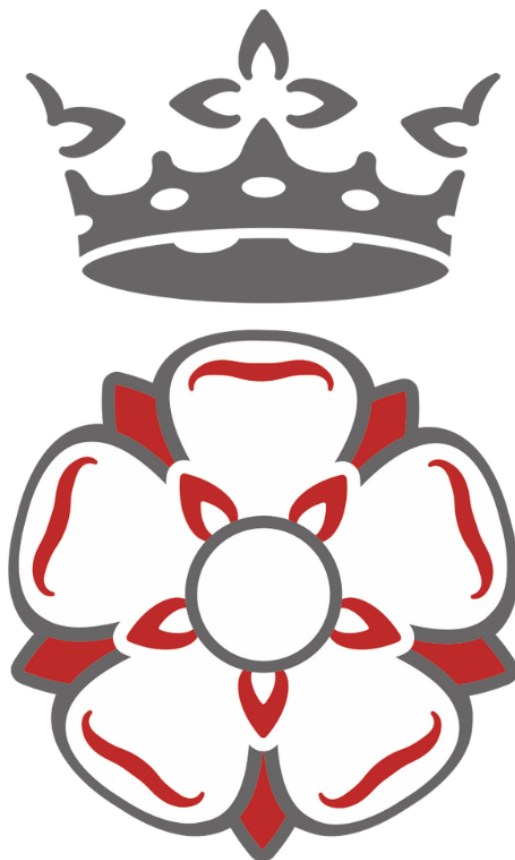




Behaviour and Discipline Policy and Consistent Behaviour Model

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DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.

Aims of this policy:

To describe the processes and systems within the school which promote, encourage and reward good behaviour and enable disruptive behaviour to be dealt with consistently and effectively.

Introduction:

This document sets out the framework of the King Ecgbert School approach to encouraging good behaviour which enables young people to learn, develop and thrive in a stimulating, well-ordered and caring environment. In addition, the school's responsibility to ensure the safeguarding of all young people, in line with Keeping Children Safe in Education (KCSIE) 2026, forms an integral part of the construction and implementation of this policy. At King Ecgbert School, we aim to develop the character and conduct of all students. We educate our young people on the types of behaviours we expect to see both in school and in the wider world – this is embedded across the school and is taught specifically through our 'behaviour curriculum'. We communicate our expectations to students regularly and clearly and aim to ensure that all students know what is expected of them at all points during the school day, enabling school staff to uphold the highest standards and prioritise learning in the classroom. We want to enable young people to develop and thrive in a stimulating, well-ordered and caring environment, through which they can become well-adjusted young adults, able to succeed in a changing world and workplace. We recognise that the development of appropriate and positive behaviour is clearly essential to the academic and social success of all pupils.

Our framework is known as the Consistent Behaviour Model (CBM).

It is expected that the policy will evolve as necessary. At all times staff, students and parents will be made fully aware of such changes.

The Consistent Behaviour Model should be successful in:

- Ensuring that all students, regardless of ability, age and gender are engaged in the process of praise, recognition and rewards
- Supporting staff in the classroom. Ensuring that teachers can get on with teaching children who want to learn and who behave in a conducive way that promotes good progress.
- Making the school a calm and purposeful learning environment at all times and in all areas.
- Providing clear and simple systems that all stakeholders understand

Without doubt, the essential prerequisite for the CBM to be successful is a consistent commitment from all staff to operate within the agreed framework every day. It is one of our fundamental expectations of all staff; therefore, it is given high priority.

Where necessary, reasonable adjustments will be made to this policy in line with a child's Special Educational Need individual plan. For further information regarding reasonable adjustment types, please see the Special Educational Needs policy.

All teachers in all curriculum areas must recognise the importance of praise and reward for all students as a matter of agreed policy. Support staff and non-teaching staff will also be expected to formally praise and challenge students whenever it is appropriate to do so.

Staff must have a thorough understanding of the CBM and operate within the model for the use of sanction and reward.

- Ensure that every member of the school community (students, parents, teachers and all other staff working in the school) are aware of the agreed expectations with regard to behaviour and discipline which are held at King Ecgbert School
- Outline procedures to promote a well-ordered teaching and learning and working environment for all students and staff through the application of positive behaviour management strategies
- Promote the development of self-discipline, respect and consideration for others as a central part of the individual's personal development
- Ensure that all stakeholders are aware of their responsibilities with regard to behaviour management and discipline

1. Rewards

Praise and rewards are key factors in the promoting of positive behaviour and development of positive relationships between staff and students. King Ecgbert School aims to motivate students and highlight positive behaviours/conduct/performance by recognising students in class and around school.

Y7-11**Classroom conduct/expectations**

Students receive House Points for performance in lessons. All students that meet lesson expectations will earn one House Point per lesson. House Points will be awarded in line with the criteria below. In addition, students can earn additional House Points should a member of staff make contact with home to report on positive performance. Students in Y7-9 collect stamps in their planner and have these recorded weekly by their Form Tutor during 'admin' morning. Students in Y10 and Y11 have all House Points recorded electronically by the class teacher/awarding staff member.

Recognition type	Tariff	Criteria
House point	1	- Meeting all classroom expectations - Making positive contributions to class discussions - Exceeding expectations in a key area e.g. classwork, presentation of work - Demonstrating leadership skills e.g. supporting others/taking on responsibilities in the classroom - Kindness/courtesy to peers/staff - Successful completion of homework Please note: a maximum of 3 house points should be awarded to an individual per lesson.
Parent Message	3	- Excellent performance in one key area (including homework) - Exceeding expectations in multiple key areas - Consistently excellent in multiple lessons Plus any other repeated/one off positive behaviour that warrants a reward greater than a house point.
Parent phonecall	5	- Outstanding performance in one key area (including homework) - Consistently outstanding in multiple lessons Plus any other repeated/one off positive behaviour that warrants a reward greater than a parent message

Outside the classroom

Students can be awarded House Points for showcasing the school's Core Values - recognising students' positive contributions to the wider community. The criteria below highlights typical examples of how recognition can be earned.

Core Values (ERA - Excellence; Respect; Aspiration)

Core Values Tariff	Typical behaviours/gestures that may result in core value rewards (not exhaustive)
1	Holding doors for adults Politeness/good manners in corridors/school community Assisting adults – offering to carry items for a staff member
3	Supporting the learning of others (reading support) Demonstrating kindness to a peer in need
5	Attending open evenings, or similar, to support staff in showcasing the school. Leading extra-curricular activities for younger students. Going above and beyond to help/support a peer or staff member

Positive On Call

Staff are encouraged to recognise whole class performance by requesting Positive On Call. A member of SLT (senior staff) will visit the class and congratulate the group on their attitude/work. A SLT House Point will be issued to all members of the group and a message will be sent to parents/carers

Rewards Events

A range of rewards events are held over the academic year to celebrate students' performance. These range in frequency and criteria – please see below:

- Form Breakfast
- Form Tutor 'star performer' award
- Departmental postcards
- House Heroes golden ticket events
- Termly rewards assemblies
- ATL celebration events

2. Planner:

The planner is a compulsory item for all students. It contains valuable organisational information for all students and is a key component of CBM.

The following expectations apply in relation to the planner:

- show your planner to the senior member of staff on first arrival each day
- no personalising of the Student Planner is allowed
- a student should have their planner with them at all times
- the planner should be out and on desks in every lesson

Each morning members of the Senior Leadership Team (SLT and Year Managers (YMs) will meet and greet students at line-up (KS3) or student entrance (KS4). Students should show their planner on entry to the school.

The planner holds vital organisational information, serves as a teaching and learning tool and is used for the recording of rewards and conduct; it is therefore an essential piece of equipment. Where students do not have a school planner, the following process will be applied:

- 1st instance – One day planner issued
- 2nd+ instance – One day planner issued and On Call detention
- 3rd instance (consecutive days) – all social time removed until a new planner is purchased

Lost or damaged planners will need to be immediately replaced at a cost of £2.50. A new planner can be purchased at Student Reception.

3 Planner Comments in a Week:

Planner comments are issued to students for not meeting school expectations. During a school week, if a student reaches 3 comments in their Student Planner the following procedures will apply;

- The member of staff writing the 3rd comment should request 'On Call' who record this in the On Call folder.
- The student will lose social time and be added to the On Call detention list for the following day
- Parents are informed of the sanction by text message.

Refusal to hand over Student Planner:

The refusal to hand over a planner when requested by a member of staff will be seen as defiance and treated in line with school's response to such behaviour.

3. Classroom Expectations:

When a particular misdemeanour takes place an identified sanction or range of protocols must follow. The protocol is not open to negotiation or debate. This is the key area of consistency.

Classroom Expectations:

Students are to arrive at and enter the classroom within the allocated movement time. All teachers will have a routine for starting the lesson in line with 'Classroom ABC' (see Appendix). We believe in regular and clear communication of our expectations at King Egbert School. We invest time in sharing the reasons for each expectation in school and how this benefits students' learning and experience. Information is regularly shared through assemblies and Form Times, while every classroom has poster displays to remind students and serve as teaching resource for staff (see appendix).

Warning protocol:

During all lessons we have a 3 step system.

Unacceptable behaviour includes all that is disrupting teaching and learning and/or is behaviour/attitude which is producing sub-standard work.

The following protocol is to be used by all staff – consistency and certainty is important for all students.

First Warning - (in class intervention)

- The student is explicitly told this is their first warning and the reason why it has been given
- The first warning should not be given as a blanket warning to the full class

Final Warning - Student is given a final reminder of expectations

- The student is told this is their final warning, the reason why it has been given and this will be recorded
- A final warning is punished by a departmental detention at lunchtime
- The teacher records the behaviour leading to this warning and the action taken on school's management system (Edulink).

'On Call'

- If problems persist, 'On Call' is requested through Edulink
- 'On Call' takes the student to the Isolation/Reset Room. If possible, students should be given work to complete from the lesson they have been 'On Called'. If this is not possible other work will be set
- Teacher enters information on Edulink.
- An after school On Call detention is given for 45 minutes the same day (or day after if the On Call happens lesson 5)
- A text message is sent to parents to inform them that their child has been removed from learning and that their child will be attending detention after school

Key Related Rules:

- If a student obtains 2 'On Calls' in a day they will be placed in Isolation for a full day
- Isolation has the same rules as in classrooms, although there is no communication with other students including break time and lunchtime
- If a student does not meet expectations when working in Isolation, they will be Suspended for a fixed term period

4. Point based policy:

We operate a point based system. All behaviour incidents are recorded. Each behaviour is attributed a number of points. The scale we operate is on a tariff of 1-5 points per behaviour. The more severe the behaviour the higher the allocated point.

All points are recorded on the Edulink. The points are cumulative and add up to provide a picture of a student's behaviour throughout the academic year.

The tariff we operate is subject to change and may be modified throughout the year to meet the needs of the school.

The following thresholds are in place to ensure a graduated response to those students who accrue high numbers of behaviour points.

When a student gets to:

- **50 behaviour points- Pastoral Manager**

At 50 behavioural points a disciplinary meeting occurs in school with the relevant Pastoral Manager (KS3/KS4). The parent and the student must attend. The Pastoral Manager will present details of the student's behaviour record and teacher feedback will be shared. In addition, all intervention and support to date will be discussed and reviewed. The student, parent and Pastoral Manager will sign a behaviour contract. At the meeting it is made very clear that further instances of poor behaviour could put the student at risk of permanent exclusion. During the meeting further strategies and support interventions are considered. The student may be placed on 'Monitoring' to a senior member of staff.

- **100 behaviour points – SLT and Governor**

At 100 behaviour points a Disciplinary Meeting with a Senior Leader and a school Governor occurs in school. The parent and the student must attend. The behaviour record, facts and context are shared. In addition, all intervention and support to date will be discussed and reviewed. At the meeting it is made very clear that further instances of poor behaviour could result in permanent exclusion. There is also a discussion about the suitability of a Managed Move to another school. Where appropriate a student may be placed on 'Monitoring' to the Headteacher.

- **150 behaviour points- Headteacher**

At 150 behaviour points the Headteacher and Deputy Headteacher will meet with the student and parent/carer to discuss the possibility of permanent exclusion. A decision is made, taking into account the following:

- The student's previous record
- The threat to the health, safety and welfare of those in the school community
- The effect on other students in relation to their learning entitlement
- The threat to the school standards and behaviour
- The detriment the incident has had on the school's reputation
- The precedents – how other students have been treated in similar cases (when appropriate)

We reserve the right to permanently exclude any student at any point for persistent breaches of the School Behaviour Policy. We will permanently exclude any student where allowing them to remain in school would seriously harm the education or welfare of the student or others in the school community. Equally, the significant 'one off' incident can lead to permanent exclusion as set out in our Exclusion Policy.

At the beginning of each academic year each student will start at 0 points. However, the previous behaviour record is still part of the student's record and may be used as evidence in the case of permanent exclusion.

Formal Warning/Final Formal Warning

In the case of persistent poor behaviour or a serious one-off incident (or an instance at the discretion of the Headteacher), a formal warning or final formal warning may be issued to a student. This will be discussed with parents at a meeting attended by senior staff and the risks of further poor conduct will be outlined. The warning will be confirmed in writing with parents/carers.

5th Ever Suspension (from entry into the school) Headteacher Meeting:

To ensure previous poor behaviour is not ignored, when a student receives their 5th ever exclusion since joining the school, for a fixed term period, a meeting between the Headteacher, Deputy Headteacher, SLT link and YM is conducted.

At the meeting the Headteacher will consider the permanent exclusion of the student, using the criteria set out above (see 150 behaviour points). The context of any suspensions and the time frame that they have occurred will also be taken into consideration, in line with the school suspension policy.

5. Monitoring:

The behaviour points and incidents of all students are monitored weekly. Each fortnight students who have accrued an unacceptable number of behaviour points/incidents will be placed on 'Monitoring' for a fortnight cycle. Where little/no improvement is made over a fortnight, students will progress to the next tier. Moving up the tiers requires increased contact with parents and more intense staff support for the student. This process aims to support students to improve conduct, prevent further lesson disruption and avoid formal behaviour point meetings.

There are four levels of monitoring:

- Form Tutor
- Year Manager
- Pastoral Manager
- Senior Leader

6. Defiance:

Defiance will not be tolerated at King Egbert School.

Any student who is defiant, after having an opportunity to make the right choice, is automatically isolated for the equivalent of a whole day. In extreme cases or where a trend of persistent defiance is evidenced, a student will be suspended for a fixed term period.

7. Other Rules and Expectations:

Out of the lesson protocol:

On the rare occasion that a student must leave the classroom during lesson time they must have their student planner with them. The planner must contain a note from the teacher explaining why the student has been allowed to leave the lesson. It may be necessary to issue some students with an 'out of lesson pass' – this is rare and is usually the result of a medical condition.

Mobile Phones and Other Electronic Devices including smart watches:

- In line with guidance provided by the Department for Education and issued as part of the Children's Wellbeing and Schools Act 2026, phones and similar electronic devices are not to be used at school. They should be switched off and stored in a pocket or bag
- Phones and other electronic devices that are seen will be confiscated (see confiscated items below)
- Ear phones should also not be used in the building and should be kept out of sight. They will also be confiscated if seen
- Confiscated phones and other devices will need to be collected by parents/carers

Social Spaces:

- **Staying in designated spaces (green zone) is required by all students to ensure the school remains calm and quiet**
- **Eating – break and lunchtime – is not allowed on the corridors**
- **Where behaviour at social times is not deemed acceptable, students will receive planner comments or more serious consequences where necessary**

Confiscated Items

All confiscated items are recorded and stored at main reception. Parents/carers are informed of any confiscation through Edulink messaging. In most cases, items will be returned to students at the end of the day. On the second (and any subsequent) occasion (per item), parents/carers are required to collect items. Should a third occasion occur, alternative arrangements for carrying items will need to be agreed between school and parents.

Items that will be confiscated

- Phones and electronic devices (parental collection required)
- Ear phones
- Jewellery that does not meet uniform expectations
- Chewing gum (will be disposed of)
- Energy drinks (will be disposed of)
- Cigarettes and e-cigarettes (will be disposed of)
- Lighters (will be disposed of)
- Coats, caps, hooded tops, jackets (if worn persistently inside the school building)
- Laser pens or any other laser product (must be collected by parents)

Any other items deemed to be inappropriate in school will be confiscated.

Each individual student must accept responsibility for their own personal possessions and equipment whilst on the school site. Students should avoid bringing valuable items into school and we will not be held responsible for any personal belongings, items of clothing or equipment lost or stolen in school. Where staff suspect a student is concealing prohibited items, a search will be conducted in line with DFE guidelines (see appendix).

9. Punctuality

Punctuality is an essential part of school and working life; students are therefore expected to arrive on time to school and lessons. Should a student arrive late, a 'late' mark will be added to the register. Punctuality is closely monitored in school and where patterns of lateness occur, strategies to support students into better time keeping will be implemented – these may include:

- Letters to parents/carers
- Punctuality monitoring with target setting
- Parent meetings

In addition, consequences for lateness are as follows:

- Late to school before 9am – 30-minute same day after school detention
- Late to school after 9am – 45-minute same day after school detention
- Late to lesson – 30-minute same day after school detention

Truancy

Truancy is defined in school as 'purposefully not attending or avoiding a timetabled lesson without permission'. Students who truant lessons will be sanctioned using the school's detention and Isolation systems – where a student repeatedly truants lessons, it may be necessary to implement a suspension.

10. Isolation

Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment. The Isolation Room is supervised by the Senior Leadership Team. Students working in isolation will be required to complete a reflection task associated with the reason for their Isolation. In addition, work will be provided by staff in line with that being completed by their peers.

In addition to the classroom rules, students are not allowed to communicate with other students and must put their hand up to communicate with the adult supervising. The warning protocols within isolation are the same as the warning protocols in classrooms (Please refer to section 4).

Students will be isolated in the fullest sense of the word. Break and lunch time will be taken in the isolation room and at no point will the isolated student be allowed to socialise with other students.

The duration of the day in the Isolation Room will be from 8.45 a.m. to 3.15 p.m (where it is necessary to extend the day for a student, parents will be advised). All students who are placed in Isolation must bring their equipment for that day.

On the rare occasion a student is involved in a crucial event or examination whilst in isolation, a member of SLT will make a decision on whether the isolated period should be rearranged.

If a student in Isolation is 'On- Called' they will be suspended for a fixed term period.

The level of commitment displayed by the student in Isolation will also be monitored at the end of each period. We expect full commitment and students to engage in their work.

Work will be returned to teaching staff via pigeon holes at the end of each day.

11. Offsite Direction

An Offsite Direction may be implemented by the school due to serious behaviour concerns; this could be persistent poor behaviour or a one-off incident. When an Offsite Direction is implemented, an alternative education centre will have been sought by the school. The student will be required to attend the alternative centre for the duration agreed by the Headteacher (up to twelve weeks) and must adhere to the requirements outlined. An Offsite Direction may be implemented where a student is at risk of permanent exclusion. Review meetings will take place at regular intervals and will be attended by representatives from both schools.

12. Suspension and Permanent Exclusion

Details of these sanctions are covered in the school's Suspensions and Exclusion policy.

13. Additional Information

Searching students

Please refer to the Mercia Learning Trust Conducting Searched Policy

Reasonable Force

Please refer to the Mercia Learning Trust Care and Control Policy

14. Definitions

On Call

The system by which a member of staff can request support in dealing with students who are causing a severe disruption to learning.

Isolation

This represents one of the most severe sanctions that the school can impose in-house. Students are placed in a supervised room and remain out of lessons and circulation for an agreed length of time.

Suspension/Permanent Exclusion

This represents the most severe sanction a school can impose and as such is only considered under extreme circumstances. Suspension/exclusion occurs when it is deemed that a student's behaviour has been such that they can no longer be a part of the school community.

Isolation is exclusion within the school. It may be for a full or part day and can include students' social times, such as break or lunchtime.

Fixed Term Suspension is for a pre-defined period of time, with the aim being to reintegrate the student. The implementation of fixed term suspension is governed by national directives. All students who serve a fixed term suspension are given work to be completed on the school days during the period of their suspension.

Permanent Exclusion is when a school decides that the adverse effect a student has on the school community cannot be tolerated and they are educated elsewhere. The application of permanent exclusion is also governed by national directives.

CBM – Consistent Behaviour Model

This gives specific details about expectations and sanctions at King Ecgbert School. **See Appendix One**

Inclusion

A policy of inclusion means that a school will do its utmost to ensure that all students achieve and meet their potential regardless of any barriers to learning they may experience.

Off Site Direction (OSD)

In some circumstances, the school may require a pupil to attend another education setting for a temporary period to support and improve their behaviour. This is known as off-site direction.

Off-site direction is intended to be a supportive, time-limited intervention where other appropriate strategies or targeted support have not been successful. It may involve education at another school or an alternative provision setting, either full-time or alongside continued attendance at the school.

The decision to use off-site direction is made in accordance with the relevant legal requirements and Department for Education (DfE) guidance. The arrangement will be planned and reviewed, taking account of the individual pupil's needs and circumstances, with the aim of enabling the pupil to improve their behaviour and successfully continue their education.

Parents/carers will be informed of the arrangements. Where a pupil has an Education, Health and Care (EHC) plan, the local authority should also be informed.

Off-site direction is not the same as a permanent move to another school. Any permanent move, such as a managed move, is a separate process and requires the agreement of the relevant parties.

Pastoral Support Plan (PSP)

A PSP is a document that outlines the actions and activities a school is going to implement to ensure that a student meets their potential.

Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The designated member of staff within a school charged with ensuring that all students receive the support they need to meet their potential.

Year Manager (YM)

Year Managers have pastoral responsibility for a year group but will also have additional and/or safeguarding responsibilities within the school.

Head of Department (HOD)

The HOD is in charge of a department and is responsible for teaching standards, learning and behaviour within that department. HODs are also expected to support the behaviour and rewards policy on a whole school basis.

Sanction

A sanction may lead to a punishment. It may take the form of a detention, isolation, fixed term suspension or other intervention. Students will be sanctioned in lessons through a 3 step system (First Warning, Final Warning, On Call) see Appendix One.

Detention

A detention is when a pupil is expected to give up some of their own free time in order to make recompense for a misdemeanour.

The sanctions system on Edulink will generate the detention and students and parents will be informed accordingly.

Isolation

This is a sanction that can be actioned by a member of SLT or the Pastoral Team. Students are placed in a designated room where there is complete silence and no contact with the school community. Lunch may be eaten in there. Isolation may last from one or two periods to a full day. Parents are informed by pastoral staff as to the reason for the Isolation.

15. What the law says

Academy schools

The proprietor of an Academy is required to ensure that a written policy to promote good behaviour among students is drawn up and effectively implemented. The policy must set out the disciplinary sanctions to be adopted if a student misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. The behaviour policy will be made available to parents on request.

While Academies are not required by law to publish their behaviour policy on their website, it is good practice to do so.

Discipline in schools – teachers' powers

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the King Egbert School rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate students' property

Punishing Poor Behaviour

What the law allows

Teachers 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 King Egbert School rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

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

1. 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
2. the decision to punish the student and the punishment itself must be made on the King Egbert School premises or while the student is under the charge of the member of staff and

3. it must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

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.

King Ecgbert School will 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 will follow the King Ecgbert Schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, King Ecgbert School will consider whether a multi-agency assessment is necessary.

Students' conduct outside the King Ecgbert School gates – teachers' powers

What the law allows:

Teachers have the power to discipline students for misbehaving outside of the King Ecgbert School premises "to such an extent as is reasonable". The Behaviour Policy will set out what the King Ecgbert School will do in response to noncriminal bad behaviour and bullying which occurs off the King Ecgbert School premises and which is witnessed by a staff member or reported to King Ecgbert School, including the punishments that will be imposed on students. Subject to the behaviour policy, teachers may discipline students for:

- misbehaviour when the student is:
- taking part in any school-organised or school-related activity or
- travelling to or from King Ecgbert School or
- wearing the King Ecgbert School uniform or
- in some other way identifiable as a student at King Ecgbert School or
- misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of King Ecgbert School or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of King Ecgbert School

In all cases of misbehaviour the teacher can only discipline the student on King Ecgbert School premises or elsewhere when the student is under the lawful control of the staff member.

Detention

What the law allows:

Teachers have a power to issue detention to students (aged under 18). King Ecgbert School will 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:

- a. any school day where the pupil does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break and
- c. 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 Year Managers or Heads of Department only or they can decide that all members of staff, including support staff, can impose detentions.

At King Ecgbert School, On Call detentions take place after school and are supervised by senior members of staff. Final Warning, Homework and late detentions take place at lunchtime and are supervised by Year Managers and teaching staff.

Matters King Ecgbert School will 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, when imposing a detention.
- With lunchtime detentions, staff will allow reasonable time for the student to eat, drink and use the toilet.

Detentions outside school hours

King Ecgbert School staff will 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 will 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
- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely
- 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.