

REWARDS AND BEHAVIOUR POLICY

Date adopted: September 2020

Prepared by: Mrs Vicki Joyce – Senior Vice Principal

Review date: September 2021

Other relevant School policies include:

- Marine Academy Plymouth Mobile phone policy
- Equality Policy-Safety Policy
- Marine Academy Plymouth Reducing Bullying Policy
- Marine Academy Plymouth Uniform Policy

Rewards and Behaviour Policy

Prepared by: Vicki Joyce

Document date	Filename	Mtg submitted	Summary of changes required
September 2019	Rewards and Behaviour Policy	Sept 2019	New policy.
September 2020	Rewards and Behaviour Policy	Sept 2020	Amendments

1.0 Marine Academy Plymouth Rewards and Behaviour Policy

Marine Academy Plymouth encourages excellent behaviour through a mixture of high expectations, clear policy and an ethos which ensures students are able to learn effectively.

Marine Academy Plymouth has in place a range of rewards to reinforce and praise excellent behaviour, and clear sanctions for those who do not comply with the School's behaviour policy.

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

The commitment of staff, students and parents is vital to develop a positive whole school ethos. Marine Academy Plymouth reserves the right to apply this policy to all students and any time a student is recognisable as a Marine Academy student regardless of whether this is before/during/after school hours. The application of this policy is not dependant on whether the student is wearing school uniform.

2.0 Rewards

Marine Academy Plymouth regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and may be reviewed by students, parents and staff during the academic year.

Reward	Frequency
Class Chart Points -Class chart points are used by all staff to reward positive behaviour and given through Class Charts	Daily
Class Chart Points Bronze, Silver and Gold rewards for students achieving positive numbers of class charts.	Daily
Principal Awards Bronze, Silver & Gold Principal Award is awarded termly to those students who have 100% for attendance, 100% punctuality, positive class charts and no negative class charts.	Termly
Attendance Bronze, Silver & Gold badges are presented on a termly basis to students for 100% attendance respectively over the period. A separate award is given to students who have had 100% attendance over a 4 year period.	Termly
Subject specific Awards Awarded termly for outstanding progress or effort in subject areas.	Half Termly
Student of the week Awarded weekly in all years for the students who has reflected most strongly the core values of the academy.	Weekly
Recognition The School Newsletter and Facebook are used to highlight students' achievements	Daily
Celebration Assemblies Individual students are recognised in Year Group termly assemblies for exceptional achievement and, in some Year Groups, certificates are handed out by the Head of Year.	Half Termly
Celebration Evenings Annual Celebration Evenings are held for each Year Group, with Year 11s having a Graduation Evening in the November after leaving Marine Academy Plymouth.	Annually

Awards are given in the following categories:

- Outstanding Attainment, Effort or Subject Award in a particular subject (nominated by their teacher)
- Tutor Awards
- Student of the Year Award

3.0 Expectations

- Arrive on time, within 3 minutes of the start of the lesson.
- School pencil case out on the desk.
- You should be sat up straight as demonstrated by the three ways to learn poster.
- Respect everyone's right to learn.
- Follow all instructions given.
- Complete work to the best of your ability and show resilience.
- Stay in your seat- only leave with permission from staff.
- Don't eat or drink (only water is allowed in lessons).
- At the end of the lesson wait behind chairs in silence ready to be dismissed from the room.

3.1 Compass

Compass- 'helping all students to achieve.....'.

'Sometimes we all lose our way, at Marine Academy we are determined to ensure all students succeed. Compass is a bespoke area, overseen by specialist staff. It has one goal; to give students who find it difficult to manage their behaviour the support they require to succeed in an highly academic environment where only 100% effort, 100% of the time is accepted. '

We believe all students have the potential, the great success and we are morally driven by the belief that Marine Academy is an inclusive school there to meet the needs of all of our students.

Compass is our internal support provision for children who struggle to adapt to the consistency demanded in class and around school. There we deliver our Intervention Programme. This is a bespoke programme designed to provide targeted support for children, in a way that will allow them to succeed in lessons.

It is a place not only for support but for reflection and a chance to re-start and discuss issues that are impacting on behaviour.

3.2 Aims

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to **take responsibility** for their own actions
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural interruptions as barriers

3.3 Practice

If a student does not adhere to our expectations, a teacher will tell them that they have a 'warning' and their name will be written on the board with a reason for the warning. If a student does this for a second

time, they will be sent to Compass for the rest of school day. Students sent sessions 1, 2, 3 or 4 will receive a 30 minute detention the same day. A text will be sent home by the compass team. Students sent session 5 will receive a 60 minute detention for the following day. A text will be sent home by the compass team. The teacher will email the Compass team listing the reasons for the student being sent. When a student is sent to Compass they have 3 minutes to get to arrive.

Compass will start afresh every morning apart from any students who have been sent for **serious incidents**. Serious incidents will warrant 5 sessions in compass plus 1 hour detention. Serious incidents will also require an assisted restorative conversation with the HOY.

4.0 Appeal and Restoration

When entering Compass, all students have the therapeutic option to discuss (and sometimes appeal against) the referral. Students will analyse the reasons why the teacher has sent them to Compass and with specialist support, begin to unravel the reasons why they haven't been able to adhere to the school expectations. This process allows the student to reflect upon their actions, identify why they have made certain choices.

If appropriate, a member of staff will present their appeal to the teacher that sent them. If their appeal is successful the student will return to their next lesson and await a restorative conversation with the staff member that sent them. If the appeal is upheld, the student will enter Compass for the rest of the school day.

During the student's time in Compass, the teacher that sent them will call home and explain why they feel the student did not adhere to the school's expectations. The teacher will have 24 hours to have a restorative conversation with the student.

This process assists in de-escalating the mood of the student and allows them to gain perspective and empathy with the teacher. It is a fundamental part of the restorative process, which drives the improvement of the student's behaviour.

5.0 Red card

The 'Red Card' detention is a 20-minute detention for anti-social behaviour in and around the school. At Marine Academy, we expect everyone to behave and treat each other with respect at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. Our red card detentions enable us to address any behaviour that does not meet our high expectations. There are no warnings for these behaviours.

The following are typical reasons for a red card detention:

- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food
- Chewing gum
- Eating and drinking in banned areas
- Not clearing away your tray in the canteen or dining hall
- Being out of bounds
- Hitting or kicking any other school property
- Incorrect uniform
- Swearing

If a student does one of the things above, an adult will tell them that they have a "Red card", and that they must serve a 20-minute detention at the start of the next lunch time.

6.0 Punctuality and lateness

Students who arrive in school after the gate closes at 8.32am will be issued with an hour detention after school and parents/carers notified by text message. Failure to attend this detention will result in a referral to Compass.

7.0 Homework

Students receive a minimum of 1 hour of homework each day which will be set on class charts and follows the set homework timetable. Knowledge Organiser booklets are used for homework and students are expected to use the cover, write check method in their homework book.

All homework is checked the following day by the Tutor; class chart points are given for completed work, a one hour same day detention is issued for incomplete homework. Parents will be notified by text message. Failure to attend this detention will result in a referral to Compass the following day.

7.1 Sanctions

As stated previously sanctions are only to be used when more positive methods of promoting outstanding learning through excellent behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The **only** sanctions/systems to be used **within** a lesson are warnings and Compass. See appendix 1 for a staged sanctions diagram.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal warning by correcting their behaviour can be sent to Compass in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom to Compass.

When issuing a verbal warning to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student sent to Compass will be met by the member of staff responsible.

Uniform expectations are detailed in the uniform policy/website. Uniform is checked regularly by tutors, AHOY, HOY and senior staff. Students who are not in correct uniform and refuse or are unable to correct it will be dealt with on an individual basis.

7.2 Serious Incidents

These are incidents of a serious nature and as such no warning will be given to students, these may warrant a referral to Compass, a parental meeting, warning of a fixed-term exclusion, a fixed term exclusion, or a permanent exclusion. Students may also face further sanctions depending on the severity and frequency of their actions.

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff)	<p>Students should be asked explicitly, “I have asked you to ... this is a reasonable request. Are you refusing to do as I have asked?” There must be no negotiation. If a student does not immediately comply with your request, he or she should be sent straight to Compass.</p> <p>Uniform issues (or similar) will be treated as defiance and sanctioned as a serious incident.</p>
2. Verbal or Physical abuse of staff.	<p>This may include:</p> <ul style="list-style-type: none"> • Pushing past/physical contact with staff • Swearing at staff • Rudeness and name calling
3. Exam misconduct	<p>Students will be sent to Compass.</p>
4. Truancy or wandering for 10 minutes or more during a lesson.	<p>Students may only be out of lessons with a pass from a member of staff. If a student breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to Compass for 24 hours.</p>
5. Violent or dangerous behaviour	<p>This may include:</p> <ul style="list-style-type: none"> • Fighting • Threatening behaviour
6. Possession or use of alcohol or drugs	<p>This is against the law, and may result in permanent exclusion.</p> <p>Students cannot refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.</p>
7. Possession or bringing a weapon or dangerous item on to the school site	<p>This is against the law, is extremely dangerous, and may result in a permanent exclusion.</p>
8. Malicious setting off of the fire alarm	<p>This is against the law, causes significant disruption to the whole school, and will result in a serious sanction (and possible financial penalty) of permanent exclusion.</p>
9. Deliberate damage to or theft of property	<p>This may include:</p> <ul style="list-style-type: none"> • Deliberate vandalism, display boards, doors and windows. • Deliberate vandalism to the school toilets

10. Smoking (including all types of e-cigarette)	Smoking is not permitted anywhere on the school site. If a student is seen smoking or is suspected of smoking on the school site, in the vicinity of the school, or in school uniform, this will result in 24 hours in Compass.
11. Bullying or prejudicial language directed at another person	This may include: <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites.
12. Incidents outside of school	Incidents outside of school including but not limited to (bullying, inappropriate use of social media, assault, drug use or supply of drugs to others, shoplifting or theft)

8.0 Internal Exclusion (IE)

We are committed to inclusion of all and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, or attend detentions, receives several Compass referrals, or is involved in an incident too serious for a detention, the school will send the student to Compass for a 24-hour period to be successfully completed. This means they are supervised in a room, given work to do, and given the chance to reflect on their behaviour. When this happens students also receive shorter breaks and lunches than the rest of the school and at slightly different times.

9.0 Internal Exclusion at another school

In certain incidents of very poor behaviour but where the school wishes to avoid fixed term exclusion, or this penalty seems inappropriate, the school may place the student in Internal Exclusion at another Plymouth school (with parental consent). This allows the student to continue to learn. If a student refuses to attend IE at another school then FTE is likely to be used.

10. Fixed Term Exclusion (FTE)

We will endeavour to avoid exclusion wherever possible. A decision to exclude a student for a fixed period is taken only in response to very serious breaches of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention or IE to be appropriate. All exclusions are authorised by the Principal or designated representative (Senior Vice Principal) in the absence of the Principal.

All excluded students will be given some work to complete and will be expected to write a restorative letter apologising for their actions leading to the exclusion. The completed letter will form part of the reintegration meeting. Excluded students might also spend at least one day in Compass as part of their reintegration.

11. Permanent Exclusion (PEX)

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

- a. In response to a serious breach or persistent breaches of the school's behaviour policy; and

- b. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- c. Can be taken directly from a Managed Move- if the student due to return to school has failed to demonstrate significant/sustained improvement at the host school or if the criteria for a. and b. are met.

The act of setting off the fire alarm without good cause may lead to Permanent Exclusion.

The school follows the latest DfE guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against.

Statutory Guidance: Exclusion from maintained schools, academies and student referral units in England <https://www.gov.uk/government/publications/school-exclusion>

If a decision to permanently exclude a student is made by the Principal the Governing Body will be required to follow the latest DfE guidance, as above, and set up a Disciplinary Hearing to review the Principal's decision.

The Governors' Panel will comprise of three members of the Governing Body; they should not be Parent Governors, Staff Governors or Associate Governors. They should have had sufficient training to be able to effectively challenge the Principal's decision and ensure all necessary evidence is considered appropriately. One member of the Panel should be elected to chair the hearing.

The Chair will also be responsible for providing a letter detailing the Panel's decision and also sign and date the hearing minutes as accurate.

The following people should be invited to attend and every effort made by the school to enable them to attend:

- Parents/carers (the student may also attend)
- The Principal and other relevant representatives from the school.

Prior to the hearing, Marine Academy Plymouth will also provide a body of evidence which contains the following reports/statements to all parties prior to the disciplinary panel hearing.

- A log of behaviour incidents and associated sanctions
- A letter from the Principal to parent/s confirming exclusion and stating the reason/s for exclusion
- Details of any previous exclusions
- Previous correspondence between school, parents and other agencies (if involved)
- Staff and any other witness statements regarding the incident/s which led to the permanent exclusion. (The school will anonymise or summarise student statements to protect the identity of those providing statements.)
- Reports of counselling undertaken
- Details of the support provided the student prior to the decision to exclude.
- A statement from the SENCo detailing the student's needs and the school's adjustments to meet these needs, and any additional reports from other professionals such as Educational Psychologists.
- A copy of the school's policies on behaviour and up-to-date DfE guidelines.
- A record of the student's attendance/absence

- A copy of any external or other reports by other agencies e.g. social care, EWO, that may be appropriate
- A report of action taken against other students who may have been involved in the incident/s

The typical structure for the hearing is set out below, however the order may be varied at the discretion of the Chair of the panel.

- Introductions and initial questions
- Principal report and presentation of school evidence
- Questions of the Principal from the panel members
- Questions of the Principal from the others represented at the hearing
- Presentation from the parents/carers
- Questions of parents/carers from the panel
- Questions of the parents or carers from others represented at the hearing
- A short final statement from the Principal
- A short final statement from the parents or carers
- The hearing will then be suspended to allow the governors to decide.
- Once a decision has been agreed, the governors will reconvene the hearing and inform all parties of their decision.
- At the Governors Review Hearing the Governing Body Disciplinary Panel will decide whether to uphold the exclusion or direct reinstatement of the student immediately or on a particular date.
- Should further information be required to make the decision the Disciplinary Panel may adjourn the meeting to a later date agreed by all parties.
- A letter detailing the Disciplinary Panel's decision should be sent to all relevant parties. The minutes taken from the hearing should be signed as accurate by the Chair of the Panel and retained on file at Marine Academy Plymouth.

12. Principles for Achieving an Outstanding Learning Culture

Marine Academy Plymouth promotes respect through our core values:

- Leadership.
- Resilience.
- Aspiration.

In line with the core values this policy aims to:

- Enable all members of the school to be self-respecting, responsible and positive individuals with an enthusiasm for learning
- Encourage respect for all members of the community, such that every individual feels equally valued within a culture of tolerance and creativity
- Create a happy, safe and secure learning environment; where the well-being of all is paramount; within which all can learn, develop their talents and achieve their very best.

13. Consistent Expectations

Consistency is hard to achieve in any organisation but here at Marine Academy we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

14. Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. At Marine Academy, we recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

15. Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator who will ask them three main questions:

- What happened?
- What were you think?
- How are you feeling?
- Who else has been affected by this?
- What do you need to be successful next time?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Conferences are always held in a neutral place with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

16. Smoking- including all forms of e-cigarette/vaping devices

Smoking, in all its forms, is detrimental to health, anti-social and for not conducive to a safe school environment. We will apply this policy to any student who is seen smoking or we suspect of smoking.

Smoking is not permitted anywhere on the school site.

17. Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Principals, school staff and governing bodies.' January 2018.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, smart watches, MP3 players etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where students repeatedly flout rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been worn again in school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking materials will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing cigarettes on to the school premises. Students will also receive sanctions for smoking near the school and on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens
- E-cigarettes
- Fizzy drinks
- Pictures of staff or students without appropriate consent
- Medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches should only be conducted by HOY, AHOY, Student Support staff or SLT.

Searching students - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse then please refer them immediately to SLT and escort them to the Compass.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat / blazer pockets.
- d. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated and should be passed to the Senior Vice Principal.
- e. Parents should be informed of anything found which is inappropriate.
- f. All searches should be logged on CPOMS.

18. Use of reasonable force

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 Principals, staff and governing bodies'. July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Some points to note in this guidance:

18.1 What is reasonable force?

- a. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- b. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- c. 'Reasonable in the circumstances' means using no more force than is needed.

- d. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- e. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- f. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

18.2 Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

18.3 When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

18.4 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.

19. Regulating student conduct and misbehaviour outside the school premises

Marine Academy Plymouth aims to prepare students for a life beyond education. The School therefore reserves the right to apply all aspects of this policy to students recognisable as Marine Academy students (not just by their uniform) even if they are outside of the school grounds or outside the usual hours of attendance. What the law allows is laid out in the latest DFE Guidance 'Behaviour and discipline in schools. Advice for Principals and school staff' January 2016.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Marine Academy Plymouth may discipline a student for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a student at the school.

Or misbehaviour at any time, whether the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school.

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- Good order on transport to and from school, educational visits or other placements such as work experience or college courses
- Good behaviour on the way to and from school
- Positive behaviour which does not threaten the health and safety of our students, staff or members of the public
- Reassurance to members of the public about school care and control over students in order to protect the reputation of the school
- Protection for individual staff and students from harmful conduct by students of the school when not on the school site.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

19.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases permanent exclusion. In issuing punishments, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether students were directly identifiable as being members of the School
- The extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff)

- Whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school
- Whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

20. Support

We aim to support all our students to ensure that every child succeeds during their time at Marine Academy Plymouth. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Some examples of support are listed below:

- Monitoring praise cards with targets to promote success in lessons
- Increased communication between home and school
- Referral to relevant agencies
- Referral to the SEMH Lead
- Support from the Inclusion Support Team which consists of the SENDCo (Special Educational Needs and Disabilities Coordinator), teaching assistants, keyworkers, school mentor, inclusion support manager, home school liaison workers, work-related learning coordinator
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Targeted and specialised curriculum provision
- Reduced timetable
- Referral to outside agencies such as the school's Educational Psychologist, Primary Mental Health Worker, local PCSO etc.
- Additional support around transition points
- Support packages – students may be offered a support package at another one of our partner schools to support them to break a pattern of poor behaviour. The length of these are tailored to the individual and determined by the school. Marine Academy also accepts students from other partner schools on support packages.
- Managed Moves – in line with locally agreed protocols and overseen by the Local Authority's Inclusion Officer, students may be offered a move to another school in order to have a 'fresh start' and break a pattern of poor behaviour. Managed Moves only take place with parental approval and the student is dual registered throughout the transitional period. Marine Academy Plymouth also accepts students on Managed Moves from other schools.

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.

21. Behaviour of parents/carers

Marine Academy Plymouth is passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via

questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of Marine Academy Plymouth staff will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails.

As a response to inappropriate behaviour by a parent/carer the Principal may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to present their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

22. Allegations against staff

The School has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

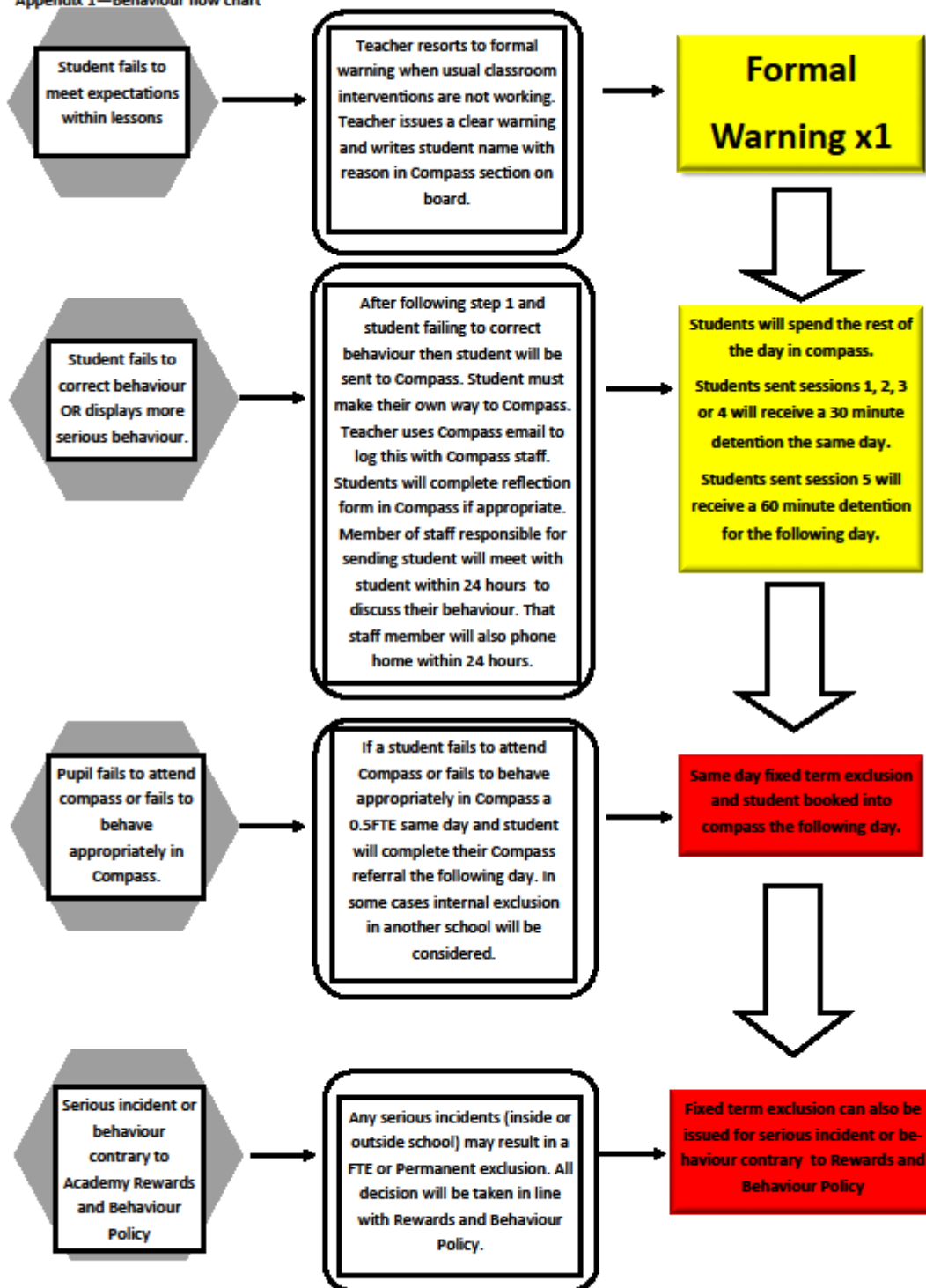
Marine Academy Plymouth should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Principal should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication on all social media such as Facebook.

All allegations against staff will be investigated in line with the School's Complaints Policy and all complaints have the potential for consequences for the staff concerned. For this reason, where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned, and other factors for example the length of time for which the allegation was sustained. The sanctions are likely to include restorative justice but may include fixed term or permanent exclusion from the school. Fixed term exclusion is likely to be the minimum sanction for a malicious allegation against a member of staff. Repeated malicious allegations are likely to result in Permanent Exclusion.

Appendix List

Appendix 1—Behaviour flow chart



Addendum to Marine Academy Behaviour Policy 2020-21

The following policy addendum has been designed with reference to the Department for Education guidance document found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Section 1 Rationale

Given the current situation concerning Coronavirus, it is essential that the School's behaviour policy reflects the need for increased safety, vigilance and hygiene in the community. We are conscious of the shared challenges following the lengthy school closure, and as such are committed to ensuring that all of our students and staff return to a safe and secure environment, in which they can continue learning and developing. In creating this addendum to our policy, we have worked on the following principles:

- 1) Student and staff wellbeing and safety is paramount. We must ensure that we reduce possible risks of virus transmission and ensure a safe environment.
- 2) There are new risks that we must plan for as a community.
- 3) Consistency provides safety and security for students.
- 4) There will be gaps in knowledge on behalf of the students; we must ensure excellent behaviour is in place, in order for these gaps to be filled.
- 5) Communication is vital to ensure students, parents and staff are all clear on expectations.

The below addendum will be split into two parts; safety (the measures which we are taking to ensure the safety of the whole community) and expectations of conduct.

Section 2 Safety

Marine Academy has a number of routines in place already, which can be strengthened and adapted to further enhance student safety whilst on site. Our students are used to a routinised way of working, and engaging in the school day, and as such are well placed to engage with the additional routine and structure we will put in place to ensure theirs, and the staff's safety.

2.1 Safety Measures

We will implement the following on site in order to ensure student and staff safety:

- Safe classrooms in line with the latest guidance from the DfE. This will involve desks adequately spaced out, and clear routes between desks.
- A one-way system in the corridors, ensuring that students remain as distant as is required in the DfE guidance.
- Dedicated year group zones for break and lunch
- Identified times for students to exercise good hand hygiene, ensuring safety measures are in place in the school toilets
- Separate entry and exit points and some staggering of exit times

- All students to use their own equipment and not to share equipment

Section 3 Expectations of Conduct

3.1 Hygienic Behaviour

We will explain to the students what hygienic behaviour is, and then expect the following from them.

- Not to come to school if they display any symptoms of Coronavirus, following the latest guidance from the Government and ensuring that when safe, they access a test for Coronavirus.
- To come to school with tissues and where possible hand sanitiser.
- To put used tissues in their pockets until they pass a bin
- To wash hands, for at least twenty seconds, at regular, intervals
- To follow good coughing etiquette, coughing into their elbow if coughing is necessary

Any deliberate non-hygienic behaviour will be treated as defiance, leading to Compass or exclusion.

Un-hygienic behaviour may include, but is not limited to:

- Spitting
- Fake coughing
- Throwing tissues on the floor
- Purposefully not following one way system
- Deliberately violating allocated student areas
- Chewing gum
- Deliberately touching other people's belongings
- Any act which may increase the chances of transmission of the virus

Any behaviour which may increase the likelihood of virus transmission, may result in students being sent to Compass or excluded.

As with all actions, Marine Academy will make decisions based on the balance of probability. Please see the school behaviour policy for an extensive explanation of this.

3.2 Consistent application.

Staff and students will follow the behaviour policy:

Students will be expected to follow all instructions from staff and complete silent work during any teacher transitions.

The first time a student fails to follow instructions they will be issued with a warning by the class teacher. The class teacher will record this as usual on the board.

If a student fails to follow instructions a second time, they will be sent to Compass as usual.

We will then contact parents/carers to ensure all stakeholders are clear on the exact nature of the incident and subsequent follow-up.

3.3 School environment

The school has a clear set of expectations and students will need to follow these at all times. These may evolve and any updates will be communicated as soon as possible.

Expectations include but are not limited to:

- To stay within allocated spaces at all times when on the school site
- To sit in an allocated seat in classroom
- To move with pace and purpose in corridors- no waiting for friends/group visits to toilets
- To follow the one way system
- To maintain an appropriate distance in corridors- no touching/contact with other students
- All students to use their own equipment and not to share equipment with others
- Where students are off-site before and after school, they will follow all relevant national guidance (eg. face-mask in shops) and behave responsibly at all times
- To be polite and respectful at all times, making space for others inside and outside the building
- To go straight to/from school and avoid congregating in groups outside of the school or in the local community

3.4 Entry/exit from the Building

Students should enter the building through their allocated entrance and go straight to their tutor room.

When in recreation areas students will maintain an appropriate distance in between themselves.

Students must leave through the same exit as entrance (unless they have PE final lesson)

3.5 Uniform and Equipment

As of the 7th September all students attending school should do so in full school uniform.

All students must come with their full equipment.

Students may wear a mask if they wish- these should be plain/subtle in design and have no offensive designs/messages on them.