



THE PIGGOTT SCHOOL

'...to be a school which inspires and encourages the highest achievement'

POLICY WITH REGARD TO BEHAVIOUR MANAGEMENT

Date last reviewed: Summer term 2017

Responsibility: Deputy Head (Pastoral) and Lead Governor for Standards, Achievement, Learning and Teaching

Review Period: Annually

THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:

1. Supporting positive behaviour and attendance, as essential foundations for a creative and effective learning and teaching environment
2. Providing an environment where all members of the school community can thrive and feel respected, safe and secure and where pupils are prepared for adult life
3. Fostering a spirit of co-operation which appreciates individual differences

THE OBJECTIVES OF THIS POLICY WILL BE TO ENSURE THAT:

1. Acceptable standards of behaviour and respect for others are maintained and modelled
2. Discipline is maintained and modelled in the school, including the making and enforcing of rules
3. Self discipline and proper regard for authority among pupils is modelled and promoted
4. Good behaviour and respect for others is modelled and encouraged
5. All forms of bullying are discouraged. The promotion of Piggott values to support positive relationships.
6. Rewards and sanctions are applied fairly and consistently.
7. Pupils achieve full attendance in order to achieve their personal best

FOR THIS TO HAPPEN THE GOVERNORS UNDERTAKE:

1. To make sure that the school is a place where all individuals are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm.
2. To expect the highest moral standards, and to not tolerate bullying or other anti-social behaviour.

Behaviour and Attendance Procedures:

1. RESPONSIBILITIES OF THE PUPILS

All pupils are expected to:

- a) demonstrate good behaviour whilst at school but also on the journeys to and from school, on school/college visits or when representing the school off-site.
- b) show respect towards staff and other pupils
- c) arrive in school and class on time
- d) come to school prepared for learning
- e) settle down to learning quickly
- f) be engaged and involved in learning
- g) use co-operative language and address each other in a co-operative manner
- h) take care of equipment, resources, our environment and each other

2. STANDARDS OF BEHAVIOUR

- a) Good habits of work and behaviour are expected from all pupils and staff.
- b) All staff are expected to promote self-discipline amongst pupils and to deal with any unacceptable behaviour.
- c) Punctual attendance at school and lessons is required.
- d) All absences must be explained and unexplained absence will be followed up
- e) Variations in staff acceptance and tolerance of pupils' behaviour in class will depend upon the nature of the class and the content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff will ensure that such behaviour is not tolerated.

3. INVOLVEMENT OF PARENTS

Parents are encouraged to support good behaviour and positive habits in their children through supporting the school's 'Home-School Agreement' and attending parent meetings.

4. INVOLVEMENT OF PUPILS

The pupils will be involved in reviewing the school's anti-bullying policies and procedures to reinforce self-discipline, and positive work and behaviour patterns. This is done during Anti-Bullying week. Discussion in tutor/year group meetings will inform the deliberations of the School Council. In particular the school will ensure that the needs of the SEN pupils and other minority groups are properly taken into account, and their participation in the consultation process is assured.

5. EQUAL OPPORTUNITIES

All rewards and sanctions will be applied fairly and consistently and in accordance with the school's equal opportunities policy. In order to achieve a positive working environment for all, pupils are encouraged to exercise self discipline and abide by the Pupils' Code of Conduct. This code appears below, in the pupil planners, is displayed around the school and is part of the agreement signed by parents in the Piggott School Admission Agreement.

PUPILS' CODE OF CONDUCT

6. At The Piggott School we believe that everyone should act with courtesy and consideration to others at all times. **Any hostile, threatening or aggressive behaviour is always unacceptable.**

This means that:

You must always try to understand other people's point of view

7. **In class you will make it as easy as possible for everyone to learn and for the teacher to teach,**
1. Attend school regularly
 2. Arrive punctually for school, tutor time and every lesson
 3. Have everything you need for that lesson
 4. Begin and end the lesson in a courteous and orderly way
 5. Listen carefully and following instructions
 6. Help each other when appropriate
 7. Be quiet when required and sensible at all times
 8. Follow rules displayed in hazardous areas, such as science laboratories
8. **You will move gently and quietly around the school,**
1. Be ready to help by opening doors
 2. Stand back to let people pass
 3. Carry bags in a considerate manner
 4. Keep to the left in crowded areas
 5. Follow any one-way systems
 6. Behave sensibly and with consideration for others
9. **You always speak politely to everyone,**
1. Remember to use please and thank you
 2. Raise your hand in class if you wish to speak
10. **You are silent whenever you are required to be**
11. **You keep the school clean and tidy so that it is a welcoming place of which we can be proud.**
1. Take care of the equipment you use in class
 2. Put all litter in bins
 3. Keep walls and furniture clean and unmarked
 4. Take care of displays
 5. Eat only in the allocated areas
 6. Keep the school free of chewing gum
12. **You take care with your personal appearance,**
1. Wear the correct uniform
 2. Remove your outdoor coats before you enter the classroom
 3. Come to school free of make-up and inappropriate jewellery
 4. Tie back long hair

13. You will take pride in your work,

1. Record homework in your planner
2. Have your planner signed each week by your parents
3. Keep all exercise book covers free from writing and drawings
4. Hand in homework and assignments on time
5. Leave any valuable items, such as jewellery, at home. Also any dangerous or harmful items and large sums of money to be left at home
6. Check homework set on Show my Homework

14. Out of school (especially when wearing school uniform) you will always remember that the school's reputation depends on the way you behave, for example you will

1. Walk in a sensible and safe manner to and from school
2. Use the footbridge to cross the A4
3. Cycle with regard to your personal safety and the safety of others; you will always wear a helmet
4. Behave in a way that does not infringe our rules
5. Remember that sanctions can be imposed, even for behaviour that takes place off the school's site

THE PIGGOTT SCHOOL ADMISSION AGREEMENT

15. This agreement is to establish a constructive working partnership between pupils, parents and staff, to ensure that all pupils realise their personal best. Please read it carefully before signing below.
16. **ACHIEVEMENT:** Each pupil will be helped to set and achieve their own individual educational goals
17. **ATTENDANCE:** Pupils are expected to attend school regularly and to arrive punctually for tutor time and all lessons. It is the legal responsibility of parents to ensure full attendance. It is the responsibility of the pupil to make up any work missed by absence. Holidays should not be taken during school term time. The school follows the guidance on parental fines, which can be incurred due to poor attendance, punctuality and holidays taken in term time.
18. **CODE OF CONDUCT:** Everyone is required to observe the School Code of Conduct and any rules which may apply to particular circumstance or specific areas of the school. The Code of Conduct also applies to pupils on their journeys to and from school, on school/college visits or when representing the school off-site.
19. **HOMEWORK:** Parents have the right to expect pupils to be set homework, and should oversee its completion. Social commitments and paid employment should not interfere with homework but teaching staff will endeavour to take into consideration pupils' involvement in extended learning activities (e.g. involvement in clubs, sports and voluntary activities.)
20. **RECORD BOOK:** Pupils are issued with a planner which contains their timetable and other vital information. They are able to record homework in it. Staff will use it to send messages to parents. Parents are asked to sign it weekly and to write any comments in it. The planner must be taken to all lessons and, if it is lost, must be replaced by the pupil.
21. **SANCTIONS:** The school operates a system of sanctions agreed by the Governors.
 - Staff may detain a pupil during the day without prior notice.
 - Pupils may also be detained for an hour after school. On these occasions parents will be given a days notice.
 - Pupils may also be detained for a few minutes after school without parental notification. Staff should take into consideration the pupil's travel arrangements.
22. **UNIFORM:** The Piggott School has a compulsory uniform for pupils in years F2 to 11 agreed by the Governors after consultation with parents, pupils and staff. Full details are given in the School Prospectus and in the Pupil Planner. If a pupil arrives at school in incorrect uniform, without a reasonable explanatory note from parents, he/she may be required to return home to change.
23. **COMMUNICATIONS:** The school undertakes to communicate regularly with parents over their children's progress and other matters of importance. Parents are expected to take the opportunity to discuss pupils' progress with staff at Parents' Evenings and will hopefully also involve themselves in school functions and with the Piggott School Association.
24. **EQUAL OPPORTUNITIES:** Every member of the school is entitled to equal consideration and opportunity, regardless of race, gender, disability, religion or other beliefs.
25. **BULLYING:** Every pupil has the right to be free from bullying. The school will take action to support this principle in accordance with the school's policy for dealing with bullying.

26. **PROPERTY:** Everyone should respect others' property and that of the school. Parents are asked to ensure that valuable, illegal or dangerous items are not brought to school. Parents may be held liable for damage caused through negligence or vandalism.

We agree to admission to The Piggott School on the terms of the agreement set out above.

POSITIVE BEHAVIOUR AND REGULAR ATTENDANCE WILL BE ENCOURAGED

27. The Code of Conduct is supported by a system of rewards to reinforce positive behaviour and regular attendance. Rewards are much more effective than punishments in motivating pupils. A wide range of rewards are used at The Piggott School to establish a climate where praise and encouragement far outweigh sanctions. The award of rewards is monitored by ethnicity, gender, SEN, and disadvantage, and any patterns revealed should lead to appropriate action.

The Piggott School reward system includes:

- Use of merits in leading to bronze/silver and gold certificates.
- Achievement assemblies at the end of each term rewarding achievement/extracurricular success/attendance; includes 'rewards' such as 'free' non-uniform day, and lunch queue 'jumps'
- Presentation evenings (Exam certificates)
- Departmental certificates to reward good work and good behaviour
- Summer Celebration of Achievement – KS3
- Cards and letters of commendation to parents (incl from Governors)
- Praise and encouragement in lessons
- Supportive and encouraging written comments, stickers or stamps in exercise books and record books
- Charity notice board, recognising whole school efforts
- Charts to display achievements and awards of each tutor group, newsletter items, celebrating success
- Year group notice boards
- Celebration of success in assemblies and Newsletters
- Photo gallery of school events
- Positive report cards
- Report and monitoring of procedures, including monitoring the success of pupils from ethnic minority groups
- Celebration Ball for Year 11 to celebrate completion of KS4 and compulsory school education.

SANCTIONS

28. Effective sanctions are designed to promote positive behaviour and attendance. Consistency is essential and all staff are encouraged to use reprimands sparingly and fairly. The use of sanctions is monitored by ethnicity, gender, SEN, and disadvantage, and any pattern revealed leads to appropriate action.
29. Teachers have a legal power to put pupils (aged under 18) in detention. The school does not have to give notice of a detention to be held during school hours but does give 24 hours notice in writing for a detention outside school hours. The school has the legal power to set detentions on any school day, weekends (except the weekend preceding a holiday) and on non-teaching days (INSET days). Parental consent is not required for detentions.
30. Stages of Referral and Sanctions
Stages are set out below but the procedure can always be initiated at any stage depending on the severity of the incident(s) and stages can be jumped where necessary. Parents are able to access their children's Behaviour Record using School Comms. This is also true when offences have been repeated.
31. Power to Use Reasonable Force
Teachers are allowed to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in a classroom.
32. Confiscation of Inappropriate Items
Teachers do have the legal power to confiscate items and at their discretion retain them or dispose of them. The school does not have liability for damage to or loss of any confiscated items beyond their used replacement value.

Stages of behaviour management	Examples/Types of misbehaviour (These are examples and not an exhaustive list)	Comments & examples of action to be taken	By whom?
Stage 1 Initial recognition	Pupil momentarily goes off task, turns round or talks to another pupil	A look or gesture is sufficient	Teacher
Stage 2 Reprimand	Minor distraction, lack of concentration Lateness to lesson Incorrect uniform, visible jewellery, chewing gum A lack of readiness for learning	Verbal reminder of expectations spoken quietly and calmly This should be recorded on SIMS and repeat offenders punished by lunchtime detentions, official detentions and meetings with parents Pupils must be asked to put on correct uniform (e.g. shoes and not trainers). Jewellery should be confiscated	Teacher
Stage 3 Warning	Ignoring verbal reprimand	Pupil is warned that an immediate sanction will be given if the misbehaviour is repeated (i.e. lunchtime detention, moving seats) Warnings should not be given that are not followed up with action.	Teacher
Stage 4 Break or lunchtime detention	Failure to stop minor misbehaviour after warning No homework or coursework/controlled assessment without good reason Poor classwork Minor misbehaviour	Record in SIMS Tutor to pick up and take action in light of previous incidents in other subject areas. If there is pattern emerging there should be referral to HoY. Failure to do homework must be recorded on SIMS.	Teacher Tutor to HoY HOD monitors number of detentions given

Stages of behaviour management	Examples/Types of misbehaviour (These are examples and not an exhaustive list)	Comments & examples of action to be taken	By whom?
<p>Stage 5</p> <p>Isolation within Dept</p>	<p>When behaviour described in Stage 4 is repeated.</p> <p>Where there is a serious disruption & education of other pupils is being affected</p>	<p>Record all incidents on SIMS for tutor to monitor</p> <p>Arrangements made to isolate pupil in another class for a week within the department</p> <p>After school detention and letter home by HOD</p> <p>NB. If several pupils in same year group have reached this stage at the same time, it may be necessary to involve HoY in discussions. This stage may then not be used.</p>	<p>Teacher & Tutor</p> <p>HOD</p> <p>HOD (unless HoY is involved because of other incidents)</p>
<p>Stage 6</p> <p>Official school detention</p>	<p>If stage 5 has not worked</p> <p>If coursework / homework is consistently not completed</p> <p>Bringing the School into disrepute</p> <p>Truancy</p> <p>Bullying</p> <p>Smoking</p>	<p>Fill in record incident on SIMS and detention slip and inform HoD</p> <p>Monitor number of OSD a) collected by each pupil, b) given by each teacher</p>	<p>Teacher</p> <p>Tutor</p> <p>HoY</p>
<p>Stage 7</p> <p>Withdrawal unit</p> <p>(This step can be skipped at the SLT's discretion)</p>	<p>Abusive behaviour towards teacher</p> <p>Violent behaviour or serious bullying directed towards other pupils</p> <p>Continued refusal to obey reasonable instructions (e.g. to change seats)</p> <p>Theft</p>	<p>This sanction can be used at any stage if the incident is sufficiently serious</p> <p>The teacher must record the incident on SIMS and check that the pupil has arrived in the Withdrawal Unit</p> <p>HoD informed</p> <p>Official school detention and parents informed</p> <p>Possible fixed term exclusion/seclusion</p>	<p>Teacher</p> <p>HoD to monitor number of referrals per pupil, class, teacher in their department</p> <p>HoY</p>

Stages of behaviour management	Examples / Types of misbehaviour (These are examples and not an exhaustive list)	Comments & examples of action to be taken	By whom?
<p>Stage 8 Fixed term seclusion (to neighbouring school) or fixed term exclusion</p>	<p>Violence, petty theft etc</p> <p>Repeated incidents which damage education or threaten safety of self, other pupils, or staff</p> <p>Any instance of poor behaviour in stages 1-7 deemed sufficiently serious by the Headteacher</p> <p>Being under the influence of drugs (including natural highs and alcohol), an intent to supply, assistance with supply, arranging to supply, being in possession of etc</p> <p>Possession of offensive weapons, using an offensive weapon, supply of such weapons</p>	<p>Sanctioned by Headteacher in consultation with HoKS/HoYs and Deputy Head Pastoral</p> <p>PSP set up by HoKS/HoYs</p> <p>Involvement of external agencies where appropriate</p>	<p>Headteacher / HoKS /</p> <p>Pastoral Deputy</p> <p>HoKS /HoY</p>
<p>Stage 9 Permanent exclusion</p>	<p>At the discretion of the Headteacher.</p> <p>Any incident, or persistent instances, where Stages 1 – 8 are not deemed to be sufficient.</p> <p>Being under the influence of drugs (including natural highs and alcohol), an intent to supply, assistance with supply, arranging to supply, being in possession of etc</p> <p>Possession of offensive weapons, supply of such weapon use of an offensive weapon</p>	<p>In response to a serious breach, or persistent breaches, of the school's Behaviour Policy, adversely affecting the education of self and/or others.</p>	<p>Head teacher</p>

33. **Withdrawal Unit**

Purpose

To isolate for one school day any pupil who has seriously breached the Code of Conduct.

Referral Procedure

- Referrals to be made only by HoD, HoY, Head of Key Stage, SENCO or a member of SLT.
- Incident recorded on SIMS details exactly what has happened and is emailed also to the Head of Year immediately.
- Staff alerted via email ASAP.
- Pastoral Leader informs parent promptly with written confirmation of the details.

Procedures within the Withdrawal Unit

- No more than 4 pupils placed in the Unit at one time.
- Pupils complete 5 lessons in the Withdrawal Unit at the discretion of the HoY.
- Pupils occupied at all times with classwork, provided by Departments.
- Any member of staff who wishes for a pupil to catch up on specific work, e.g. coursework, can send work to the Unit with instructions. A laptop is available working online or from Show my Homework
- Pupils can expect to receive homework tasks at the end of the day.
- Member of staff on duty in Withdrawal Unit maintains log and comments on behaviour of pupil. Any toilet visits are to be logged.
- There is no interaction between pupils, who remain within confines of their work cubicle.
- Member of staff on duty checks for graffiti before pupil leaves
- Pupil bags are to be kept in corner of Withdrawal Unit and pupils are to be issued with pencils only.
- Stationery and pencils kept in a cupboard and logged in and out by member of staff on duty.
- Member of staff supervising period 4 escorts pupils to the canteen 15 minutes before the end of lesson. They may purchase food which is taken to Withdrawal unit to be eaten.
- All referrals to the Withdrawal Unit are to be logged on SIMS.
- Department may use 6th Form lessons to isolate pupils as an alternative to the Withdrawal Unit; pastoral staff will be informed, to liaise with parents. Period of time is agreed and report card issued so that attendance is monitored.
- Mobile phones are removed from pupils in the Withdrawal Unit and locked safely in the pastoral office.

Pastoral Support Plans

34. Pupils whose behaviour persistently causes concern in either lessons or around the school, and for whom the above sanctions have failed, will have a Pastoral Support Plan. The school will invite parents and other support agencies to a meeting to discuss and agree a plan to support the pupil with their behaviour management. The plan will be circulated to all teachers of the pupil. This plan will be reviewed and modified as necessary to ensure it provides the appropriate support for the pupil in question.

Exclusion

35. More serious offences, or persistent offenders for whom other sanctions have failed, will be referred to the Headteacher who may decide to exclude a pupil for a fixed period at home or require them to attend a neighbouring school for an agreed number of days. On these occasions parents will be informed and invited to attend a reintegration meeting.
36. Where a pupil fails to respond to the support given as a result of a Pastoral Support Plan, and all avenues of support have been exhausted, the Headteacher may decide that the pupil will be permanently excluded.

37. Clearly a sanctions procedure will not be appropriate for all incidents, and staff should use their discretion when dealing with children they know well or who are known to have recognised behavioural difficulties.
38. Certain pupils are issued with a yellow card which allows them to leave the room and go to a specified member of staff when they feel they are losing control.
39. **When applying sanctions staff are required to remember the following:**
 - that they are condemning the behaviour not the person
 - to avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
 - to avoid whole group sanctions that punish the innocent as well as the guilty
 - to take into account individual circumstances. These are frequently referred to in the weekly briefing by pastoral staff.
 - to encourage pupils to reflect on the effects of misbehaviour or absence on others in the School community, as part of everyday teaching.

SUPPORT SYSTEMS FOR PUPILS

40. In addition to regular teaching and learning about positive behaviour and regular attendance and the support of a well organised and caring school community, some pupils will need extra support to help manage their behaviour and attendance. To pre-empt escalating behavioural problems, truancy and unauthorised absence, the Piggott School recommends and applies the following strategies:
 - Close liaison with parents
 - Referral to a mentorship programme
 - Pastoral support plans (PSP) with regular reviews
 - Referral to Childrens' Services as appropriate for early intervention
 - Close liaison with school's EWO (Education Welfare Officer) and SENCo
 - First day response for any absence
 - Reduced timetable to avoid conflict points
 - One to one counselling
 - Referral to member of Careers Team
 - an agreed alternative curriculum to adapt to the pupil's needs
 - Green Room

SUPPORT SYSTEM FOR STAFF

41. All staff are expected to deal with minor and occasional misbehaviour and attendance at the time and wherever it occurs in the school. Regular professional development on behaviour and attendance is important to support them in their work. Staff will be supported by their Subject Leaders, Pastoral Leaders and Senior Leadership Team in promoting good discipline within the school.

SUPPORT FOR PARENTS

42. The school will liaise closely with parents and support them with advice over issues of behaviour and attendance.
43. The school will advertise voluntary parenting courses run by the Local Agencies.
44. The school will encourage all parents to attend parents' evenings.

ATTENDANCE

45. The school has developed effective systems and procedures for encouraging regular school attendance and recognises that this is fundamental in promoting pupil progress. These

procedures are included in the Staff Handbook and will be followed regularly by staff.

46. The Pastoral staff will work alongside the Education Welfare Service to ensure that procedures are followed effectively and that any pupil not attending regularly is given extra support.
47. Parents may not authorise any absence; only the senior staff of the school may do this when they are in receipt of a satisfactory explanation.

PUPILS CONDUCT OUTSIDE THE SCHOOL GATES

48. Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. This includes when the pupil is:
 - taking part in any school organised or school related activity
 - travelling to and from school
 - wearing school uniform
 - in some way identifiable as a pupil at the school
 - It also includes misbehaviour of a pupil that:
 - (a) could have repercussions for the orderly running of the school
 - (b) poses a threat to another pupil, member of staff or member of the public
 - (c) could adversely affect the reputation of the school

MONITORING AND EVALUATION

49. There will be half-termly an audit of behaviour and attendance to measure the effectiveness of this policy. This will include monitoring the distribution of rewards and sanctions by gender, ethnicity, SEN and disadvantage and monitoring of attendance, to include percentage of unauthorised absence. The policy will be updated annually in response to the School's Monitoring and Evaluation and the report will be submitted to the Governors.

Annex A

School behaviour policies:

Legal requirements

50. Section 61 of the School Standards and Framework Act 1998 and the Education and Inspection Act 2006 require a governing body to ensure that its school pursues policies designed to promote positive behaviour. In particular it:
 - a. requires a governing body to make and review a written statement of principles to guide the Headteacher in determining measures for promoting positive behaviour.
 - b. requires the governing body to notify the Headteacher and enable it to give further guidance, when the governing body wants particular measures introduced or particular issues addressed,.
51. In carrying out these functions the governing body must:
 - a. have regard to guidance given by the Department
 - b. before making or revising its statement of principles, consult the Headteacher and parents and carers.
52. The Headteacher must determine measures (which may include a code of conduct and its application) designed to secure an acceptable standard of behaviour and to promote self-discipline, proper regard for authority and respect for others. In particular these measures should aim to prevent all forms of bullying among pupils.
53. These measures should be consistent with the statement of principles made by the governing body and any specific notification or guidance it has given. These may go a long way towards defining an acceptable standard of behaviour. In so far as they do not, the Headteacher is responsible for defining the acceptable standard.
54. The measures determined by the Headteacher must be published as a written document, made generally known in school through publication on the school website and to parents and carers and, at least once a year, brought to the attention of all pupils, parents and carers and staff.

Annex B

Detention: the law and how it is applied

55. Detention is one of the sanctions schools can use in cases of serious misbehaviour. Section 5 of the Education Act 1997 gives school authority to detain pupils after the end of a school session on disciplinary grounds.
56. All schools, except independent and non-maintained special schools, have clear legal authority to detain pupils without the consent of the parent. There is no risk of legal action for false imprisonment if a pupil is kept at school after the session without parental consent. This covers both lunchtime and after school detentions. However, before a school introduces detention as a sanction, the Headteacher must make all parents and carers, pupils and staff aware that staff may use detention. Parents and carers of pupils admitted during the school year must also be told about the policy. If the Headteacher has made all reasonable efforts to make the policy known, parents and carers should not be able to challenge the lawfulness of detention because they were unaware of it.
57. The law safeguards children's and parents' legitimate rights, and ensures reasonable limits on detention for children who misbehave. Schools do not have an unqualified right to impose detention: detentions must be reasonable and proportionate to the offence. Detentions may only be imposed by a Headteacher or another teacher specifically or generally authorised to do so. They should take account of:
- the child's age
 - any special educational needs
 - any religious requirements
 - whether the parent can reasonably arrange for a child to get home from school after the detention.

Written notice

58. The school will endeavour to give at least 24 hours' written notice of a detention to the parent, so allowing time for the parent to raise any problems. A notice to a parent should say:
- a. that their child has been given a detention
 - b. why detention was given
 - c. when, where and for how long the child will have to remain in school.
59. Parents and carers objecting to a detention should present the relevant facts for the school to take into account. Examples of such facts should be:
- a. that the detention is on a day of religious observance for the family
 - b. concern about the length and safety of the walking route between the school and the child's home
 - c. the need for transport home if the parent cannot collect the child that day or make reasonable alternative arrangements.
60. The detention could be revoked altogether or deferred because of the parent's representations.

Parental complaint about detention

61. The Headteacher, or other authorised teacher, may decide the child should have a detention despite the parent's representations. However, a parent who remains dissatisfied may complain to the Headteacher and the governing body under the school's normal complaints procedures (although there will usually not be time to consider the complaint until after the detention has taken place).

However, there is no right of appeal. A governing body has no power to overturn a decision if they consider a complaint before the detention takes place.

62. A parent concerned about either the principle of detention or how it is used can raise these concerns with the Headteacher, the governing body, or both.

Method of notifying the parent

63. The law allows notice of a detention to be given to a pupil's parent in various ways including:
- a. handing it to the parent
 - b. delivering or posting it to their last known address
 - c. any other effective method such as 'pupil post', with a telephone call to the parent, or a fax, e-mail, text or other electronic communication.
64. It should normally be unnecessary for a Headteacher to have to arrange for notice of detention to be served personally on the parent or to obtain acknowledgement of its delivery. This would mean that a school could never reasonably detain a pupil whose parent deliberately avoided receiving the notice or refused to respond to it. If the Headteacher has given the parent, whom the school believes has custody of the child, 24 hours' written notice of a detention, the Headteacher should assume that the parent has received this even if there has been no response.

Period of notice

65. Usually, the minimum period of notice is 24 hours; delay in imposing a detention weakens its effect. In practice the 24 hour requirement will normally mean a parent hearing more than a day in advance. For example, for a detention imposed on a Monday, the earliest that detention could take place would be after school on the Wednesday. This ought to allow enough time for parents and carers to make reasonable arrangements for transport, if necessary.

Who should receive the notice

66. Written notice must be given to the parent. Notifying one person who has parental responsibility for a child, even if more than one person has custody of the child, should be adequate. A Headteacher who knew that a child of separated parents and carers lived with the mother, would comply with requirement by giving notice only to the mother, but arguable not by giving notice to the father alone. The Courts could be expected to apply a common sense approach to the notice requirement. If a Headteacher had taken all reasonable steps to give notice to the parent with whom the child lived, it is doubtful whether a Court would be sympathetic to a false imprisonment claim based simply on the fact the Headteacher should also have given notice to someone else.

Failure to attend a detention

67. If a pupil fails to attend an after-session detention for a disciplinary offence without reasonable excuse, the Headteacher, or other authorised teacher, should decide how to deal with the absence and the original misbehaviour, normally with a more severe sanction.

Circumstances for not detaining a pupil

68. For certain children a detention might never be reasonable, however bad their conduct. For example, an after-school detention could probably not reasonably be imposed on a child who lived far from school, if the pupil's only means of travelling home was on a bus leaving at the end of the school day and there was no other way the pupil could get home. However, the onus is on parents and carers to demonstrate any unreasonableness about the proposed detention. Simple inconvenience to parent or pupil in making alternative transport arrangements would not be sufficient reason to withdraw the detention. If after-school detention is not possible, the Headteacher (or other authorised teacher taking the detention) could consider detention at lunchtime or another suitable sanction.

69. Although the school must have regard to the availability of suitable travel arrangements after a detention, the responsibility for making these arrangements lies with the parent. The school does not have to pay.

Detaining young children

70. In principle, there is no reason why a young child, including one under compulsory school age, should not be given detention. However, it could be difficult to justify the detention of a very young child as the pupil's age would be one on the special circumstances which the Headteacher must by law consider.
71. Teachers have a duty to take reasonable care of pupils at school. If a child is injured because a teacher is negligent, the parent could take an action of negligence against both the teacher responsible and the employer (either the LA or the governing body) under the legal principle of vicarious liability. Schools should also consider carefully the issues of supervision where a single child is detained.
72. A child injured going home from school after being kept in detention could theoretically have a claim in damages against the school if the child or parent could prove that:
- a. the school's duty of care extended to ensuring the child could get home safely
 - b. in the circumstances of the case, they had negligently failed to carry out that duty
 - c. the injury was a direct result of that negligence.

If, for example, an unsupervised young child was knocked down crossing a busy road outside the school after a detention, but someone at the school would normally have supervised the child crossing the road at the end of the school day, this could be negligence.

However, the LA or governing body would not be liable for any accident that happened to the child on the way home after a detention. To succeed in a negligence action, the child or parent would have to prove all three points in paragraph 19 above.

Early morning, Saturday and holiday 'detentions'

73. The law allows schools to use detentions other than at lunchtime or after school. For Saturday morning, or holiday detentions that pupils attend voluntarily, there can be no question of false imprisonment. Such detentions depend on the co-operation of the pupil and parent.
74. The time a pupil spends in detention should be used constructively and to best effect. Teachers should consider appropriate work for pupils to undertake during the detention.

Records

75. Schools should keep a written record of any detention and the reasons for imposing it, in case parents and carers bring a legal challenge.

Annex C

Official guidance on behaviour and attendance: attendance policy

76. All schools should have effective systems and procedures for encouraging regular school attendance and investigating the underlying causes of poor attendance which should be set out in the attendance policy. These systems should be reviewed regularly and modified where necessary to reflect the circumstance of the school.
77. Parents should be aware of the school attendance policy and should be encouraged to be involved with the systems and procedures that the policy describes through letters to parents and the Home-School Agreement.
78. An attendance procedures should set out systems for:
 - the registration of pupils, including the length of time registers should be kept open;
 - categorising absence;
 - collating and analysing attendance data to identify trends and enable action to be taken;
 - determining in which exceptional circumstances leave of absence will be granted for holidays during term-time;
 - monitoring attendance and punctuality for all lessons;
 - dealing with late arrivals;
 - dealing with unauthorised absence (i.e. when contact will be made with parents, how and when standard letter systems will be used, what measures will be taken to re-engage disaffected pupils, what rewards or incentives will be used to encourage attendance, what sanctions will be taken);
 - deferring cases to the Local Education Authority's Education Welfare Service (i.e. when, how and by whom);
 - reintegrating pupils who have been absent (e.g. providing pastoral support, the role of the Green Room, using teacher/peer mentoring).

Attendance registers and categorising absence

79. Schools are required to take an attendance register twice a day, once at the start of the morning session and once during the afternoon session. The register shows whether the pupil is present, engaged in educational activity off-site, or absent.
80. Schools may take lesson by lesson registration where post-registration or 'internal' truancy is an issue.
81. If a pupil of compulsory school age is absent, the register must show whether the absence was authorised or unauthorised.
82. Authorised absence is where the school has either given approval in advance for a pupil of compulsory school age to be out of school or has accepted an explanation offered afterwards as satisfactory justification for absence.
83. Other absences must be treated as **unauthorised**.
84. **Parents may not authorise any absence, only schools can do this.** Schools may authorise any absence but inappropriate use of authorised absence can be as damaging to a child's education as unauthorised absence. As all absences should be treated as unauthorised until schools agree on a satisfactory explanation, it is clearly important that schools have consistently applied procedures for getting explanations and amending registers.

Presence at registration

85. Pupils present at morning registration should be recorded with an oblique stroke on SIMS. If it is not possible to record attendance on SIMS, a paper register must be submitted.

Recording absence

86. Schools **must** differentiate between authorised and unauthorised absence. Schools **must also** record if the pupil is undertaking an approved educational activity (see below). Schools may record this by a code only.

Absence codes

87. Schools find it useful to use codes for identifying patterns of absence. The type of code used is a matter for individual schools, in accordance with LEA advice for consistency in the analysis of absence data.
88. Schools may keep registers manually or electronically. For both, the original entry in a register and any subsequent alteration must be clearly distinguishable. Both the original entry and the correction should be preserved so that on retrieval the entries appear in chronological order.
89. If an electronic registration system is used, the attendance register must be printed off at least once a month. At the end of each school year sheets must be bound into annual volumes and, like manual registers, kept for at least three years after the date on which they were last used.
90. The governing body (which is responsible for the attendance register) must register with the Data Protection Registrar under the Data Protection Act 1998. The Office of Data Protection Register <http://www/dpr.gov.uk/> can give further advice.
91. The absence of pupils to take part in supervised educational activities outside the school but authorised by the school is recorded as 'approved educational activity'. This is the equivalent of 'present' for the purposes of the annual absence return and performance tables, but it should be clear that such pupils are off-site for health and safety reasons or in the event of an emergency.
92. The following activities show when the approved educational activity category can be used:
- dual registration arrangements with a Pupil Referral Unit or special school.
 - field trips and educational visits, in this country or overseas;
 - participation in or attendance at approved sporting activities;
 - work experience;
 - interviews with prospective employers
 - interviews for a place at a further or higher education establishment (Year 11-13 only);
 - link courses, whereby pupils attend a further education college for part of the time;
 - franchised pupils receiving part of their tuition off-site at another location
93. For school days where the whole school has to close due to severe weather conditions, fire, heating failure or other structural damage, no attendance registers are needed.
94. If a pupil is to be taken off roll because the child is moving to another area or school, staff should first find out the name and address of the new school and when the pupil will start, confirming this information with the receiving school. School staff should be concerned:
- If the parents do not name the new school;
 - If a pupil has 'disappeared' from the area without explanation;
 - If a pupil has not returned to school within ten days of the agreed return date for a holiday taken in term time.
95. If schools are concerned they should alert the area safeguarding representative (named in local Area

Safeguarding Board guidance) without delay. If they have no named contact they should inform the LEA's Designated Child Protection Officer who can make a decision on whether to alert Children's Services. Children's Services may in turn involve the police. If, however, schools have good reason to believe that a crime may have been committed, they should contact the police directly.

Authorised and unauthorised absence

Parentally-condoned unauthorised absence

96. **By law, only the school can approve absence, not parents.** School staff need not accept a parental explanation for a child's absence, whether written, telephoned or given in person, if they doubt the explanation. It is for schools to judge whether the explanation given is satisfactory justification for the absence.
97. Any further investigation should be handled sensitively, but if after this questions remain (or where no satisfactory explanation is forthcoming), the absence must be treated as unauthorised. Where parentally-condoned unauthorised absence appears to be a problem with a particular pupil, schools should involve the Education Welfare Service at an early stage.
98. Excessive amounts of authorised absence can also seriously disrupt continuity of learning and encourage disaffection. School staff should therefore look out for emerging patterns of authorised absence by individual pupils or groups of pupils.
99. Schools should explain to parents through the Home-School Agreement how to notify them when a pupil is absent. Some parents, for example those whose first language is not English, may have difficulty in providing notes or using the telephone. Schools might suggest that such parents make alternative arrangements, either through a neighbour, a community worker or elder sibling to notify a child's absence. In order to comply with the Race Relations (Amendment) Act 2000, it is important for schools to ensure that there is equal access to information. Consequently this may mean providing appropriately translated material to ensure that no ethnic group is disadvantaged.
100. There is no legal requirement for parents' notes to be retained by a school. But if a pupil attends irregularly and there is a possibility of legal action, it would be sensible to keep the notes for up to three years. The information could be used in Court.

Days of religious observance

101. This is absence to take part in any day set aside exclusively for religious observance by the religious body to which the parents belong, including religious festivals.
102. Schools should be sensitive to such requests and parents should be encouraged to give advance notice.

Interviews with prospective employers or for a place at another school (including entrance examinations)

103. School staff should normally ask for advance notice and proof of the appointment, for example a letter of invitation. If the interview takes place during Year 11 and the school is satisfied that it is linked to future education or employment prospects, absence can be recorded as 'approved educational activity'.

Study Leave

104. Study leave in Year 11 starts officially after May half term. Examinations generally start 2 weeks prior to this.

105. During this time pupils are expected to attend lessons unless the course has officially finished. During such lessons, students will be expected to revise independently in the library under supervision.

106. Parents of Year 11, 12 and 13 will be notified of the official study leave date. Study leave cannot be counted as 'approved educational activity' as it is unsupervised.

Exclusions

107. A pupil excluded for a fixed period remains on roll and the absence should be treated as authorised as it results from a decision taken by the school. Similarly, the absence of a permanently excluded pupil is treated as authorised while any review or appeal is in progress.

108. In the case of a permanent exclusion the pupil's name should be removed from the school roll on the first school day after the day on which:

1. the independent appeal panel upholds the permanent exclusion;
2. the independent appeal panel does not uphold the permanent Exclusion, but does not direct the pupil's reinstatement;
 - a. the prescribed period for lodging an appeal has expired and the parent has not lodged an appeal;
 - b. (the parent has, before the expiry of the prescribed period, advised the School in writing that they do not intend to appeal.

In the meantime the absence is to be recorded as authorised.

109. The school is responsible for setting work for an excluded pupil who remains on the school roll for up to five days in the case of a permanent exclusion.

Traveller child when the family is travelling

110. To help ensure the continuity of learning for Traveller children, dual registration is allowed. This means that a school cannot remove a Traveller child from the school roll while they are travelling. While the Traveller is away, the base school holds the place open and records the absence as authorised. Distance learning packs for Traveller children are not an alternative to attendance at school.

Family bereavements

111. Schools should respond sensitively to requests to attend funerals or associated events and have discretion to authorise such absences.

Child caring for a sick or disabled family member (young carers)

112. In a genuine crisis, a school can approve absence for a child to care for a relative until other arrangements can be made. The school should set a time limit for the absence and set some school work so the pupil does not fall far behind while at home. Referral to outside agencies should be done sensitively, recognising that a child may fear being 'put into care' if the parents are seen as unable to cope. In the final analysis it is important to remember that in accordance with the Children's Act 1989, the interests of the child are paramount and that advice should be sought from Children's Services.

Family prison visits

113. Schools should authorise requests for absence which will enable a child to visit his or her parent in prison.

Birth of a child

114. Support should be directed to keeping the pupil in school wherever possible and to her return to full-time education as soon as possible after the birth.

115. A pupil who becomes pregnant should be allowed no more than 18 weeks' authorised absence to cover the time immediately before and after the birth of the child. After that time, any absence should be treated as unauthorised.

Special occasions

116. Schools should consider each request individually. Only exceptional occasions warrant leave of absence.

Public performances, including film or TV work

117. The Local Authority must licence a pupil to take part in a public performance.

118. Agreed participation should be treated as authorised absence, or the pupil is educated off-site dependent upon the circumstances.

Lateness

119. Schools should actively discourage late arrival and be alert to patterns of lateness which could provide grounds for prosecution.

120. Schools should have a policy on how long registers should be kept open. Thirty minutes from the beginning of registration would be reasonable, but schools can set shorter periods. For health and safety and educational reasons, it is important that a late book is kept to note the children who arrive after the registers are closed. These records are invaluable in the event of an incident such as a fire.

121. In circumstances such as bad weather or public transport difficulties, schools may keep the register open for a longer period.

122. Pupils are expected to attend school regularly and to arrive punctually for tutor time and all lessons. It is the legal responsibility of parents to ensure full attendance. It is the responsibility of the pupil to make up any work missed by absence. Holidays should not be taken during school term time. The school follows the guidance on parental fines, which can be incurred due to poor attendance, punctuality and holidays taken in term time.