



Tywardreath School

Behaviour Policy

September 2018



a member of
ALAT
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Policy Review Audit

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1. Mission Statement

Adventure Learning Academy Trust (ALAT) brings a new energy and approach to providing the best education for our pupils. Through proven practices, ALAT will transform the learning of pupils, raise standards and provide the highest quality learning environments, enabling pupils and teaching staff to thrive and be the best. ALAT's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT's values:

Learn	Grow	Prosper
Provide the best education for every pupil.	Grow our pupils' futures.	Lead the way in education.
Ensure the highest quality teaching and learning.	Develop the best teaching staff.	Realise the opportunities.
Work with the family, parent or carer.	Provide the best learning environment and supporting technology.	Be connected to the community.

2. Availability of the Behaviour Policy

This policy is available on request to students, the parents of pupils and prospective pupils of The ALAT academy. Copies are available from;

The school Office

Email: secretary@tywardreathschool.org.uk

Tel:01726 812807

A copy of our in-school Behaviour Policy is also available from the academy's main office located at Reception.

3. Introduction

At The ALAT academy we expect all pupils to behave appropriately and to the best of their ability. There will be a rigorous approach to behaviour with expectations set even before the pupils arrive at the academy. Our home/academy behaviour agreement clearly sets out our expectations with regards to pupil behaviour and any young person who wishes to attend the academy will have to agree this and sign it. Parents will also be expected to sign.

Every effort will be made to help pupils behave appropriately. Staff will be expected to lead by example and will model courteous and considerate behaviour. Pupils will be treated with respect and good manners used towards them. In return staff and visitors will expect to be treated politely and respectfully by the pupils.

We understand some pupils are working to improve their behaviour. We intend to use a stepped approach to behaviour improvement with short term goals negotiated and agreed. There will be clear explanation of expectations in terms of reduced instances of inappropriate behaviour and each pupil who is working on behaviour targets will have an individual behaviour plan. All staff will be made aware of the targets on the behaviour plan and will use the strategies outlined as being most successful for supporting the student.

The ALAT academy seeks to create an environment which encourages, reinforces and supports positive, acceptable behaviour. It is also recognised that wider society expects acceptable behaviour as an important outcome of the education process. As such, pupils should promote and display positive, appropriate behaviour and become role models for their peers.

4. Our Behaviour Expectations

The government has published four separate pieces of guidance, each of which covers different issues related to pupil behaviour. Appendix 1 contains some of the guidance.

The ALAT academy will promote standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others. We aim to foster an environment which encourages, reinforces and supports appropriate behaviour and promotes care and respect for the academy environment.

To these ends, we will outline clearly what are acceptable standards of behaviour and ensure a consistent approach in responding to positive and negative behaviour.

We will promote care, courtesy and respect for others together with self-discipline, honesty and positive relationships.

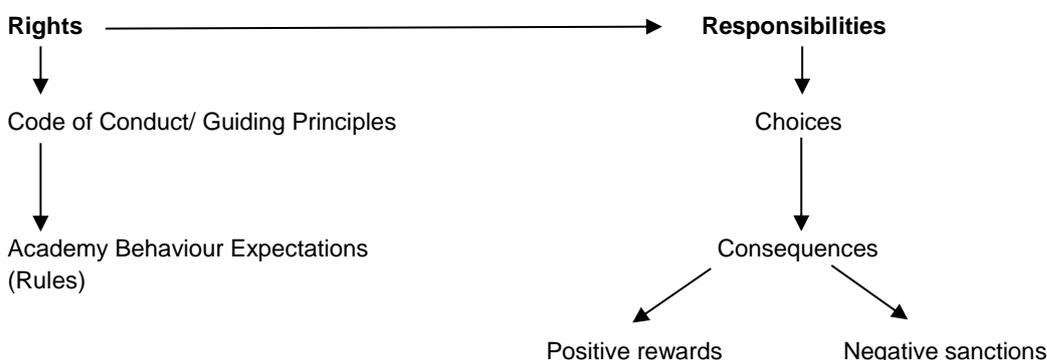
We will ensure that The ALAT academy's expectations of behaviour are clear and understood by governors, all staff, pupils and parents/carers.

The academy will encourage a whole academy and home involvement in the implementation of this policy and ensure that there is fair treatment for all regardless of age, gender, race, ability and disability.

5. Choices and Consequences

To enable a clear and consistent agreed approach towards correct behaviour all pupils have the responsibility to ensure that they understand the rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take.

Pupils will be allowed to make choices so they can take responsibility for their own behaviour (see below)



It will be made clear to pupils at all times that choosing a particular behaviour will also be choosing a consequence.

We believe all pupils have responsibility for their own actions.

6. Behaviour for Learning

At the ALAT academy we believe in creating a positive 'can do' environment to help pupils understand the behaviour skills they need, what the teacher wants them to do and why this will help them to learn (rather than focusing on unwanted behaviours). We believe putting a value on positive behaviours enables and maximises learning.

The way in which the teacher establishes a positive climate for learning is crucial in increasing opportunities for behaviour for learning. It begins with a recognition that this is one of the main elements which is directly under their influence. The teacher, therefore, will select approaches which are more likely to increase learning behaviour. Evidence strongly suggests that these will be ones which are characterised by the promotion of positive relationships and the development of an appropriate emotional climate in the classroom.

The staff approach will therefore be:

- Positive – with the teacher emphasising expectations, not negative behaviour
- Centred on effective relationships between pupils, and pupil and teacher
- To value and reward behaviour which maximizes pupil learning
- To set attainable targets for behaviour, based on individual pupils' circumstances
- Relevant and applied to all pupils at all stages.

7. Supporting consistency in behaviour management

At the ALAT academy we believe a consistent approach to behaviour management goes hand in hand with excellent teaching and learning.

The Senior Leadership Team will ensure that there is a consistent approach to the management and organisation of learning and teaching and the awarding of rewards and sanctions.

All staff will be expected to use appropriate behaviour management strategies including, wherever necessary, the teaching of appropriate behaviour.

There is an ongoing programme of staff development and support that will ensure everyone is clear on the strategies and methods staff must use that will ensure there is a consistent approach to behaviour management. All staff will receive regular training with regards to behaviour monitoring, management and the promotion/development of appropriate behaviour in individual pupils and groups of pupils.

In addition we will have very effective pastoral and pupil support systems including personal mentors who will ensure pupils have every opportunity to be guided and helped to behave appropriately.

Liaison with parents is key in the promotion of excellent behaviour and we also have parent/carer support systems that help them to develop strategies that will help their child both at home and in the academy.

Where there is a more complex family need, we will liaise with other agencies as appropriate.

We recognise that specialist behaviour intervention is required for some situations and pupils who continue to exhibit inappropriate behaviour despite our efforts to help them will be referred initially to the SENCO for further investigation. In some cases the advice of an Educational Psychologist will be sought.

The leadership team will also ensure that there is consistency in the organisation of spaces and facilities across the building and outside spaces so that all aspects of the academy environment help to promote good behaviour.

8. The Principal's responsibilities

The Principal has certain legal responsibilities in developing the behaviour policy and will ensure that the measures aim to:

- Promote appropriate behaviour and respect
- Prevent bullying
- Ensure that pupils comply with staff requests with regards to conduct
- Regulate the conduct of all pupils.

9. Behaviour guidelines

The following guidelines will help to promote a positive attitude to behaviour:

- The ALAT academy believes all teachers have the right to teach, all pupils have the right to learn and everyone has the right to be treated with respect and dignity
- Pupils, with the support of parents/carers, will attend the academy on time
- Pupils are required to attend all timetabled lessons unless written permission is obtained from the appropriate member of staff
- Any uniform or protective clothing pupils are required to wear will be correctly worn and pupils will maintain a good standard of personal presentation
- Pupils will ensure they have the required equipment to carry out their learning tasks and will complete assignments on time
- Mobile phones are to be switched off during the academy day (except if directed to use them by a member of staff)
- Extremes of hair fashions and make-up are not allowed
- Medic alert bracelets and necklaces may be worn and need to be visible
- No personal jewellery is to be worn other than a wristwatch and plain stud earrings
- All academy buildings and equipment will be used properly and with respect. We expect pupils to keep any books or ICT equipment issued to them in good order and not damage them
- All staff and pupils will aim to maintain the highest standard of appropriate behaviour at all times.

10. Rewards and Sanctions

Although rewards are important in encouraging appropriate behaviour there is also a need for sanctions to be applied in cases of unacceptable behaviour. The ALAT academy not only relies on rules, it functions more effectively if it promotes respect for all. We will use a variety of rewards and sanctions to support its Behaviour Policy.

- All staff will be clear about why sanctions are being applied and use a process of verbal and written warnings
- Staff will also clearly state what changes the pupil will have to make to comply with the Behaviour Policy
- Where necessary, staff will use a method of withdrawal, to restrict the pupil's opportunity to continue with inappropriate or unacceptable behaviours
- Staff will encourage the pupil to apologise for their unacceptable behaviour verbally and/or in writing as is deemed appropriate
- If deemed appropriate parents/carers will be invited to attend discussions relating to the pupil's behaviour
- For serious misdemeanours/cause for concern or if there is a developing pattern or inappropriate behaviour, a written referral will be logged. This will ensure that the incident(s) will be logged and any subsequent action is recorded
- In exceptional circumstances the academy may wish to involve and use specialist external support and the use of specialist teachers
- In the case of unfounded malicious allegations against a member of staff, the pupil who has made these allegations will be either internally or externally excluded. The terms of the exclusion will depend on the nature and seriousness of the allegation. Some pupils may also need to be referred to an Educational Psychologist for assessment.

For some pupils their behaviour difficulties may be so severe and complex that they may require an Education Health and Care Plan. This will be determined by the Special Education Needs Co-ordinator and through Educational Psychologist advice. (See Special Educational Needs Policy for more details).

11. Codes of Conduct/ Guiding Principles

To ensure every member of the learning community is clear about expected behaviour in the academy environment and in different learning spaces and settings there will be clear Codes of Conduct/ Guiding Principles developed and displayed. These should be accessible to all pupils and staff and explained in terms that they understand.

Where pupils experience behavioural difficulties or have communication difficulties it is recognised that acceptable behaviours may have to be explicitly modelled and taught.

Some pupils with recognised behaviour difficulties may need support to achieve acceptable behaviour and it is recognised that some behaviours may not be achievable for all pupils. In all cases every student should be made clear about what is appropriate behaviour for them.

The ALAT academy recognises that management of learning spaces and teaching methods play an important role in influencing pupil behaviour. The learning environment will offer a clear and visible message as to how pupils' efforts are valued.

We recognise that the relationship between the teacher and the pupil, strategies for encouraging appropriate behaviour, arrangements of furniture, access to resources and display will all have a bearing on how pupils behave.

The Code of Conduct/ Guiding Principles for class rooms and other learning spaces is detailed below:

- Treat others and their work with respect
- Everyone should work in a way that allows learning to take place

- Always arrive to learn well prepared and on time
- All work and task deadlines will be clearly stated, kept to by staff and completed on time by pupils
- Take care of all learning spaces, the general environment and the surrounding local community.

Specifically this means:

- It is inappropriate to eat or chew in learning spaces
- Pupils should listen to each other and take turns to talk
- Pupils should work where directed by the appropriate adult
- Pupils should remove outdoor clothing in indoor learning spaces
- Pupils should wear any protective clothing provided
- Pupils in work experience placements will still act within the Code of Conduct.

In addition to the specific Code of Conduct for Learning Spaces (above) there are general rules for the whole academy buildings and site.

- Everyone who is part of the learning community should give and receive respect
- Pupils must have permission to be out of learning sessions
- It is strictly forbidden to smoke on academy premises
- Everyone must respect the safety and well-being of other people.

12. Making the right choice

Rewards will be used to encourage and reward appropriate behaviour and sanctions will be applied in cases of unacceptable or inappropriate behaviour.

If there are instances of inappropriate behaviour pupils will always be warned about the consequences of their choices to either continue or take an alternative course of action (which may need to be clearly explained). This will allow pupils to make an informed choice.

The academy operates the following hierarchy of rewards and sanctions to support positive behaviour (see below).

Rewards	Sanctions
Teacher commendation	Classroom teacher – Give a final warning
Bronze Award	Classroom teacher – Time out (A)
Silver Award	Partner Class – Time out (B)
Gold Award	SLT – Time out (C)
Termly Awards/Achievement Assembly where certificates and prizes are distributed	SLT – Pastoral Support Plan Principal – Behaviour contract Principal – Internal Exclusion Regional Director – Fixed short term exclusion Regional Director – Fixed long term exclusion Regional Director – Permanent exclusion

The ALAT academy aims to use the above in an open and fair manner and there will be a high level of individual support, coaching and mentoring so all pupils are encouraged to achieve.

However, we do reserve the right to utilise the full range of sanctions available to us, including fixed term exclusions and in the case of the most serious incidents, the involvement of the Police and permanent exclusion.

13. Student behaviour off the academy Site

Our behaviour policy also sets high expectations for positive, appropriate behaviour off the academy site. This includes behaviour on activities arranged by the academy such as:

- Educational visits and sporting events
- Behaviour on the way to and from the above
- Behaviour when accessing other learning settings
- Work experience placements.

The academy will act reasonably both in relation to expectations of pupil behaviour, and in relation to any measures determined for regulating pupil behaviour when they are off the academy site and not under the lawful control or charge of a staff member.

The ALAT academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of the inappropriate behaviour
- The extent to which the reputation of the academy has been affected
- Whether the behaviour in question was on the way to or from the academy, outside the entrance, or otherwise in close proximity to academy.

In addition the extent to which the behaviour in question would have repercussions for the orderly running of the academy and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff) will be considered.

It will also be taken into account whether the behaviour was while the pupil was on work experience, taking part in a themed enterprise or community project, or participating in a sports event with another academy i.e. when the student might be expected to act as an ambassador for the academy, which might affect the chance of opportunities being offered to other pupils in the future.

Many learning activities will take place away from the academy premises. Behaviour during such activities will be dealt with in the same way as for any other on-site activity.

We will deal with behaviour during off-site extended activities which are not supervised by academy staff in the same way as described above. The term 'staff' refers to anyone employed by the academy to deliver a learning experience or activity.

14. Communicating the rules for behaviour out of the academy

The ALAT academy will work with any transport providers to agree how behaviour on public or contract transport should be addressed. We will make clear statements about rewards and consequences (including loss of access

to transport) to improve behaviour. Expectations will be made clear through a 'safe travel' lesson as part of the PSHE curriculum.

The academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies. This is often an effective way to manage complaints by individuals in the community.

The academy will, through standard communication routes, set out how parents can:

- Report inappropriate offsite behaviour of specific pupils
- Be assured that close liaison as necessary with neighbourhood police teams or other agencies, such as transport providers, can deal with the issues.

A standard procedure for applications for educational visits will include clear statements to parents and pupils about behaviour standards and processes (See Off-Site Activities Policy).

The staff handbook will include clarity about expectations and procedures related to transport, educational visits, work experience and college placements. It will also make clear to staff the procedures related to in appropriate conduct by pupils when off-site.

15. Monitor and Review of the Behaviour Policy

The review of this policy is the responsibility of the Deputy Principal and includes:

- An annual review of behaviour rewards and sanctions
- Liaison with staff to gather their views and inform them of any changes
- Carrying out a regular audit of behaviour incidents to ensure we are delivering an effective programme that meets the needs of all of our pupils.

Parents and pupils will also be encouraged to give their views.

This policy is monitored on a day-to-day basis by the Deputy Principal reporting to the Principal. The Principal reports to the governing body about its effectiveness.

This policy will be reviewed every two years and more often if there are changes to relevant legislation.

Appendices

Appendix 1 - Ensuring Good Behaviour In Schools - DfE Guidance

A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils

Introduction

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

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other
- parents to encourage their children to show that respect and support the academy's authority to discipline its pupils
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the academy
- governing bodies and head teachers to deal with allegations against teachers and other academy staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- that every teacher will be good at managing and improving children's behaviour.

This document summarises the legal powers and duties that govern behaviour and attendance in academy and explains how they apply to teachers, governing bodies, pupils and parents.

The Behaviour Policy

Every academy must have a behaviour policy. The **governing body** is responsible for setting general principles that inform the behaviour policy. The **Trust** must consult the **Principal, academy staff, parents and pupils** when developing these principles.

Principals are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the academy and how that standard will be achieved, the academy rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Head teachers** must publicise the academy behaviour policy, in writing, to **staff, parents and pupils** at least once a year.

Powers to Discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in academy and outside academy, in certain circumstances.

Punishment

Teachers, teaching assistants and **other paid staff** with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. **Principals** can also decide to **suspend or permanently exclude** a pupil.

Searching Pupils

Academy staff can search **pupils** with their consent for any item which is banned by the academy rules.

Principals and **staff authorised by the Principal** have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

Use of Reasonable Force

All **academy staff** have the power 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 the classroom.

Allegations of Abuse Against Staff

Allegations of abuse must be taken seriously, but academies should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

- The academy's behaviour policy should set out the disciplinary action that will be taken against **pupils** who are found to have made malicious accusations against academy staff.

Exclusion

- The **Principal** decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community.
- Depending on the type of exclusion, in most cases **parents** have the right to make representations to the **governing body** (or discipline committee). In all cases of permanent exclusion **parents** have the additional right to appeal to an independent appeal panel.
- **academies** are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. **Local authorities** are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents

- **Academies** are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **academy**; including those around behaviour and attendance.
- **Parents** are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.
- Where a child is not a registered pupil and other suitable arrangements are not made, the **parent** may receive a school attendance order from the **local authority** requiring them to register their child at a school.
- For school-registered **pupils**, **parents** must ensure that their child attends punctually and regularly. If they do not, the **academy** or **local authority** may ask them to sign a parenting contract or may issue a £50 penalty. The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.
- **Parents** have a clear role in making sure their child is well behaved at academy. If they do not, the **academy** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
- **Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **academy** or **local authority** may issue a £50 penalty.
- Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion.

Discipline in Schools – Teachers' Powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in academy or elsewhere under the charge of a teacher, including on academy visits
- Teachers can also discipline pupils for misbehaviour outside academy
- Teachers have a specific legal power to impose detention outside academy hours
- Teachers can confiscate pupils' property.

Punishing Poor Behaviour

What the law allows:

1. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks an academy rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
2. To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 - 1 The decision to punish a pupil must be made by a paid member of academy staff or a member of staff authorised by the Principal
 - 2 The decision to punish the pupil and the punishment itself must be made on the academy premises or while the pupil 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.
3. A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
4. The head teacher 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 an academy trip.
5. Corporal punishment is illegal in all circumstances.
6. Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, academy staff should follow the academy's safeguarding policy.

Pupils' Conduct Outside The School Gates – Teachers' Powers

What the law allows:

1. Teachers have a statutory power to discipline pupils for misbehaving outside of the academy premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."
2. The academy's behaviour policy should set out what the academy will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the academy premises and which is witnessed by a staff member or reported to the academy, including the punishments that will be imposed on pupils.
3. Subject to the academy's behaviour policy, the teacher may discipline a pupil for:
 - any misbehaviour when the child is:
 - taking part in any academy-organised or academy-related activity or
 - travelling to or from academy or

- wearing academy uniform or
- in some other way identifiable as a pupil at the academy.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the academy or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the academy.

Detention

What the law allows:

1. Teachers have a legal power to put pupils (aged under 18) in detention.
2. Academies must make clear to pupils and parents that they use detention (including detention outside of academy hours) as a sanction. Where detention is outside academy hours they must give parents 24 hours' notice, in writing¹. They do not have to give 24 hours' notice for a lunchtime detention.
3. The times outside normal academy hours when detention can be given (the 'permitted day of detention') include:
 - a) any academy day where the pupil does not have permission to be absent
 - b) weekends - except the weekend preceding or following the half term break
 - c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
4. The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters academies should consider when imposing detentions

1. Parental consent is not required for detentions.
2. The academy must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.
3. With lunchtime detentions, academies should allow reasonable time for the pupil to eat, drink and use the toilet.



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