school can require students to undergo random screening for weapons without suspicion as part of the school's disciplinary power and the duty to manage risk.

9.21 Governors do not see a need for this power to be implemented at Priestlands, but will review this stance and consult parents, students and staff, should the Headteacher believe such a review to be appropriate.

9.22 Governors note that the Headteacher or other authorised staff may search students who have consented to be searched.

9.23 Governors note that the Headteacher may authorise a search without consent for "prohibited items", including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;



- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.24 Weapons and knives and extreme or child pornography will always be handed over to the police; otherwise it is for the Headteacher to decide if and when to return a confiscated item.

9.25 The Board of Governors accepts that there may be rare occasions on which it might be necessary to search a student in these circumstances, but believes that the police will usually be better placed to manage such matters.

9.26 The Board of Governors accepts that there may also be occasions on which it might be necessary to ask a student to empty their pockets or give staff access to their bags or lockers. Such instances would include where there are reasonable grounds to suspect the possession of stolen property, alcohol or illegal substances.

9.27 Governors will support the Headteacher or other authorised staff in conducting such searches, provided they comply with law and follow the school's Behaviour Management Policy, processes and practice.

Exclusion

9.28 The Board of Governors recognises that exclusion is a severe sanction. They agree with government guidance that a decision to exclude a student should be taken only:

- in response to serious breaches of the school's behaviour policy; and
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

9.29 Governors also believe that a decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort.

9.30 Governors also note that:

- parents are responsible for their child's whereabouts during the first five days of a fixed period exclusion – it is an offence for an excluded student to be seen in a public place during the normal school day
- Schools need to arrange full-time education for any further days in longer exclusions.

9.31 The Board of Governors further notes that detailed guidance is provided in the DfE publication, Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017).

Power to use reasonable force

9.32 Governors note that all members of 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.

9.33 The Headteacher and authorised 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.

9.34 Governors note that separate advice is available in the DfE publication, "Use of Reasonable Force – advice for school leaders, staff and governing bodies" (July 2013).

Referral to the Police



9.35 The Board of Governors recognises that there will be times when incidents of poor behaviour should be reported to the police. This will be a matter for the Headteacher's discretion, subject to the following guidelines:

- A "999" call is likely to be made only if a police presence is required to prevent or end an incident which may put members of the school community at risk.
- It will normally be for the parent of an aggrieved student to report an allegation to the police.
- The school may have a duty to report to the police any incident in which a student is found in possession of a weapon or an illegal substance.

Internal Isolation

9.36 Governors note that schools can adopt a policy which allows disruptive students to be placed in an area away from other students for a limited period, in what are often referred to as seclusion or isolation rooms. Accordingly, Governors authorise the use of internal isolation as a disciplinary penalty.

9.37 Governors note that, as with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 9.5 and 9.6). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare.

9.38 Governors note that 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 should also allow students time to eat or use the toilet.

Police involvement and parallel criminal proceedings

9.39 Governors note that the Headteacher need not postpone taking a decision (including to exclude) solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the Headteacher will need to take a decision on the evidence available to him at the time.

9.40 Where the evidence is limited by a police investigation or criminal proceedings, the Headteacher should consider any additional steps he may need to take to ensure that the decision is fair. However, the final decision is for the Headteacher to make.

