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Positive Behaviour Management Policy

Date: September 2023

To be reviewed: July 2024

TODAY
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learn something
NEW



MARINE ACADEMY PRIMARY POLICIES

VERSION CONTROL SHEET

POLICY NAME: Positive Behaviour Management Policy Prepared by: Nicola Keeler and Georgina Reid

This Policy has been adopted by the LGB of Marine Academy Primary: 19.10.23

Document date	Filename	Meeting submitted	Summary of changes required
27-04-13	MAP2 Positive Behaviour Management Policy	Primary and Nursery Committee November 2013	New policy
29-01-16	Positive Behaviour Management Policy	Primary and Nursery Committee March 2016	Additions and amendments to current practices Change in staff names
19-12-17	Positive Behaviour Management Policy	FGB Meeting January 2018	Update of sanctions and rewards Addition of extra information
01-09-18	Positive Behaviour Management Policy	-	Review – No changes made
02-09-19	Positive Behaviour Management Policy	-	Review – No changes made
03-09-20	Positive Behaviour Management Policy	-	Review – No changes made
02-09-21	Positive Behaviour Management Policy	October 2021 LGB Meeting	Review to include section about Sexual Abuse and Harassment.
04-01-22	Positive Behaviour Management Policy	-	List of ways to recognise success added.
25-06-22	Positive Behaviour Management Policy	October 2023 LGB Meeting	Rational, aims, Bullying and Discrimination, Suspension, PEX, Restraint and Complaints sections added.
22-10-23	Positive Behaviour Management Policy		Pupil Transition, Child on Child Abuse and Staff Induction

Note: *This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational support plan. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.*

This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through Academy Parliament, parental listening sessions and engagement activities to provide feedback.

Positive Behaviour Management Policy

We believe that good behaviour means that everyone in our school is:

- ★ careful and kind
- ★ polite and friendly
- ★ helpful and considerate
- ★ quiet and hardworking

We believe that the benefits of good behaviour are that:

Children:

- ★ learn what good behaviour means
- ★ learn to care for others
- ★ feel happy and safe
- ★ learn to be good friends
- ★ develop self-confidence
- ★ do as well as possible in their work

Staff:

- ★ teach effectively without disruptions
- ★ meet the needs of all children
- ★ work positively with Parents/Carers

Parents/Carers:

- ★ feel confident that their children are being taught in a safe and secure environment

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn:

- ★ to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- ★ to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;

- ★ to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

we encourage good behaviour through a mixture of high expectations, clear policy and an ethos which ensures pupils show pride in their conduct and learning by making positive behaviour choices. At Marine Academy Primary we believe that every member of our community has the right to feel valued and respected. This policy is therefore designed to support the way in which all members of the school community can work together in a supportive way.

Marine Academy Primary has in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the behaviour policy.

This Policy aims to outline the measures by which we aim to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and regulate the conduct of pupils.

The commitment of staff, pupils and parents is vital to develop a positive whole school ethos. Marine Academy Primary reserves the right to apply this policy to all pupils and any time a pupil is recognisable as a Marine Academy Primary pupil regardless of whether this is before/during/after school name hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the pupil is wearing Marine Academy Primary uniform.

Rational

We wish to ensure that pupils attending our school have clear guidelines for behaviour which are consistent throughout their time at school name. They need to see the purpose for the systems that are in place and that these systems are fair and equitable and devised for the good of the school community in order to nurture respect for others and their environment.

Aims

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn:

- ★ to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- ★ to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;

- ★ to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

Marine Academy Primary works to achieve these aims by:

- ★ planning a broad and balanced curriculum which will develop to the full each child's intellectual, physical, spiritual, moral, social and cultural development;
- ★ structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- ★ providing clearly-defined and consistent boundaries which are carefully explained to the children;
- ★ acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- ★ providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

In the Classroom

Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Marine Academy Primary we aim to be fair and consistent and to set realistic expectations. Praise and encouragement are given for appropriate behaviour.

We believe it is necessary to define, both by example and by explanation, what constitutes appropriate behaviour. This will occur as part of normal classroom SMSC and Curriculum learning and also at times when inappropriate behaviour has occurred.

The children will be expected to:

- ★ ask permission to go to the toilet;
- ★ stay in their seats during learning time;
- ★ follow the five Academy Rules;
- ★ when sitting on the carpet, sit in straight lines, not leaning against walls or tables;
- ★ engage in discussions with their talk partner.

In the Academy

Children are encouraged to feel an ownership and responsibility for the school as a whole – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their learning displayed throughout the Academy.

Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and break out spaces. This means working or moving around the Academy quietly and calmly so that others are not disturbed or distracted and, especially, for their own and others' safety. Children only move from their classrooms with the permission of, or under the supervision of, an adult. Children using any area of the school are expected to leave it tidy and in a suitable condition for others to use. This should also be consistently modelled by adults.

Movement around the Academy – suggested procedures for large groups:

- ★ Teacher should stand at the front of the line and Teaching Assistant at the back;
- ★ Call the group together using a familiar phrase: e.g. 'Look this way please';
- ★ Give out any instructions and set expectations;
- ★ Make sure all children are settled, jumpers on (or in trays) and shirts tucked in before setting off;
- ★ Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.;
- ★ Encourage a child to hold the door for others to pass through (thank them for this and the child is to respond "you're welcome");
- ★ Walk to the left hand side of the stairs;
- ★ Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this);
- ★ Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.;
- ★ Encourage the concept of personal space (in due course this should lead to sensible self-disciplined movement around school as the children mature);
- ★ On entering the Hall, the Teacher should stop at the doors and wait for all children to be silent, at this point they will be led into the Hall in a straight line;
- ★ During Assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

At lunchtimes, children are encouraged by the lunchtime staff (Playworkers) to behave in a quiet and controlled manner and to remain seated while eating.

In the Playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own

and others' safety and feelings. It is the responsibility of the teachers and Teaching Assistants on playground duty at breaktime to supervise the children and monitor behaviour. Any problems are usually dealt with as they occur but the child's class teacher and/or Unit Leader may be informed if any behaviour has caused particular concern.

During the lunchtime, the Playworkers assume responsibility for the children but the class teachers and Senior Leaders are available to support. During wet weather, the children remain in the classrooms. During wet lunch breaks, the Playworkers, with support from their Line Manager, arrange appropriate supervision of, and activities for, the children.

As part of the Positive Behaviour Management Policy, a sanction for breaking the Academy Rules can include loss of break and/or lunchtime. In this instance, the child will remain with the teacher on duty. Children who are brought in from lunch for not following the Academy Rules, will also be based with the teacher on duty.

Parents/Carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher or Unit Leader to discuss ways of supporting the Academy. Parents/Carers may be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves. If such a sanction is necessary, the school will contact Parents/Carers and discuss arrangements.

Our overall aim is to create a positive learning experience for every child. The Academy's Policy is to draw attention to, and give specific praise for, positive and appropriate behaviour and, wherever possible, to note - but give no positive attention to - unacceptable behaviour. This is achieved by the following:

- ★ using the positive language of the Academy Rules;
- ★ providing a well-organised and stimulating classroom and curriculum;
- ★ sharing successes verbally with other children and adults;
- ★ sharing successes during class and whole-school assemblies;
- ★ giving Class Dojos, certificates and Headteacher Prizes to celebrate specific successes;
- ★ arranging special activity times to reward children for behaving well;
- ★ focusing on and praising appropriate behaviour;
- ★ defining appropriate behaviour as a positive, rather than negative, statement, e.g. "Work quietly" rather than "Don't talk"; "Walk please" rather than "Don't run"
- ★ making praise specific, e.g. "I'm really pleased you have shared the paints today" to a child who finds co-operation difficult;
- ★ speaking to children quietly and calmly;

- ★ speaking to children courteously, without the use of sarcasm;
- ★ smiling.

Behaviour Management

Behaviour System

The children must be aware of the rewards system that is in place and the consequences, which are used to help children to think about their behaviour and to develop a positive attitude towards learning in the Academy. The Unacceptable Behaviour Chart, Positive Behaviour Time (Reception, KS1 and KS2), Academy Rules and MAP Manners should be clearly displayed in each classroom.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- ★ Staff congratulate and praise children;
- ★ Staff award 'Class Dojos' to children for answering questions that 'prove learning' or excellent attitudes towards learning, super choices and fantastic behavior, all in line with the Academy Rules;
- ★ Each week we nominate a child from each class to receive the 'Starfish of the Week';
- ★ Headteacher's Prizes for good learning/behaviour/attitudes;
- ★ Each term a child is nominated from each class to receive the 'Super Starfish of the Term' certificate.

The Academy employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Approaches for Positive Behaviour:

1. We begin by giving the child 'The Look';
2. Staff will celebrate, acknowledge **and reward** good behaviour being displayed by other children around the child, e.g. by adding children's initials to the Super Choices card;
3. Identify the child displaying the negative behaviour and add a reminder of the expectations/Academy Rules;
4. Identify the child and put their initials on the board as a visual reminder to them next to the 'Warning' card;
5. Identify and move the child within the class;

6. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Last Chance' card;
7. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Poor Choices' card;
8. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Unacceptable Behaviour' card;
9. Send to the relevant Unit Leader or another SLT member (at the next available break in learning) to complete the Unacceptable Behaviour Chart and Reflection Sheet.

Negative behaviour before school, at break time, at lunch time or after school may result in sanctions being given by the Playworkers or Teaching Assistants; this is then passed on to teaching staff and may lead to an entry on the Unacceptable Behaviour Chart but this is down to the discretion of the class teacher and other Senior Leaders.

At the start of the academic year, the Academy Rules are described, set out and displayed in each class. In this way, every child in the Academy knows the standard of behaviour that we expect in our Academy. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time'.

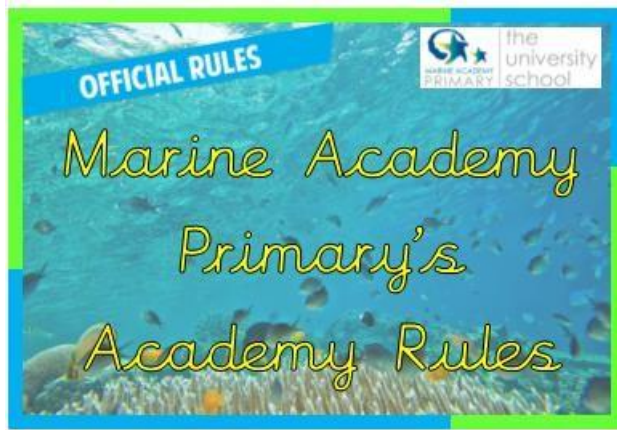
The Academy Rules

All our rules are made with safety and consideration for others in mind. All Academy rules are discussed and agreed with the children then displayed in classrooms.

The Academy Rules are:

Academy Rules	Learners will...	Which enables...	Which prevents...
Listen carefully and follow instructions.	Show Whole Body Listening Be responsive Show positive body language	Children to understand where they are supposed to be at any given time and what they should be doing.	Talking when someone else is and disrupting their own and others' learning.
Keep hands, feet and objects to yourself.	Take responsibility for own actions Have kind hands	Children to be focused and make the right choices throughout the Academy day.	Unkind behaviours including physically hurting others.
Care for each other, our Academy and environment.	Be helpful Show empathy Walk around the Academy Recognise when they have hurt someone's feelings	Children to be responsible, take pride in themselves and the Academy and be excellent role models.	Upsetting others, swearing and damaging equipment.
Be calm and respectful to others.	Use MAP Manners Be collaborative Be honest Be pleasant to each other	Children to be polite, contribute to a positive and safe environment and be good citizens of the future.	Spoiling others' enjoyment of coming to the Academy and saying unkind things.
Be ready to learn.	Be focused Be self-disciplined Try their best Dress smartly in the correct uniform	Children to have a positive Growth Mindset and be in the right place at the right time with the right attitude.	Disrupting others in class and progress being slowed.

They will be displayed in classrooms like this:



What the children can expect from staff:

- Fairness with clear expectations
- An understanding of each child's individual needs
- Positive role models
- Be approachable
- Consistency
- Exciting and engaging learning to support all children
- To care
- Confidentiality when appropriate

The use of 'MAP Manners' is crucial to the children developing into well rounded individuals and will be encouraged at all times. Members of staff will also use MAP Manners when they are communicating with each other and the children, ensuring that they are excellent role models

for the learners of the Academy. MAP Manners are accompanied by Makaton actions as this further aids communication for all learners. MAP Manners will be displayed in each classroom, communal areas and in the corridors around the Academy as a reminder.

MAP Manners:



As a reward for following the Academy Rules, including the use of MAP Manners, children have 30 minutes 'Positive Behaviour Time' each week.

Positive Behaviour Time

This is free time when the children are able to enjoy constructive activities of their choice. It is lost for breaking the Academy Rules, generally, in blocks of 5 minutes.

Staff Induction, Development and Support

New staff receive bespoke training on the school routines before they begin. This includes videos of best practice and the rationale behind the school routines. We teach our staff that if you don't pick up on small things, the big things won't happen. As part of the induction, staff are taught to ensure that children see you being relentless about three things: pride in yourself; pride in your learning environment and pride in learning time. For example, ensuring a calm and focused

entrance to the classroom after breaktimes or always ensuring children are self-assessing their learning will support with this becoming the 'norm'.

We make it clear that these high expectations aren't going away. It can feel hard to consistently adopt this approach but reinforcing expectations early on will pay off and bring its rewards as the year progresses.

Parental Involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process, which begins at home. The Academy welcomes the interest and close involvement of Parents/Carers and we ask that Parents/Carers will support the Academy's Positive Behaviour Management Policy. In order to ensure good communication and understanding of expectations, all parents are asked to read and sign the Home School Partnership agreement.

Marine Academy Primary has a structured programme, which ensures that Parents/Carers have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour. We are passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via our yearly survey, at parents' evenings and on a day-to-day basis. Year group emails are made available to allow efficient communication between parents/carers and school. All members of our School community will do everything they can to support all students, parents and carers, communicating professionally at all times.

Informal contact with parents, before and after school, is encouraged but Parents/Carers are invited to discuss more specific concerns with class teachers, or the Unit Leader by appointment, if at all possible. Staff will always try to capture student voice related any incident and use this to inform decision making.

If a child's behaviour gives particular cause for concern, Parents/Carers will be involved as soon as possible. Parents/Carers are invited to work with the Academy in order to support the child to develop appropriate behaviour. Parents/Carers will also be invited to a meeting with the class teacher following their child receiving an 'Unacceptable Behaviour' card. A second 'Unacceptable Behaviour' card will lead to a meeting with a Senior Leader.

Children who persistently have difficulties with their behaviour and have diagnosed additional needs, will have a personal behaviour plan, agreed with the Parents/Carers, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.

Other Ways We Recognise Success:

- ★ Positive phone call home
- ★ Dojo Cards
- ★ Tapestry
- ★ Headteacher's Prizes
- ★ Children are sent to share learning with other teachers and/or pupils
- ★ Learning is displayed in public areas
- ★ Personal Bests displayed in classrooms
- ★ Shout Outs in the Newsletter
- ★ Positive comments in the Electronic Reading Records
- ★ Termly Curriculum Stars
- ★ Learning is celebrated on Twitter and Facebook
- ★ Above and Beyond recognition experiences e.g. trips to the Theatre
- ★ Hot Chocolate Friday with a member of the Senior Leadership Team
- ★ Letter of thanks for families with improved attendance
- ★ Dojo Points
- ★ Verbal/non-verbal praise and encouragement in public and private
- ★ Starfish of the Week Certificates link to MAP Manners and learning behaviours
- ★ Lunchtime Recognition Board and whole school reward.

Child on Child Abuse

The DSL, Governing Body/Board and Head Teacher will take due regard to Part 5, KCSiE September 23. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Marine Academy Primary recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of child-on-child abuse are outlined below.

- ★ Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- ★ Bullying (including cyberbullying, prejudice-based and discriminatory bullying).

- ★ Child sexual exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- ★ Harmful sexual behaviour – children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others
- ★ Up skirting – which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- ★ Serious youth violence – any offence of most serious violence or weapon enabled crime, where the victim is aged 0-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal that children are at risk from or involved with serious violence and crime.
- ★ Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- ★ Consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery).

The term child-on-child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence).

Marine Academy Primary aims to reduce the likelihood of child-on-child abuse through:

- ★ The established ethos of respect, friendship, courtesy and kindness.
- ★ High expectations of behaviour.
- ★ Clear consequences for unacceptable behaviour.
- ★ Providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.

- ★ Systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed.
- ★ Robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Further information on how we deal with any concerns, disclosures or allegations of child-on-child abuse in any form can be found in our Child Protection and Safeguarding Policy.

Sexual Harassment and Online Sexual Abuse

Marine Academy Primary takes all reports of Sexual harassment and online sexual abuse extremely seriously and aims to create an open culture where children are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Marine Academy Primary aims to prepare and equip our students for issues and situations related to sexual harassment and online abuse through our curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved, taking into account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include, but is not limited to:

- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;

- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.

Marine Academy Primary recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim;
- Ongoing risk.

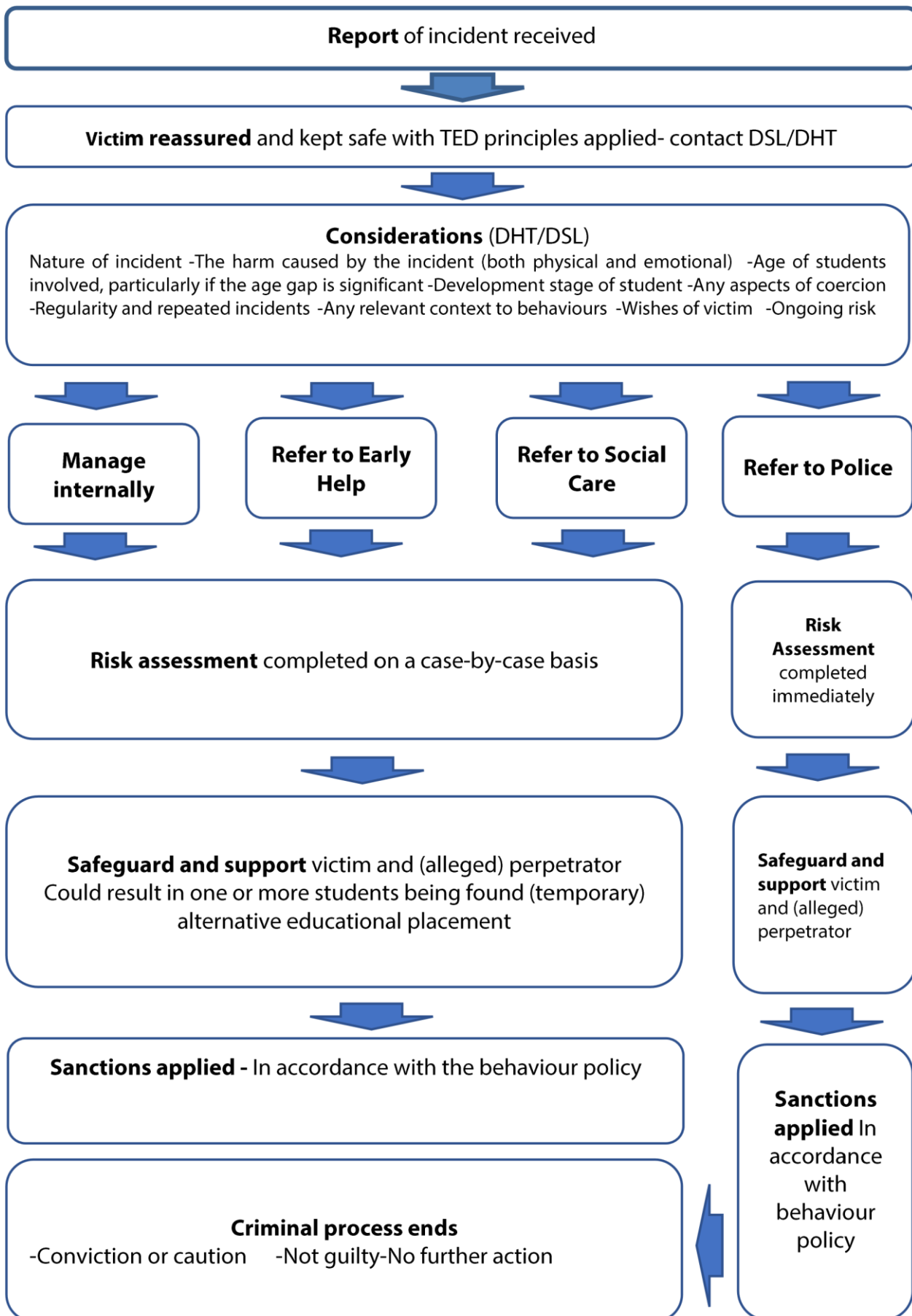
We will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action. We will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include, but are not limited to:

- Fixed term exclusion;
- Managed move;
- Permanent exclusion;
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases we will work in-line with the safeguarding principles and in conjunction with any other relevant agencies to protect students. Any decisions made will be discussed with all concerned and handled sensitively.

Marine Academy Primary will follow the following process when incidents of sexual harassment or sexual abuse are reported.



Bullying and Discrimination

At Marine Academy Primary our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of pupils. We aim to encourage the school community values of Resilience, Respect, Forgiveness, Teamwork, Honesty and Perseverance, where difference is valued. We aim to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community.

To establish an ethos where pupils set a good example to others. To encourage all members of our community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for pupils who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying will not be accepted or condoned. All forms of bullying will be addressed. For additional information, please see Ted Wragg trust Anti-Bullying policy.

Suspension

We will endeavour to avoid suspension wherever possible. A decision to suspend a pupil for a fixed period is taken only in response to a breach of the behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for an unacceptable behaviour card, seclusion or detention to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a pupil may receive a suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued to begin directly after the end of the suspension.

All suspended pupils will be given some work to complete.

A re-integration meeting will take place at the earliest available time on the first day the pupil is to return to Marine Academy Primary. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required.

Permanent Exclusion (PEX) .

A decision to exclude a pupil permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the behaviour policy; and
- b. where allowing the pupil to remain at Marine Academy Primary would seriously harm the education or welfare of the pupil or others in the Academy.

A serious breach of the Positive Behaviour Management policy may result in a Permanent Exclusion. The list below indicates the circumstances where a Permanent Exclusion may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- ★ assault or attempted assault on staff;
- ★ violent assault;
- ★ sexual assault, harassment or exploitation;
- ★ drug-related activity/paraphernalia;
- ★ criminal or terrorist activity;
- ★ carrying a weapon or dangerous object;
- ★ extremely dangerous/risky behaviour;

Marine Academy Primary follows the latest DfE guidance regarding exclusions from School for both fixed term and permanent exclusions to ensure that pupils are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent DFE guidance.

Restraint

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

Schools can use reasonable force to:

- ★ remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- ★ prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- ★ prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- ★ prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- ★ restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- ★ use force as a punishment – it is always unlawful to use force as a punishment.

Wilful and Accidental Damage

Our approach is as follows:

- ★ If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- ★ Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions (where appropriate).
- ★ If the damage is the result of a willful act, the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.
- ★ In extreme or repeated circumstances damage may be logged as a crime.

Pupil Transition

We encourage all families to tour the school with us prior to joining. As part of this tour, we discuss the Positive Behaviour Management Policy and the routines. Families are encouraged to access this policy on our website. Staff narrate how and why we have each routine and pupils are shown videos of best practice. Our behaviour systems are regularly revisited with pupils whenever necessary and during Starfish of the Week Assemblies.

Complaints

We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our School Complaints Policy. For information on complaints relating to exclusions, see the School Exclusions Policy. Both of these policies are available to download from our website.

Rewards and Sanctions Summary Rewards

Reward	When Awarded	Awarded For
Class Dojo Points	All day, every day!	<p>For showing fantastic behaviour, using their MAP Manners, answering questions that 'prove learning' and excellent attitudes towards learning.</p> <p>Children are given Dojo Points by an adult selecting their name on the Class Dojo screen (which is displayed on the Interactive Whiteboard) or alternatively, they can select their own names.</p> <p>Every Friday the top scoring Boy and Girl will receive a Headteacher's Prize from the Prize box and their photos will be displayed in the classroom.</p> <p>Dojo postcards will be sent home on a Tuesday when a child has been rewarded</p>
		<p>for 50, 100, 250, 500, 750, 1000 and 1500 Dojo Points. This will be reset with the start of each full term. When a child receives their postcard their name can be moved by the child on the Class Dojo Tracker.</p>

Super Choices	All day, every day!	For being a fantastic learner, kind, caring and showing excellent behaviour. When children have their initials and five ticks next to the Super Choices card they automatically receive a Headteacher's Prize!
Positive Behaviour Time*	Weekly (30 minute session)	For keeping the Academy Rules
Starfish of the Week/Super Starfish of the Term	Weekly/Termly in Celebration Assembly	Outstanding attitude/learning/behaviour
Headteacher's Prizes	When Teachers/Teaching Assistants send children to the HT & by the HT at anytime	Any positive behaviour/manners and brilliant learning (also when a child has five ticks on the Super Choices card) and they receive a Headteacher's Prize.

(* Positive Behaviour Time is taken away for breaking the Academy Rules but can be awarded back, please see below)

Sanctions

Sanction	When Used	Details
Loss of Positive Behaviour Time	When an Academy Rule has broken and a child is on the 'Warning' card	If a child's name is next to the 'Warning' card at the end of the Academy day, they will lose five minutes of their Positive Behaviour Time. The child's name will be moved on the Positive Behaviour display as a visual reminder of the time lost for the children.

		<p>Once on a 'Warning' card if children correct their behaviour during the same day, their initials will be removed and the Positive Behaviour Time will not be taken away.</p> <p>Any child with an 'Unacceptable Behaviour' card will lose 15 minutes Positive Behaviour Time for that week.</p> <p>Once Positive Behaviour Time has been lost, it cannot be earned back.</p>
<p>Unacceptable Behaviour Chart</p>	<p>Once the Classroom Behaviour Policy has been 'gone through'</p>	<p style="text-align: center;"><u>Classroom Behaviour Policy</u></p> <p>Approaches for Positive Behaviour;</p> <ol style="list-style-type: none"> 1. We begin by giving the child 'The Look'; 2. Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child, e.g. by adding children's initials to the Super Choices card; 3. Identify the child displaying the negative behaviour and add a reminder of the expectations/Academy Rules; 4. Identify the child and put their initials on the board as a visual reminder to them next to the 'Warning' card; 5. Identify and move the child within the class; 6. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Last Chance' card; 7. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Poor Choices' card; 8. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Unacceptable Behaviour' card; 9. Send to the relevant Unit Leader or another SLT member (at the next available break in learning) to complete the Unacceptable Behaviour Management Chart and Reflection Sheet.

		<u>No children are to be standing outside classrooms please.</u>
Immediate 'Unacceptable Behaviour' card	Serious Misbehaviour	<p>If a child does any of the following, an immediate 'Unacceptable Behaviour' card will be issued:</p> <ul style="list-style-type: none"> • Verbal or physical abuse (more than just being rude) of staff • Leaving the Academy building without supervision of an adult • Possession or bringing a weapon/dangerous item to the Academy • Malicious setting off of the fire alarm • Deliberate damage to or theft of property • Bullying or prejudicial language directed at another child or member of staff
Detention	Once three Unacceptable Behaviour cards have been issued in one week (or four in a term)	<p>If a child receives three Unacceptable Behaviour cards in one week, they will receive 30 minute detention with 24 hours' notice. Following the detention, the Parents/Carers will meet with a Senior Leader.</p>

A child moves on to the Unacceptable Behaviour Chart after discussion with a SLT member and having completed their Reflection Sheet. After this discussion the child shades (in grey pencil) the relevant section of their chart. The Unacceptable Behaviour Card is stapled to the child's copy of the Unacceptable Behaviour Chart so that a record of each incident is kept.

An Unacceptable Behaviour Chart only lasts for the new term in which it is started. New term (approximately every 6 weeks) = new Chart

All Charts are kept in the 'Positive Behaviour Management Folder' which is stored in the Administrators' Office.

Letters sent to Parents/Carers following their child receiving an Unacceptable Behaviour card, are put in an envelope and the Admin Team will call the Parents/Carers to ask them to collect

the letter at the end of the Academy day. This letter will request Parents/Carers to meet with their child's class teacher the following morning at 8:15am. If a child receives a second Unacceptable Behaviour card in a week (or four in a term), the meeting will be with a Senior Leader (the Unit Leader of the Key Stage that the child is in).

Unacceptable Behaviour Chart

