

## Marine Academy Plymouth

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# Behaviour for Learning Guidance

**DRAFT**

## Marine Academy Plymouth

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VERSION CONTROL SHEET

**POLICY NAME: Behaviour for Learning Guidance**

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Document date	Filename	Mtg submitted	Summary of changes required
07.09.15		To be submitted FGB on 07.10.15	
06.07.16	As above		Updated – pending approval at next FGB
19.10.16	As above	Full Governors	Ratified
08.02.17	As above	Full Governors	Minor amendment discussed

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### 1. Principles:

1.1 The underlying aims of the Academy's Behaviour for Learning Guidance are to:

- support all members of our community in recognising, understanding and embodying our Core Values
- develop positive attitudes to learning and to each other
- identify how the core values are integral to keeping ourselves and each other safe from antisocial behaviour in and out of the Academy

1.2 For positive behaviours to become sustained and self-regulating:

- all members of staff are responsible for modelling, and positively reinforcing, our Core Values whenever and wherever possible
- positive behaviours consistent with our Core Values will be recognised and rewarded
- sanctions will be used to recognise that an aspect or pattern of behaviour that is inconsistent with our Core Values
- sanctions will be supported by high-quality and rigorous interventions designed to meet students' individual needs

1.3 The behaviour for learning guidance applies to students when;

- They are taking part in any school activity
- Travelling to and from school

The guidance may be applied if students are offsite and in uniform, or identifiable as one of our students. The guidance may also be used if students adversely affect the reputation of the Academy.

1.4 Staff will always support positive behaviour by giving fair, clear messages so that the respectful teacher-student relationship remains intact. Staff should adopt a '**relaxed vigilance**' style where by poor behaviour is noticed and followed up, rather than ignored or tackled in a way that leads to conflict.

1.5 The Academy is committed to the principle that **certainty of sanction is more important than severity**. We aim to use the Ready to Learn principal as the least intrusive sanction to achieve justice and support positive behaviour.

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**1.6** Students are supported consistently. However, we do operate a 'tariff' approach where a sanction is applied, appropriate consideration will be made of the individual and any aggravating /mitigating factors in each circumstance.

**1.7** In supporting positive behaviour, our interactions with students will be based on the 3Rs model. These are fundamental in all relationships between staff and students but also between students when deescalating and resolving situations:

- Reflection – what is happening? Why is it inconsistent with our Core Values?
- Resolution – how can we ensure this behaviour is not repeated?
- Reconciliation – have we put things right?

**1.8** In order to maintain the Academies core values and ensure students safety there may be occasions where it is necessary to search pupils for prohibited items.

Prohibited items include:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco, E-cigarettes and smoking paraphernalia

Fireworks

Pornographic images

Or any article that has been used or is likely to be used to commit an offence, cause personal injury or damage to property.

A search without consent that results in a prohibited item being found could result in any items be confiscated, retained or disposed. Where appropriate the Police will come and collect illegal items.

**1.9** In extreme circumstances staff may be required to use reasonable force to prevent students from committing an offence, injuring themselves or other, or damaging property. In extreme circumstances it may be necessary to use reasonable force to maintain order in the academy. Where possible the MAPA trained staff in the Academy should be requested to manage these circumstances to minimise the distress to the student. Where it is deemed to be reasonable by the Principal and authorised staff it may be necessary to use reasonable force when conducting a search without consent for prohibited items.

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In circumstances where reasonable force has been used, statements will be taken by all staff involved, a record kept in SIMS and parents/carers contacted.

### 2. Supporting positive behaviours: Rewards

**2.1** The table on page 7 details the rewards for positive behaviours throughout the Academy.

**2.2** At Marine Academy Plymouth we recognise that rewards and praise are fundamental in recognising positive behaviours and motivating and engaging students with their learning. At Marine Academy Plymouth we want our rewards and praise to achieve a number of aims:

- To be clear for students and staff to use, understand and value
- To promote behaviour that is key to developing positive attitudes to learning
- To increase the motivation of students
- To involve parents and carers in the praise and rewards process
- To develop of culture of pride and success in the classroom

**2.3** In order to provide students with opportunities to receive praise, the Academy use rewards through the Class Charts system. Students can earn points from staff for a variety of positive behaviours which can then be used to gain rewards, donate to charity or exchanged for privileges within the Academy.

**2.4** Although Class Charts will form a large part of the way in which we reward students at Marine Academy Plymouth, we actively acknowledge and promote a range of ways in which praise can be given.

#### (i) Using Class Charts points

**2.5** Staff are assigned a weekly budget of Class Charts points to allocate to students. This budget depends on the number of classes that a member of staff teaches and their role within the Academy.

**2.6** Areas can purchase additional Class Charts points for specific activities such as revision classes or encouraging participation in clubs and activities.

**2.7** Staff are encouraged to allocate their full budget of Class Charts points each week to ensure that all students fully benefit from the system.

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**2.8** Students will be rewarded between 1-3 Class Charts points (to be determined by the member of staff) for positive behaviours under the five core values of:

- Aspiration
- Achievement
- Courage
- Respect
- Community

**2.9** All students who achieve 100% attendance will be awarded a raffle ticket for the weekly year group draw.

**2.10** Throughout the year there will be opportunities to earn additional Class Charts points and the Academy may choose to focus on a particular area throughout the year to award an increased number of Class Charts points (for example 100% attendance during MAP week may be worth double Class Charts points).

**2.11** Students and parents will be able to view Class Charts points online.

### (ii) Class Charts point rewards

**2.12** Students have the option of exchanging their points for a range of items, vouchers and privileges that are available in our shop. In addition to exchanging Class Charts points for items, students have the option of donating Class Charts points to charity or buying raffle tickets for higher-value prizes.

**2.13** Students that do not have any behaviour incidents over a week, half term or term are known as Zero heroes. These students will be rewarded for displaying outstanding learning behaviours.

### (iii) Class Charts points data

**2.14** The Academy will share information about who has been awarded Class Charts points and the behaviours which led to the awards on a weekly and termly basis. There will be prizes for the best performing tutor groups and Years, and awards will be given in assemblies for particularly high scoring individuals. Tutors will also share the data with their tutor group on a weekly basis.

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Reward	<u>Example behaviours</u>
<b>Verbal recognition</b>	<ul style="list-style-type: none"> <li>Anything positive a student does anywhere in the Academy</li> </ul>
<b>Displaying work</b>	<ul style="list-style-type: none"> <li>A piece of work that demonstrates the a significant effort or achievement</li> </ul>
<b>Class Charts points</b>	<ul style="list-style-type: none"> <li>Staff can reward students with 1-3 Class Charts points for one of the core values.</li> </ul>
<b>Note in planner</b>	<ul style="list-style-type: none"> <li>Anything positive a member of staff would like to communicate with parents/carers</li> </ul>
<b>Phone call home</b>	<ul style="list-style-type: none"> <li>Anything positive a member of staff would like to communicate with parents/carers</li> </ul>
<b>Additional responsibility</b>	<ul style="list-style-type: none"> <li>Students who wish to make an additional contribution to a session or the College community</li> </ul>
<b>Public commendation</b>	<ul style="list-style-type: none"> <li>Celebrating achievements of others in our tutor (Active Tutorial) or Year (Assembly)</li> </ul>
<b>Praise postcard</b>	<ul style="list-style-type: none"> <li>Work and effort over above what is expected</li> </ul>
<b>Student of the month</b>	<ul style="list-style-type: none"> <li>Exceptional work, effort and contribution across a number of areas of the college</li> </ul>
<b>Star Awards</b>	<ul style="list-style-type: none"> <li>Contribution and work in an area in the previous academic year</li> </ul>
<b>Attendance and/or punctuality</b>	<ul style="list-style-type: none"> <li>Weekly Year group draw</li> </ul>
<b>Trips and reward events</b>	<ul style="list-style-type: none"> <li>Students may attend special clubs as a reward or trips at the end of the year</li> </ul>
<b>Privileges</b>	<ul style="list-style-type: none"> <li>Students can be given special permissions as a reward E.g Zero Hero lunch area</li> </ul>
<b>Zero Hero</b>	<ul style="list-style-type: none"> <li>Class Charts points awards for students who receive no behaviour points over a specified period</li> </ul>



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### 3. Ready to Learn Summary

**3.1** Ready to Learn is a whole school behaviour and learning policy that covers all aspects of school life. All sanctions are given through a central school system and are carefully monitored by Heads of Year and by the Senior Leadership Team.

The aims of Ready to Learn are:

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and that every second counts.
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.
5. To involve and **collaborate with parents/carers to support with their child's attitude to learning**.

**Ready to Learn is a whole school system that relies on all staff using it in a fair and consistent way. No other sanctions for behaviour can be used. Central to this are the three Rs:**

1. **Routines** – Consistent implementation of the RTL system and academy expectations.
2. **Responses** – Our use of language and de-escalations skills when dealing with behaviour.
3. **Relationships** – Establishing positive relationships based on high expectations.

Members of staff may still set study support sessions for non-completion of independent learning issues but whole school sanctions always take priority. Examples of detentions that teachers may set include:

- Failure to complete independent learning,
- Failure to complete classwork,
- Failure to complete homework or classwork to the required standard.

### 3.2 Expectations



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Expectations are broken down into 3 areas:

- In the classroom
- Around the academy
- Serious incidents

### 3.3 Expectations in the classroom

Students are expected to:

- Arrive on time, within 3 minutes of the start time
- Sit where you are asked
- Show you are ready to learn
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn
- Stay in your seat
- Don't eat or drink (only water is allowed in lessons)
- Treat others with respect, including when speaking with them

If a student does not adhere to these expectations, they must be given a “warning” and their name must be written on the board in the Ready To Learn section. If a student does not adhere to one of these expectations for a second time, they must be sent to Isolation for 24 hours. This will include an hour's detention from 2:50pm until 3:50pm that same day, and their parents or carers will be contacted. The only exception to this will be if a student is sent to the Isolation room during session 5, if this happens their detention will be the next working day.

When sending a student to isolation you must email [Staff-RTL@marineacademy.org.uk](mailto:Staff-RTL@marineacademy.org.uk) with the name of the student and the reason that they have been sent. Students have 5 minutes to take themselves to isolation. Should they refuse to leave the classroom on-call should be called for by the class teacher. If students do not arrive to isolation within 5 minutes on-call will be called for by a member of staff in the isolation room.

Supply teachers within the Academy will not follow the Ready to Learn system. They are the only members of staff who will internally refer students into another class. That teacher will then follow the Ready to Learn system as normal.

### 3.4 Expectations around the academy

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At Marine Academy Plymouth, we expect each other to be respectful at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other.

### Defiance

If you ask a student to do something (e.g. "please can you tuck your shirt in?"), they must do it. If they do not immediately do what has been asked, the member of staff may say "This is a reasonable request. Are you choosing not to follow it?"

If the student refuses, or if they walk away, they will be sent straight to Isolation for 24 hours.

### Anti-social behaviour – Red Card

There are no warnings for these misbehaviours. Students will receive a social time detention for any of the following:

- Lateness to the academy
- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food
- Eating and drinking in banned areas
- Not clearing away your plate and cutlery in the canteen
- Being offsite without an appropriate pass
- Damaging or vandalising academy property
- Incorrect uniform (includes not wearing a blazer) with no pass from Head of Year (a pass will only be issued for a maximum of 5 days, if the uniform remains incorrect after this period the student will be isolated until the issue has been resolved.

If a student behaves in any of the ways listed above an adult must tell them that they have a "Red card", and that the student must serve a 20 minute lunchtime detention the following day. If students are not sure whether they have a red card detention, they can check the "Red Card Detention" list, which is on year group board by the year office.

When issuing a Red Card, staff must email the relevant HoY & AHoY.

If a student fails to serve this detention, they will be sent to Isolation for 24 hours and their parents or carers will be contacted.

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### 3.5 Mobile phones and inappropriate jewellery

Unless students have permission from their tutor/teacher, students must hand over to a member of staff any phone that is seen or heard during tutorial/sessions, or in corridors once the bell for sessions has sounded. The same is true of any nose rings, large earrings or other jewellery that is not permitted. This will be confiscated until the end of the school day and students may collect it from Reception at the end of the day. If confiscated more than once during a term, an increasing waiting time will occur as below:

1st Confiscation – Returned at 3:00pm (10 mins)

2nd Confiscation – Returned at 3:10pm (20 mins)

3rd Confiscation – Returned at 3:30pm (40 mins)

4th Confiscation – Returned at 3:50pm (60 mins)

5th Confiscation – Parents/Carers collect

If a student refuses to hand over confiscated items, they will be sent to the Isolation Room for 24 hours.

### 3.6 Uniform

All students must be in the correct uniform, unless carrying a pass issued by a Head of Year; passes are only issued for medical reasons or if students have lost or broken the article in the previous 24 hours. If a student arrives to the academy without the correct uniform, they must get a note from your HoY/AHoY. They will have 5 days to rectify the uniform issue, after which they will be placed in the isolation room until the issue is resolved.

If a student is out of uniform and does not have a pass they will be given a Red Card detention. Please be aware of our uniform expectations as set out in the staff handbook.

### 3.7 Unstructured Time

Students will be encouraged to be outside at breaks and lunches, but will have the option to be indoors. Students will have an allocated year group area, but will be given the freedom to move around the academy as long as they are behaving sensibly and appropriately. Students will be able to use the areas prioritised for other year groups should they wish to socialise with students in another year.

All hot food must be eaten in the canteen, staff on duty will need to move on students as they finish or those eating cold food. Students can eat cold food in designated break and lunch time areas, but food should not be eaten whilst moving through the corridors.

## 4. Intervention

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**4.1** The Academy recognises that, whilst important in highlighting negative behaviours with students, sanctions alone will not in all cases result in self-regulating and sustained positive behaviours.

**4.2** Whilst all students are equal in value, students do not have equal starting points and the Behaviour for Learning Guidance is designed to be responsive to the needs that students may have and to lead to consistent positive behaviours over time.

**4.3** Academic recovery and referral to the Academy's off-site provision, Beacon Park may be used in circumstances where students need additional support over a longer periods of time. Examples of when academic recovery may be used;

- **Phased return from fixed term exclusion**
- **Removal from sessions as a result of persistent poor behaviour across the a range of curriculum areas**
- **Isolation from a subject as a result of reaching that stage in a curriculum intervention plan**

**4.4** Assistant Heads of Year may be allocated to students who have additional behavioural, emotional or academic needs. AHoY will work with HoY's to provide personalised support programs in order to try and modify behaviours and re-engage student back into learning.

**4.5** The academy provides counselling for students seeking additional support. Referrals to a counsellor will be assessed to ensure that students are appropriately prioritised. Counsellor referrals should be sent from the HoY to the HLTA for the ELC.

**4.6 Below is an example of curriculum and pastoral intervention pathways.**

	Interventions
Step 1	Phone call home to discuss on going issues
Step 2	Area/tutor report
Step 3	Area leader/HoY intervention
Step 4	Parental meeting
Step 5	Academic recovery and HoY support in sessions
Step 6	Internal isolation
Step 7	Referral for Fixed term exclusion

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### (i) Role of the Form Tutor:

**4.7** The Form Tutor is the primary point of support for all students on a day to day basis in the Academy. They will have access to a SIMS Report each day, detailing the students who have received Ready to Learn interventions from the previous day. The Form Tutor is expected to discuss this with members of the Tutor Group the following day this includes any issues that a student may be having with their peers. Tutors will work with other staff to help resolve issues for their tutees whether that be curriculum or pastorally based.

**4.8** Once a student has received a number over behaviour incidents over a period of time the Tutor will instigate and monitor a Tutor Report. As part of this process, the Tutor will support the student with appropriate interventions. This will be communicated to parents/carers through a phone call.

**4.9** If, however, it is identified that the issue is restricted to one or two Areas, the Tutor and Area will work together to resolve the issue and the student will be placed on a curriculum support pathway.

**4.10** If, after two weeks, on the Tutor Report behaviour has not improved to an acceptable standard, the Tutor will notify the Head of Year.

### (ii) Role of the Head of Year:

**4.11** The Head of Year will instigate a Head of Year Report and contact parents to discuss intervention strategies and expectations as and when required. As part of this process, the Head of Year will support the student with appropriate interventions. Where there are incidents of bullying reported the Head of Year will make a record of this including any details, students involved and outcomes and actions.

### (iii) Role of the Area Leader

**4.12** If it is identified by the Tutor, Teacher, Head of Year that a particular student's behaviour incidents are restricted or frequently accumulated in one Area, the Area Leader will instigate an Area Report and potentially a range of further appropriate interventions and strategies designed to support positive behaviour from the curriculum behaviour pathway. This should be done in liaison with the Head of Year and Form Tutor.

### (iv) Role of the SLT link

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**4.13** Each year group will be linked to, and supported by a member of SLT. The SLT link supports the Head of Year operationally in meetings, and with escalations of behaviour as well as deputising for the Head of Year in their absence. The main purpose of the SLT link is to support and ensure a strategic focus to the role of the HoY.

### 5. Expectations relating to serious incidents

These are incidents of a serious nature and as such no warning will be given to students, these may warrant Isolation, 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.)	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 isolation.
2. Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none"> <li>• Pushing past/physical contact with staff</li> <li>• Swearing at staff</li> <li>• Rudeness and name calling</li> </ul>
3. Exam misconduct	Students will be sent to Isolation for 24 hours and will serve an hour's detention the same day
4. Truancy or wandering for 10 minutes or more during a lesson.	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 the Isolation Room for 24 hours.
5. Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Threatening behaviour</li> </ul>
6. Possession or use of alcohol or drugs	This is against the law, and may result in permanent exclusion.  Students cannot refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
7. Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
8. Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school, and will result in a serious sanction (and possible financial penalty).
9. Deliberate damage to or theft of property	This may include:



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	<ul style="list-style-type: none"> <li>Deliberate vandalism, display boards, doors and windows.</li> <li>Deliberate vandalism to the school toilets</li> </ul>
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 isolation and instant permanent removal of any lunch pass privilege.
11. Bullying or prejudicial language directed at another person	<p>This may include:</p> <ul style="list-style-type: none"> <li>Physical or verbal abuse of others</li> <li>Offensive text messages or misuse of social networking or other internet sites.</li> </ul>

### 6. Fixed term exclusion

**6.1** For serious behaviour incidents students may be issued with a fixed term exclusion.

Examples of what a fixed term exclusion can be issued for are given below.

- Intimidation and/or aggression to staff and/or students.
- Complete refusal to comply with staff
- Refusal to be internally secluded
- Persistent and prolonged disruption to learning
- Refusal/failure to of Heads of Year follow up detention

The final decision about a fixed term exclusion will be made by the Principal

The process for a fixed term exclusion is outlined below.

Fixed term exclusion for less than 5 days	Fixed terms exclusion for 6 days of more
<ul style="list-style-type: none"> <li>Head of Year presents a summary of the facts to the Principal (or a member of SLT in the Principals absence) to sign</li> <li>Head of Year contacts parents to set up return meeting and contract signing</li> <li>Principal's PA generates a letter to parents informing them of the details and return from exclusion meeting</li> <li>Letter is placed in SIMS linked documents</li> </ul>	<ul style="list-style-type: none"> <li>Head of Year presents a summary of the facts to the Principal or a member of SLT in the Principals absence to sign</li> <li>Head of Year contacts parents to set up return meeting and contract signing</li> <li>Principal's PA generates a letter to parents informing them of the details and return from exclusion meeting</li> <li>Principal's PA ensures EXC1 is completed and signed by the Principal</li> <li>Letter is placed in SIMS linked documents</li> <li>The Principal contacts the LA Inclusion manager, ACE and the Chair of Governors</li> </ul>

**6.2** For students who receive one or more exclusions in a school term the following will apply;

- Allocation of a support



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- A personalised contract stating behavioural expectations in line with the Academy's values
- Escalation up the exclusion intervention pathway

Once a student has been excluded then a return from exclusion meeting will be set up to reintegrate the student back into the academy and at this point the student will sign a RFE contract and be informed of where they are on the FTE intervention support pathway

If the student fails to meet the expectations set out in their return from exclusion contract the Academy will impose further sanctions that may be internal or further fixed term exclusions.

**6.3** If a student fails to meet the expectations of their contract they will progress along the fixed term exclusion pathway as detailed on page 10.

## 7. Permanent exclusions

**7.1** A permanent exclusion is the most serious sanction the academy has and will only be used in the most serious and persistent circumstances. A permanent exclusion can impact on a student's life chances outside of the academy and future employment opportunities. This is why it will always be a last resort.

The final decision about a permanent exclusion will be made by the Principal

Students may be permanently excluded for the following reasons:

- A serious breach, or persistent breaches, of the academy's behaviour for learning policy.

Examples of this include serious violence towards a student or member of staff, the supply or intent to supply drugs, possession of a weapon, persistent bullying, sexual, racial or other harassment, Sexual abuse or assault

- Where a pupil's behaviour means allowing the student to remain in school would be detrimental to the education or welfare of the student or others in the Academy

These incidents are an example of the types of behaviours that may lead to permanent exclusion and are not exhaustive but indicate the severity of such incidents and the fact they are in direct and serious conflict with our core values.

When considering a permanent exclusion the Principal will ensure that the exclusion is in line with statutory guidance and that the Principal and Governors consider all the

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relevant and mitigating factors in relation to the specific student, their needs and background, the evidence and proportionality on which the decision has been made.

The process for a permanent exclusion outlined below;

<b>Permanent exclusion and appeal processes</b>
<p>1. A Governors Review panel is called within 15 school days of the exclusion. The panel will consist of the Principal, Head of Year or SLT C2A and three nominated governors</p> <p>2. The Principal's PA generate permanent exclusion pack which contains</p> <ul style="list-style-type: none"><li>• Letters to parents informing them of the time and date of the meeting</li><li>• Principal's report (anonymised) which incorporates all supporting evidence</li><li>• Plymouth information passport</li><li>• Latest Progress report</li><li>• Registration certificate (Key worker attendance)</li><li>• Incident report</li><li>• Copies of all exclusion letters that the pupil have had</li><li>• Copy of statement/EHCP (SENCo)</li><li>• Copy of I.E.P's (SENCo)</li><li>• Any other relevant document</li></ul> <p>THIS PACK IS CHECKED BY THE PRINCIPAL AND COPIES DISTRUBUTED TO THE LA INCLSUION MANAGER, THE VICE PRINCIPAL, ASSISTANT VICE PRINCIPAL CARE TO ACHIEVE AND THE GOVERNORS ON THE EXPECTAIONS PANEL Hard copies of this pack are made available for the meeting.</p> <p>3. The day before the meeting the Head of Year will confirm the parents attendance. The Principal's PA will prepare the meeting template and make arrangements to ensure the room is prepared for the meeting</p> <p>4. Once the meeting has conclude the Principal will check the minutes and insert resolved into the final paragraph. These minutes should go out within 24 hours of the meeting containing and appeal date that is within 15 days of the Governors expectations panel. The minutes will be distributed to;</p> <ul style="list-style-type: none"><li>• The Principal</li><li>• Chair of Governors</li><li>• Governors that sat on the expectation panel</li><li>• Inclusion manager for the LA</li><li>• Headteacher of ACE</li><li>• Head of Year</li></ul>

## 8. Communication

### SIMS Reports

**8.1** Every morning Form Tutors, Heads of Year and Area Leaders should check the behaviour report from the previous day and take any action necessary.

**8.2** The reports will be used for the following:

#### (i) Form Tutors:

- To monitor the behaviour of tutees and provide on-going interventions to support positive behaviours
- To identify students would benefit from being placed on a Tutor report

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- To inform students of the running points total for the week

### (ii) Heads of Year:

- To monitor the behaviour of students in their Year, including out of session, and provide pastoral pathway interventions to support positive behaviours
- To monitor and evaluate patterns of behaviour in their Year and provide pastoral pathway interventions at 'Year level' to support positive behaviours
- To monitor and support Form Tutors

### (iii) Area Leaders

- To monitor the behaviour of students in their Areas and provide curriculum pathway interventions to support positive behaviours
- To monitor and evaluate patterns of behaviour in their Areas and provide curriculum pathway interventions to support positive behaviours

## 9. Bullying and issues with peers

**9.1** As part of behaviour for learning we require every member of the Academy to behave in a considerate way and to respect the rights of others.

**9.2** Marine Academy Plymouth believes that its behaviour for learning policy must include bullying behaviours. Our aims for this part of our policy are to:

- prevent bullying
- deal promptly with any incident of bullying if, and when, it occurs
- to promote self-esteem among all students, including the bullied and those who suffer from the need to bully Marine Academy Plymouth
- encourage students to speak out and TELL if bullying is taking place
- encourage all students to help and protect others within the Academy

**9.3** At Marine Academy we recognise that bullying can be:

- physical, verbal, mental
- 'cyber-bullying' (text, e-mail, internet and social media)
- racist, homophobic, sexist, transgender
- directed to vulnerable groups (children in care, young carers, those with disabilities or additional learning needs)
- or any combination of these areas

**9.5** At Marine Academy students and staff will:

- raise awareness throughout the curriculum and give students opportunities to talk about bullying in general (through our Active Tutorial program, and other subject lessons and assembly times)

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**9.6** Our policy will require consistency of approach which will mean:

- all incidents will be initially investigated by Subject/Form Tutors or Head of House/Head of Year who will take any necessary action including contacting parents and monitor the success of such action; any subsequent or particularly violent incidents will be reported to Head of House/Head of Year and/or Senior leaders of the Academy, as appropriate; there may be a referral to outside agencies for support (e.g. counselling).

**9.7** Our policy will be made clear to the following groups:

- staff - teaching/non-teaching
- students
- parents - web site
- governors
- Others connected with our Academy, e.g. Academy Transport drivers, neighbours etc.

**9.8** Our policy will be continually monitored by the whole Academy community and will be reviewed and updated. It should be read in conjunction with Appendix 1 'Possible Signs of Bullying', Appendix 2 'Action Guidance Notes' and Appendix 3 'Something Has Happened' which follow.

- to provide a broad and balanced curricular experience leading to both academic achievement and an effective preparation for the skills and flexibility demanded by life after compulsory education.
- to educate all our students to their potential in a caring, constructive atmosphere in which there is mutual respect and positive student/teacher relationships.
- to develop partnerships which encourage wide support, with help from and for students, staff, governors, parents and the wider community.

**9.9** Our approach to bullying is a 'whole Academy' approach. We do expect everyone to act with respect and consideration to others at all times and to always try to understand the other person's point of view.

**9.10** Neither staff nor students will condone or ignore bullying of any nature and anti-social behaviour will not be tolerated.

**9.11** All members of the Academy will be encouraged not to accept bullying of any form and if they ever experience, see or suspect bullying is taking place to ALWAYS speak up and TELL someone. In every classroom there is guidance on what students should do and who they should speak to if they don't feel safe in or out of the Academy.

**9.12** ALL OF US WILL LISTEN and ALL OF US WILL ACT by involving appropriate staff.

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Our Academy will:

- support staff to identify and respond to bullying
- make students aware that we listen and all bullying issues will be dealt with sensitively and effectively;
- work towards creating an anti-bullying culture;
- ensure that parents/carers expressing concerns about bullying have their concerns taken seriously;
- learn from effective anti-bullying work elsewhere ;
- Encourage students to use the bullying support page in their planners (Appendix 3)
- discuss, monitor and review incident of bullying.

**9.13** Marine Academy Plymouth recognises that in any large group of people there will always be some bullying and however undesirable, it needs to be recognised as a reality. Equally, we need to work together to understand that negative behaviour is not always bullying and that in any human society, there will always be negative behaviour. We, together, will support each other to understand how the behaviour of each of us can impact on others.

**9.14** If you suspect your child is being bullied please contact your child's Form Tutor, Head of Year or Director of Sixth Form.

Remember the following contacts can be useful when seeking help:-

- Childline 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)
- National Society for the Prevention of Cruelty to Children 0808 800 5000  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Appendix 1

### POSSIBLE SIGNS OF BULLYING

OBSERVATION :

Parents and Teachers are in ideal positions to be able to observe changes in a student's behaviour, which may indicate that they are being subjected to bullying, so look out for:

- Items of clothing, property, Academy work, etc. that are damaged or lost more often than you would consider to be normal;
- Frequent injuries to the child (bruises, cuts, etc);
- Withdrawal, which may lead to low participation in Academy and other activities, isolation or self-harm;
- Those who spend a lot of time in their bedroom, possibly crying; who find it difficult to sleep, wet the bed or have nightmares. Teachers within Academy may be aware that the student always appears tired;
- Educational attainment being slowly or suddenly reduced;

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- A reluctance to attend the Academy. Parents may not even be aware of this as the student could be playing truant. It may only be noticed by the Academy through absenteeism showing up on the Academy attendance or lesson register. Academy staff should be alert to those students who register at the start of a session but then fail to attend the actual sessions later;
- Poor self-esteem, which inhibits students from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations and standards of work;
- Anxiety and depression, which can lead to intermittent and long-term absence from the Academy, physical illness or psychosomatic complaints;
- Request to be accompanied going to and from Academy, or to go by a different route. If the route is longer than the previous one, it could well indicate that bullying has been occurring along the previous route;
- The child comes home hungry. This could be due to a Bully demanding 'dinner' money. Academy staff may notice a student who always stayed for lunch no longer does so;
- Money in the house or Academy going missing ;
- Depression in the student. Reluctance to eat or play normally. Student appears generally unhappy, miserable, moody and/or irritable;
- The student who threatens or attempts to commit suicide.

Taken individually, or even collectively, the above may not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it.

If a student is showing signs of, or is experiencing ANY of the above, it can be an indication that all is not well, the student is not happy and therefore, whatever the cause, it should be investigated.

### Appendix 2

#### Action Guidance Notes for Teachers and Parents when dealing with **SUSPECTED BULLYING** :

#### **OBSERVE...LISTEN...ACT...REMEMBER.**

The first and often most difficult hurdle to overcome is that of accepting that there is, possibly, the problem of bullying with your child in our Academy. Once it has been brought into the open, the way should be made clear for everybody to work together, without recriminations and without being confrontational. By making it clear that anti-social behaviour will not be condoned by anyone, there will be nowhere for the bully to hide. It is normally only after we have explored every avenue using a "no blame approach" that we would consider other responses. If the event is particularly violent or no perceived improvement is noted and bullying continues, the Principal may well decide that exclusion is the only way to protect the student population of the Academy.



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The following suggestions have not been separated into actions to be taken by the students, by the parents, by the staff, by the Principal, Governors, etc. It is the combination of action that will bring about the greatest results.

**OBSERVE** ... Look for changes in behaviour, patterned absenteeism, unaccustomed excuses and anything unusual. Having said that, don't jump to conclusions from what might be just a one-off incident ... continue to observe.

**LISTEN** ... with empathy and tact. Provide a quiet area where the youngster can talk to someone s/he can trust. There may well be a genuine problem, which desperately needs sorting out quickly. It may be the problem is largely imaginary but that will make it none the less distressing; it may even be in some cases a form of attention-seeking but that too needs investigation to discover the cause of this need. Handle any confidential information with sensitivity. Make every student feel valued.

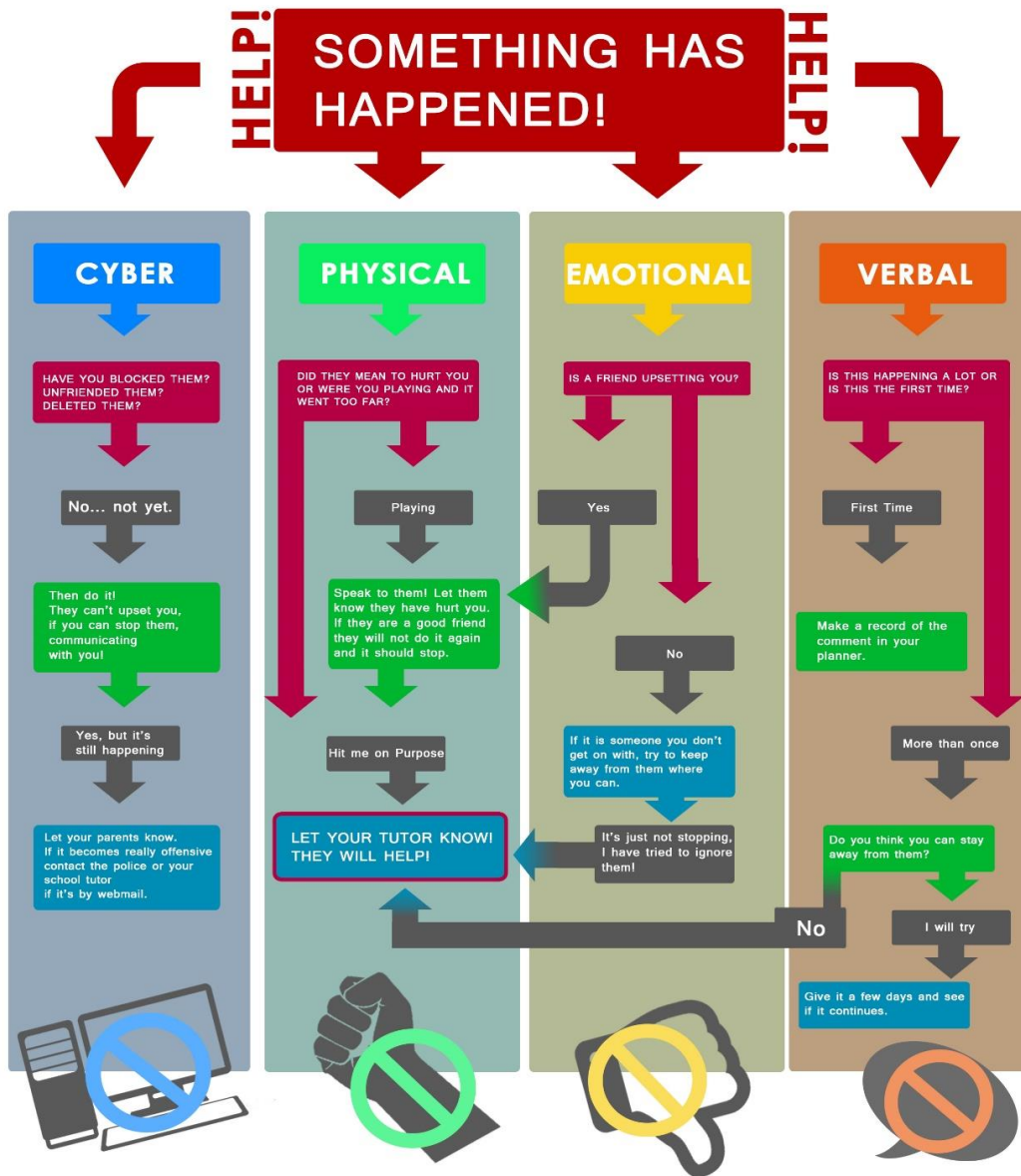
**ACT** ... do something positive. Provide good role models, safe havens, programmes on conflict resolution, assertiveness training. Keep the students involved, get their suggestions. Once identified, restrict the opportunities the bully has for bullying. Break up troublesome groups. 'Police' problem areas.  
Encourage students to accept individual differences; not to put themselves in a position where they might get bullied; try to get them to ignore jibes and not to respond. Instil in the students that it is vitally important to TELL someone if they are experiencing problems, tell someone in whom they have confidence, which could be a member of staff, an Academy counsellor or another friend and not just tell but make sure action is taken. Be persistent until it is!

**REMEMBER** ... there is no 'magic wand' to stop bullying. The physical violence or 'baseball bat' approach to bullying does not work in the long term. Quite often, the individual who is experiencing bullying can, perhaps inadvertently, be the cause of the bully's response, because they call out or say things which results in the unwelcome response from the bully. It is also worth remembering that students who experience bullying can often, later, become bullies themselves.



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## Appendix 3



**THERE IS ALWAYS SOMEWHERE TO TURN!**

*"It is our choices... that show what we truly are, far more than our abilities."*  
- JK. Rowling



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Appendix 4

# Return from exclusion core Values contract

<b>Name</b>		<b>Year</b>	
<b>Tutor group</b>		<b>Date</b>	

At Marine Academy Plymouth our Core Values are Community, Aspiration, Achievement and Respect. We are guided by these Core Values in all we do and we expect all members of our school community to demonstrate a commitment to them. <NAME's> recent behaviour is inconsistent with our Core Values and the terms of this contract sets out the expectations we have of <NAME> to address this. A further review will take place should <NAME> behaviour remain inconsistent with our Core Values. Persistent or extreme behaviours that are in contravention of our core values to may lead to managed transfer or permanent exclusion.

**Expectations: <NAME> must...**

Signed (**Student**):

Signed (**Parent/Carer**):

Signed (**HOY**):

Signed (**Principal/VP/AVP**):

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Return from fixed term exclusion intervention pathways			
Pathway 1	Pathway 2	Pathway 3	
<b>Extreme behaviours</b> (Depending on the severity and nature of the incident there may be reason to move immediately to permanent exclusion. Example but not exhaustive behaviours are listed in 7.20)	<b>Physical/Verbal aggression</b>	<b>Persistent failure to meet academy expectations</b>	
<b>Step 1 First fixed term exclusion</b>			Current step (√)
<ul style="list-style-type: none"> <li>Completion of return from exclusion contract</li> <li>Parental meeting with HoY</li> </ul>			
<b>Step 2 Subsequent fixed term exclusions</b> (From any pathway)			
<ul style="list-style-type: none"> <li>Completion of return from exclusion contract</li> <li>Parental meeting with HoY and SLT link</li> <li>Personalised support package (Examples include allocation of support worker, adapted timetable, liaison with external support agency)</li> </ul>			
<b>Step 3 Principals expectation meeting</b>			
<ul style="list-style-type: none"> <li>Completion of return from exclusion contract</li> <li>Meeting with HoY and the Principal</li> <li>Offsite behaviour support Intervention pathway discussed including the possibility of managed transfer or a trial placement</li> </ul>			
<b>Step 4 Governors expectations panel</b>			
<ul style="list-style-type: none"> <li>If previously stated intervention support strategies are no successful and the student fails to meet the academy's expectations then a Governor Expectation panel will be convened to discuss the future educational provision for that child.</li> <li>The governors will form a contract outlining expected behaviour and detailed outcomes that that will be signed by the student, parents/carers, the Principal and the Chair of Governors. If this contract is breached the Principal will move to permanent exclusion.</li> </ul>			
<b>Step 5 Permanent exclusion</b>			
<ul style="list-style-type: none"> <li>Following the breach of the Governors expectation contract students will be permanently excluded from the academy</li> </ul>			

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### Appendix 5

Fixed term exclusion evidence sheet			
Name	Year/Tutor group	Date	
<b>Outline of the incident</b>			
<b>Staff/Students present</b>			
<b>Decision</b>			
<b>FTE</b>	YES/NO	<b>Length</b>	
<b>RFE (Date and Time)</b>			
<b>Head of Year</b>			
<b>Principal/SLT</b>			