

# Press release: Illegal angler hooks hefty fine

A fishing trip to Lincolnshire has landed a man from Manchester with £597-worth of penalties after he was found breaking angling laws.

Mr John Handley of Herristone Road, Manchester, left his rod in the water unattended and was fishing without a licence at Lakeside Fishery, Wragby, on 21 June 2016.

He was discovered by Environment Agency enforcement officers, who carry out patrols designed to catch illegal anglers in the act – and protect the sport for those who do follow the rules.

Mr Handley was proved guilty in absence at Lincoln Magistrates' Court on 13 March 2017. He was fined £440 – £220 for each offence – and ordered to pay costs of £127, as well as a victim surcharge of £30, bringing the total penalty to £597.

Adam Basham, Environment Agency enforcement team leader, said:

By leaving his rod unattended, Mr Handley could have injured wildlife, and his refusal to buy a fishing licence harms the future and protection of the sport, effectively cheating the tens of thousands of anglers who do follow the rules.

We never hesitate to take action against offenders.

Leaving a fishing rod unattended is an offence under Environment Agency byelaws because of the danger it poses to fish and other wildlife, which can become entangled in the line or swallow the hook.

Anyone who wants to go fishing needs to buy a fishing licence. A full yearly fishing licence costs from just £30 and are available online at [www.gov.uk/get-a-fishing-licence](http://www.gov.uk/get-a-fishing-licence), by calling the Environment Agency on 0344 800 5286, or from your local Post Office branch. Short-term and concessionary licences are also available.

The money from licence sales supports fish, fisheries and fishing, and protects the future of the sport. It funds a wide range of projects to improve facilities for anglers, including protecting stocks from disease and illegal fishing; restoring fish stocks through re-stocking; eradicating invasive species; and fish habitat improvements. The income is also used to fund the Angling Trust to provide information about fishing and to encourage participation in the sport.

A small number of anglers refuse to buy a licence, cheating the sport and their fellow anglers. For the minority who flout the rules, the most common offence is fishing without a valid licence, which could land them with a fine of up to £2,500 and a criminal conviction.

In 2015/16, Lincolnshire and Northamptonshire enforcement officers checked 3,710 licences and reported 73 for fishing illegally, bringing in fines and costs totalling £16,810.

Last year in England, the Environment Agency checked more than 62,000 fishing licences and prosecuted more than 1,900 anglers for rod and line offences, resulting in fines and costs in excess of £500,000.

To help crack down on illegal fishing, the Environment Agency urges people to report suspect activity by calling its incident hotline on 0800 80 70 60 or Crimestoppers on 0800 555 111.

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## [Press release: New report with practical advice for teachers on pupil behaviour](#)

An independent review providing practical guidance to teachers about how to tackle bad behaviour in the classroom has been published today (24 March 2017).

Teacher and behaviour expert Tom Bennett spent several months meeting classroom teachers and leaders from a variety of schools to identify successful strategies used to tackle disruptive behaviour.

His report [‘Creating a culture: how school leaders can optimise behaviour’](#) concludes that while there is no ‘silver bullet’, there are a variety of strategies that can be used to tackle poor behaviour.

It also highlights that although standards of behaviour can be a challenge for schools, leadership is key to creating the right culture to tackle this issue.

Tom Bennett said:

How well students behave in school is crucial to how far they succeed, socially and academically. There are many tremendous schools doing a superb job, and some schools that could improve a great deal.

I spoke to leaders of coastal schools, inner-city schools, rural,

primary, secondary, alternative provision and asked them what they did. Every school has different circumstances and challenges, but we found that some themes were almost universal: clear routines, robustly administered, high expectations and a focus on building a strong sense of identity and good relationships where children feel they belong, are safe, and are expected to do their best. That's why I called it 'creating a culture'. Because these things don't happen by accident.

We also need to acknowledge that in some schools, challenges faced are greater than in others, and in these circumstances we need to look at better ways of guaranteeing that provision, skill sets and support are available. The skills required to improve school behaviour cultures already exist within the ecosystem of schools. The challenge now is for us to collaborate as a community to do so.

The Department for Education has welcomed the report and will now use its findings to inform ongoing work to help and support schools to deal with this issue.

Edward Timpson MP, Minister for Vulnerable Children and Families, said:

Part of our plan for Britain is building a fairer society – with a good school place for every child. That means children being able to learn in classrooms that are free from disruption. Tom Bennett's report is relevant, insightful and draws on tried and tested methods that will provide real help to teachers across the country.

I would encourage all school leaders to use its practical examples to help create a positive environment that addresses the needs of their pupils.

National Association of Head Teachers General Secretary Russell Hobby said:

The design of a culture to support good behaviour is a central duty of every school leader. It requires clarity, consistency and courage. It is a conscious choice, constantly maintained. Tom's report distils practical advice from excellent schools, alongside the evidence from research, to help leaders reflect on and develop their own impact.

John d'Abbro, executive headteacher of New Rush Hall School, said:

This is a refreshingly powerful, down to earth, and practical report, which distils and recognises effective good practice. Tom makes the key point that continuous professional development in behaviour management is vital for both teachers and senior leaders

and more needs to be made available. The case studies exemplify these points and further demonstrate that behaviour is a whole-school issue.

Alison Colwell, principal of Ebbsfleet Academy, which was visited as part of the review, said:

This fascinating report should be read by every school leader. It rightly emphasises the critical importance of culture, attention to detail and consistent practice, all of which are at the heart of strong and successful school leadership.

In its response to the report, the government has set out a number of measures that are being taken forward to address the points raised. These include:

- reforming National Professional Qualifications to equip school leaders with the knowledge and skills they need to deal with bad behaviour. The new qualifications will be delivered from September 2017
- encouraging providers to bid for funding from a pot of £75 million from the [Teaching and Leadership Innovation Fund](#) to develop and run professional development programmes tackling bad behaviour for leaders in challenging areas
- revising our existing advice for schools including the mental health and behaviour guidance to ensure they support teachers and school leaders as best as they possibly can
- conducting further research into what works to help young people with behavioural issues, and as such, continue to develop our long-term ambition to give control of alternative provision budgets to mainstream schools, allowing these to commission their own such provision and take responsibility for educational outcomes of their pupils

Several schools are identified in the report as exemplars of good practice. These include:

### **Robert Clack, Dagenham**

In one of the poorest boroughs of London, children from traditionally underachieving demographics exceed national expectations, and have done so for many years. The school uses practical measures such as wall displays to emphasise achievements, school awards and other opportunities. In this way, a culture of high expectation is in place for all students, regardless of their circumstances.

### **New Rush Hall, Redbridge**

The school's philosophy is that the most vulnerable, the most challenging pupils, need greater support, not less. The school ensures staff receive training throughout their careers to meet the needs of the student body.

## Seymour Road Primary, Manchester

A school that went from requires improvement to good in just 2 years by developing good relationships with both parents and pupils. They have done this by having an open door policy for parents, a support worker who visits homes, and they have held behaviour training sessions for the parents.

Since 2010 the government has introduced a range of measures to give teachers more powers to tackle poor behaviour. These include:

- stronger powers to search pupils
- removal of the requirement to give parents 24 hours' written notice of 'after-school' detentions
- clarified teachers' power to use of reasonable force
- updated advice on tough but proportionate sanctions for misbehaviour as well as ensuring schools' decisions on exclusions can no longer be overruled
- ensuring that all teachers are equipped with the skills to tackle both the serious behaviour issues that compromise the safety and wellbeing of pupils, as well as how to deal with low-level disruption that stops children from learning properly

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## [Press release: Trustee disqualified after charity used for visa fraud](#)

The Charity Commission has [concluded](#) that the trustee in charge of Khalsa Missionary Society has damaged the good name of charities by using a charity as a conduit for immigration fraud. The Commission has permanently removed him as a trustee barring him from becoming involved with charities again (see 'Notes to editors').

The Commission was notified in August 2013 by the Home Office Immigration and Enforcement Criminal Investigations Team ('HOIE') that it had commenced a criminal investigation into the charity as it suspected it was being abused to allow illegal entry of Indian nationals into the UK for a fee.

The Commission assisted the HOIE investigation through the sharing of information and opened a statutory inquiry in September 2014 to examine whether there had been misconduct and mismanagement in the administration of the charity. The Commission's inquiry found that there was only one active trustee in the charity. As a result of its concerns the Commission removed this individual as a trustee in January 2016.

The individual pleaded guilty at Manchester Crown Court to 3 counts of assisting unlawful immigration to between 2011 and 2013, and was sentenced to 27 months imprisonment on 16 May 2016.

The Commission's inquiry concluded that the trustee used the charity to facilitate immigration fraud. The charity had been used as a conduit for the immigration fraud, which worked by the charity sponsoring individuals as ministers for religion, while funds were circulated through the charity's bank accounts to give the appearance that the charity was receiving legitimate donations.

The inquiry concluded that there had been misconduct and mismanagement in the administration of the charity in that he had breached his legal duties to protect the charity's assets by using the charity as a conduit to commit immigration fraud. The regulator also concluded that he had potentially providing false and misleading information to the Commission.

The Commission removed the charity from the register in February 2016 as it no longer operated.

**Carl Mehta, Head of Investigations and Enforcement, said:**

We work closely with law enforcement agencies to prevent and disrupt abuse of charities. In this case we were able to share information with the Home Office Immigration and Enforcement Criminal Investigations Team and support the successful prosecution of an individual who was benefiting from this disgraceful abuse of charitable status.

Charity trustees must act with integrity and avoid any personal benefit or conflicts of interest. They must not misuse charity funds or assets and make decisions which are reasonable and in the best interests of the charity. Trustee duties are detailed in our guidance [‘The essential trustee’](#).

The [full report](#) is available on GOV.UK.

Ends

PR 22/17

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**Notes to editors**

1. Removed under Section 79 (2)(a)(i) of the Charities Act 2011, therefore disqualified from holding a trustee position or other management role in a charity subject to a waiver from the Commission.
2. [The Charity Commission](#) is the independent regulator of charities in England and Wales. To find out more about our work, see our [annual report](#).
3. Search for charities on our [online register](#).

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## **National Statistics: Monthly sea fisheries statistics January 2017**

*Updated:* Text updated

The monthly landings statistics will be released at 9.30am on the 4th Friday of each month, or the next working day if this is a bank holiday.

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## **Official Statistics: Point of first release: statistics on abundance of UK butterflies**

Trends of UK butterfly species are based on results of the UK Butterfly Monitoring Scheme (UKBMS), presented at UK level, and at country level where there are sufficient data. The UKBMS helps the UK to meet its obligations under the European Habitats Directive (for Marsh Fritillary and Large Blue), and to report on, implement or deliver country biodiversity strategies and biodiversity indicators.

The UKBMS is run by Butterfly Conservation, the Centre for Ecology & Hydrology, and the British Trust for Ornithology, in partnership with a consortium of government agencies. The UKBMS is indebted to all volunteers who contribute data to the scheme.