

Marine Academy Plymouth

Behaviour for Learning Guidance

Marine Academy Plymouth

VERSION CONTROL SHEET

POLICY NAME: Behaviour for Learning Guidance

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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 would aim to use the least intrusive sanction possible to achieve justice and support positive behaviour.

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1.6 Students are supported consistently but not necessarily in a uniform manner. We do not operate a 'tariff' approach to the sanctions outlined in the accompanying tables below. Where a sanction is applied, appropriate consideration will be made of aggravating and 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 has the ViVo rewards 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 ViVo 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 ViVo

2.5 Staff are assigned a weekly budget of ViVos 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 ViVos 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 ViVos each week to ensure that all students fully benefit from the system.

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2.8 Students will be rewarded between 1-5 ViVos (to be determined by the member of staff) for positive behaviours under the following categories;

- Attitude and behaviour
- Contribution in class
- Extra-curricular participation
- Model citizen
- Excellent progress/effort
- Academic achievement

2.9 All students who achieve 100% attendance will be awarded ViVos at regular intervals

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

2.11 Students and parents will be able to view ViVo points online and through the ViVo app.

(ii) ViVo rewards

2.12 Students have the option of exchanging their points for a range of items, vouchers and privileges that are available in our online shop. These items are delivered to the Academy. In addition to exchanging ViVos for items, students have the option of donating ViVos 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) ViVo data

2.14 The Academy will share information about who has been awarded ViVos 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 Houses, and awards will be given in

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assemblies for particularly high scoring individuals. Tutors will also share the data with their tutor group on a weekly basis.

Reward	<u>Example behaviours</u>
Verbal recognition	<ul style="list-style-type: none"> Anything positive a student does anywhere in the Academy
Displaying work	<ul style="list-style-type: none"> A piece of work that demonstrates the a significant effort or achievement
ViVo	<ul style="list-style-type: none"> Staff can reward students with 1-5 ViVos for a variety of reasons. Below are the categories under which they can be awarded.
Note in planner	<ul style="list-style-type: none"> Anything positive a member of staff would like to communicate with parents/carers
Phone call home	<ul style="list-style-type: none"> Anything positive a member of staff would like to communicate with parents/carers
Additional responsibility	<ul style="list-style-type: none"> Students who wish to make an additional contribution to a session or the College community
Public commendation	<ul style="list-style-type: none"> Celebrating achievements of others in our tutor (Active Tutorial)or Year (Assembly)
Praise postcard	<ul style="list-style-type: none"> Work and effort over above what is expected
Student of the month	<ul style="list-style-type: none"> Exceptional work, effort and contribution across a number of areas of the college
Star Awards	<ul style="list-style-type: none"> Contribution and work in an area in the previous academic year
Attendance and/or punctuality	<ul style="list-style-type: none"> ViVo awards for 100% attendance/punctuality
Trips and reward events	<ul style="list-style-type: none"> Students may attend special clubs as a reward or trips at the end of the year

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Privileges	<ul style="list-style-type: none"> • Students can be given special permissions as a reward E.g Zero Hero lunch area
Zero Hero	<ul style="list-style-type: none"> • ViVo awards for students who receive no behaviour points over a specified period

3. Supporting positive behaviours: In sessions

3.1 The table on page 10 details the consequences for negative behaviours which occur in sessions.

3.2 Within the classroom, the subject teacher is primarily responsible for supporting positive behaviour through a range of sanctions and interventions.

C1: The teacher gives a clear warning to students, making it explicit that they have received a 'C1' warning to allow students to rectify their behaviour before a sanction is applied.

C2: The teacher gives a further clear warning, making it explicit that they have received a 'C2' final warning and that, unless their behaviour is rectified, a sanction will be applied. If it is not felt that this warning alone will have the desired effect, the teacher should engage in a brief private '3R' conversation with the student.

At the C1 and C2 level, it is expected that the teacher will have implemented a range of classroom management strategies aimed at supporting positive behaviour e.g. a seating plan.

C3: Once a student reaches a 'C3', they receive 1 Negative SIMS point and a sanction from the teacher. The teacher will also make a note in the student's planner, within the relevant session, for parents/carers and staff to see.

C4: Once a student reaches 'C4', they receive 2 Negative SIMS points and are internally referred to another classroom on a rota. The student completes the work set and returns to their teacher at the end of the Session for a '3R' conversation. The classroom teacher will contact home as soon as possible after the incident. Students who are persistently internally referred from a learning area will be placed on a curriculum support pathway see 14.

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C5: In the event of refusal to go to the internal referral room or failure of the internal referral, a member of SLT/HoY will be called to provide assistance:

- (i) If the matter can be resolved (e.g. through successful internal referral), the student will receive 3 Negative SIMS points (logged by the class teacher) The classroom teacher will contact home as soon as possible after the incident. Students who are persistently internally referred from a learning area will be placed on a curriculum support pathway see 14. Where a student has received a C5(i) for truancy the member of staff will not be required to phone home as these incidents will be reported to parents on a weekly basis.
- (ii) If the matter cannot be resolved, or in the event of an act of aggressive behaviour, the student will receive 4 Negative SIMS points, and be placed within the Internal Seclusion room for 5 sessions. The matter will be followed up with a phone call from the HoY.

If a student receives 2 or more C5(ii) in a 5 day period a parental meeting will be called. Any subsequent C5(ii) incidents within the next 5 day period after this meeting will lead to a fixed term exclusion.

C6: Fixed term exclusion. On occasions where there has been a serious incident or persistent breaches of the Academy's expectations as detailed in 7.17 a student may be issued with a fixed term exclusion. The duration of this fixed term exclusion will depend on the severity of the incident and any mitigating factors (including the number of previous exclusions) that are deemed to be relevant in relation to the student's particular circumstances and needs. Students will return after a fixed term exclusion to a meeting with their HoY to discuss a plan for a successful reintegration into the community. At this meeting they will sign a contract and be informed where this incident places them on our return from fixed term exclusion intervention pathways outlined in Appendix 4.

C7: Intervention pathway. After a student has been issued with more than one fixed term exclusion they will be placed on the stepped intervention pathway. During the return from exclusion meeting it will be explained to students and their parents/carers where they are on our return from fixed term exclusion intervention pathway and the consequences of future behaviours. At this stage a number of strategies will be employed to try and support that student to successfully reintegrate. These may include the Allocation of a key worker, a personalised contract stating behavioural expectations in line with the Academy's values and where appropriate the use of internal/external resources and agencies.

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C8: Permanent exclusion. The final phase of the stepped intervention plan or in a one off exceptional circumstance the Principal may consider a permanent exclusion. The specific reasons for a permanent exclusion are set out in section 7.20. Permanent exclusion will be considered when students have failed to meet the expectations set out during the Governors expectations panel.

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Level	Consequence	Example behaviours/outcomes	Communication
C1	Warning 1	<ul style="list-style-type: none"> Disturbing learning Not doing as asked when asked Being impolite Inappropriate language Incorrect uniform Lateness to sessions Lack of equipment Offensive language Use of mobile phone Missed homework deadline 	
C2	Warning 2 <ul style="list-style-type: none"> Private '3R' conversation 	<ul style="list-style-type: none"> Repeat of any C1 offence 	
C3	Teacher sanction: <ul style="list-style-type: none"> 1 SIMS point After session '3R' conversation 	<ul style="list-style-type: none"> Persistent C1 & C2 behaviour Offensive language Refusal to follow instructions Vandalism 	<ul style="list-style-type: none"> Note in Planner Reported to tutor, HoY,AL
C4	Internal Referral: <ul style="list-style-type: none"> 2 SIMS points After session '3R' conversation 	<ul style="list-style-type: none"> Persistent disruption to learning Repeated refusal to follow instructions Verbal abuse 	<ul style="list-style-type: none"> Class teacher phones home Reported to tutor, HoY,AL
C5 (i)	C5 Assistance (Resolved) <ul style="list-style-type: none"> 3 SIMS points 	<ul style="list-style-type: none"> Refusal to go to Internal Referral Failure of Internal Referral Truancy Damage to property 	<ul style="list-style-type: none"> Class teacher phones home (Excluding truancy) Reported to tutor, HoY, AL
C5 (ii)	C5 Assistance (Unresolved) <ul style="list-style-type: none"> 4 SIMS points Internal Seclusion 	<ul style="list-style-type: none"> Refusal to go to Internal Referral Failure of Internal Referral Aggressive behaviour Persistent and prolonged disruption to learning 	<ul style="list-style-type: none"> HoY phones home Reported to tutor, HoY,AL
C6	Fixed term exclusion	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Phone call Letter home Return from exclusion contract meeting
C7	Intervention pathway	<ul style="list-style-type: none"> Allocation of key worker Core values contract Collaboration with external agencies and specialists 	<ul style="list-style-type: none"> Phone calls home Parental meetings with SLT Multi agency meetings

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C8	Permanent exclusion	<ul style="list-style-type: none"> • A serious breach, or persistent breaches, of the academy's behaviour for learning policy • Where a pupils 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 	<ul style="list-style-type: none"> • Parental meeting • Permanent exclusion meeting • Letter informing parents of the intended consequences
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4. Supporting Positive Behaviour: Out of sessions

4.1 The table on page 12 details the consequences for negative behaviours which occur out of sessions.

4.2 Around the campus, all staff are responsible for supporting positive behaviour.

CO1: The member of staff gives a clear warning to students, making it explicit that they have received a 'CO1' warning to allow students to rectify their behaviour before a sanction is applied.

CO2: The member of staff gives a further clear warning, making it explicit that they have received a 'CO2' final warning and that, unless their behaviour is rectified, a sanction will be applied.

CO3: Once a student reaches a 'CO3', the nominated SLT Duty must be immediately notified by the member of staff via radio. The student will receive 1 Negative SIMS point (logged by SLT Duty) and the SLT Duty will engage in a '3R' conversation with the student during the following Session.

CO4: Once a student reaches 'CO4', the nominated SLT Duty must be immediately notified. The student will receive 2 Negative SIMS points (logged by SLT Duty) and the SLT Duty will engage in a '3R' conversation with the student during the following Session. The student will be required to spend their break and or lunch in a supervised room for one or more days depending on the context of the incident.

CO5: Once a student reaches CO5, the student will receive 4 Negative SIMS points, be placed within the Internal Seclusion room. The matter will be followed up with a phone call from the HoY.

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Level	Consequence	Example behaviours	Communication
CO1	Warning 1	<ul style="list-style-type: none"> Not doing as asked when asked Being impolite Inappropriate language Incorrect uniform Chewing gum Dropping litter 	
CO2	Warning 2	<ul style="list-style-type: none"> Repeat of any C1 offence 	
CO3	Break/Lunch	<ul style="list-style-type: none"> Persistent C1 & C2 behaviour (over time) Offensive language Refusal to follow instructions Vandalism 	<ul style="list-style-type: none"> Reported to SLT Duty Reported to tutor, HoY
	SLT Duty <ul style="list-style-type: none"> 1 Negative SIMS point Next session resolution 		
CO4	SLT Duty <ul style="list-style-type: none"> 2 Negative SIMS points Break/lunch supervision for 1 or more days Next session resolution 	<ul style="list-style-type: none"> Repeated refusal to follow instructions (over time) Verbal abuse Refusal to engage with SLT support at break or lunch Behaviour in corridors Going off site Damage to property Smoking on site Throwing objects in the courtyard 	<ul style="list-style-type: none"> Reported to SLT Duty Reported to tutor, HoY
CO5	SLT Duty <ul style="list-style-type: none"> 4 Negative SIMS points Internal seclusion (if appropriate) 	<ul style="list-style-type: none"> Repeated instances of going off site Refusal to go to Break/lunch supervision Failure of Break/lunch/Area/SLT detention Aggressive behaviour (Internal seclusion) 	<ul style="list-style-type: none"> Reported to SLT Duty Phone call home Reported to tutor, HoY

5. Punctuality

5.1

- The Form Tutor is primarily responsible for monitoring lateness.
- For students who are persistently late a range of interventions will take place as set out below.

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Step 1. After 10 lates in a term parents/carers will be sent a letter informing them of their child current punctuality patterns.

Step 2. If this letter does not have an impact on a student's punctuality at 20 lates tutors will phone home and discuss the issues with parents/carers.

Step 3. The next intervention if a student reaches 30 lates will be a parental meeting to look at ways to improve punctuality.

Subsequent interventions beyond this will be at the discretion of the head of Year.

- ViVo's will be regularly awarded to those students who have excellent punctuality.
- Where students' lateness means that they arrive after active tutorial this will be marked as unauthorised and if this type of lateness is persistent then a referral to the Education Welfare Service will be made to look at support for the student and the family.

6. Intervention

6.1 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.

6.2 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.

6.3 Academic recovery 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**

6.4 Key workers may be allocated to students who have additional behavioural, emotional or academic needs. Key workers will work with HoY's to provide personalised support programs in order to try and modify behaviours and re-engage student back into learning.

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6.5 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.

6.6 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 KW support in sessions
Step 6	Internal seclusion
Step 7	Referral for Fixed term exclusion

(i) Role of the Form Tutor:

6.7 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 Negative SIMS points from the previous day. The Form Tutor is expected to discuss behavioural incidents with members of the Tutor Group the following day this includes any issues that a student may be having with their peers. **Tutors will also be responsible for informing students of their points total for the week.** Tutors will work with other staff to help resolve issues for their tutees whether that be curriculum or pastorally based.

6.8 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.

6.9 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.

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

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(ii) Role of the Head of Year:

6.11 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

6.12 If it is identified by the Tutor, Teacher, Head of Year that a particular student's Negative SIMS 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

6.13 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.

7. Sanctions

(i) After school detentions

7.1 Detentions will take place every Wednesday after school.

7.2 Students will be in detentions from 15 to 60 minutes depending on the number of SIMS points they have been issued from the previous week. The threshold for detentions may vary throughout the year with a view to continuing to raise the expectations of behaviour. Detentions will be supervised by teachers, responsibility holders and senior leaders as indicated in the detention rota. Key workers may be called upon to cover absence.

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7.3 Detentions will be communicated to parents on a Friday, and tutors will inform their tutees on a Monday morning by giving them a detention slip that the student signs.

7.4 Anyone who fails or refuses a Wednesday detention will have an hour detention on a Thursday with the HoY. If they fail or refuse this detention they will be excluded the next day and placed on the exclusion pathway.

7.5 If a student fails to attend their detention on more than one occasion the Head of Year will escalate sanctions as necessary.

(ii) Internal Referral

7.6 Area Leaders will coordinate an Internal Referral rota for their Areas.

7.7 When a student is internally referred, appropriate work must be set by the classroom teacher for the student to complete.

7.8 The student must then be accompanied back to the original teacher at the end of Session.

7.9 If a student is internally referred a C4 is issued on SIMS which is worth 2 points. If students are repeatedly internally referred then the class teacher and Area leader will place that student on a curriculum intervention pathway and record these steps in SIMS.

(iii) Internal Seclusion

7.10 Internal Seclusion is to be used in cases where:

In session:

- Students refuse Internal Referral following C5 Assistance
- Internal Referral has failed and cannot be repaired
- An act of aggressive behaviour
- Persistent bullying of another student
- Persistent and prolonged disruption to learning

Out of session:

- Repeated instances of going off site
- Refusal to go to Break/lunch supervision
- Failure of Break/lunch/Area/SLT detention

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- Aggressive behaviour (Internal seclusion)

7.11 It may also be used for other serious incidents not mentioned above, as decided by the Head of Year.

7.12 Internal Seclusion will be staffed by members of SLT and Heads of Year.

7.13 Students will spend a minimum of 5 Sessions internally secluded (if necessary over two days in cases where the first Session in Internal Seclusion is not Session 1) although this may be increased if appropriate.

7.14 Students will remain supervised at break and lunch as appropriate.

7.15 Students are expected to remain seated and in silence when in Internal Seclusion. Class teachers will set work for students to complete during this time.

7.16 Students' conduct will be monitored each session, if a student's behaviour in ISU is unacceptable then C5 assistance will be called and the student will receive an appropriate sanction e.g. fixed term exclusion.

(V) Fixed term exclusion

7.17 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"> • Head of Year presents a summary of the facts to the Principal (or a member of SLT in the Principals absence) to sign • Head of Year contacts parents to set up return meeting and contract signing 	<ul style="list-style-type: none"> • Head of Year presents a summary of the facts to the Principals or a member of SLT in the Principals absence to sign • Head of Year contacts parents to set up return meeting and contract signing • Principal's PA generates a letter to parents informing them of the details and return from exclusion meeting

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<ul style="list-style-type: none"> Principal's PA generates a letter to parents informing them of the details and return from exclusion meeting Letter is placed in SIMS linked documents 	<ul style="list-style-type: none"> Principals PA ensures EXCI is completed and signed by the Principal Letter is placed in SIMS linked documents The Principal contacts the LA Inclusion manager, ACE and the Chair of Governors
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7.18 For students who receive one or more exclusions in a school term the following will apply;

- Allocation of a key worker
- 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.

7.19 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.

(VI) Permanent exclusions

7.20 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.

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 pupils 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

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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 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;

Permanent exclusion and appeal processes
<p>1. A Governors expectation panel is called within 15 school days of the exclusion. The panel will consist of the Principal, Head of Year and three nominated governors</p> <p>2. The Principal's PA generate permanent exclusion pack which contains</p> <ul style="list-style-type: none">• Letters to parents informing them of the time and date of the meeting• Principal's report (anonymised) which incorporates all supporting evidence• Plymouth information passport• Latest Progress report• Registration certificate (Key worker attendance)• Incident report• Copies of all exclusion letters that the pupil have had• Copy of statement/EHCP (SENCo)• Copy of I.E.P's (SENCo)• Any other relevant document <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">• The Principal• Chair of Governors• Governors that sat on the expectation panel• Inclusion manager for the LA• Headteacher of ACE• Head of Year

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:

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(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
- 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

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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)

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

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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. 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 the your child's Form Tutor,
Head of House, 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
- National Society for the Prevention of Cruelty to Children 0808 800 5000
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:

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- 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;
- 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

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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 .

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., 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!

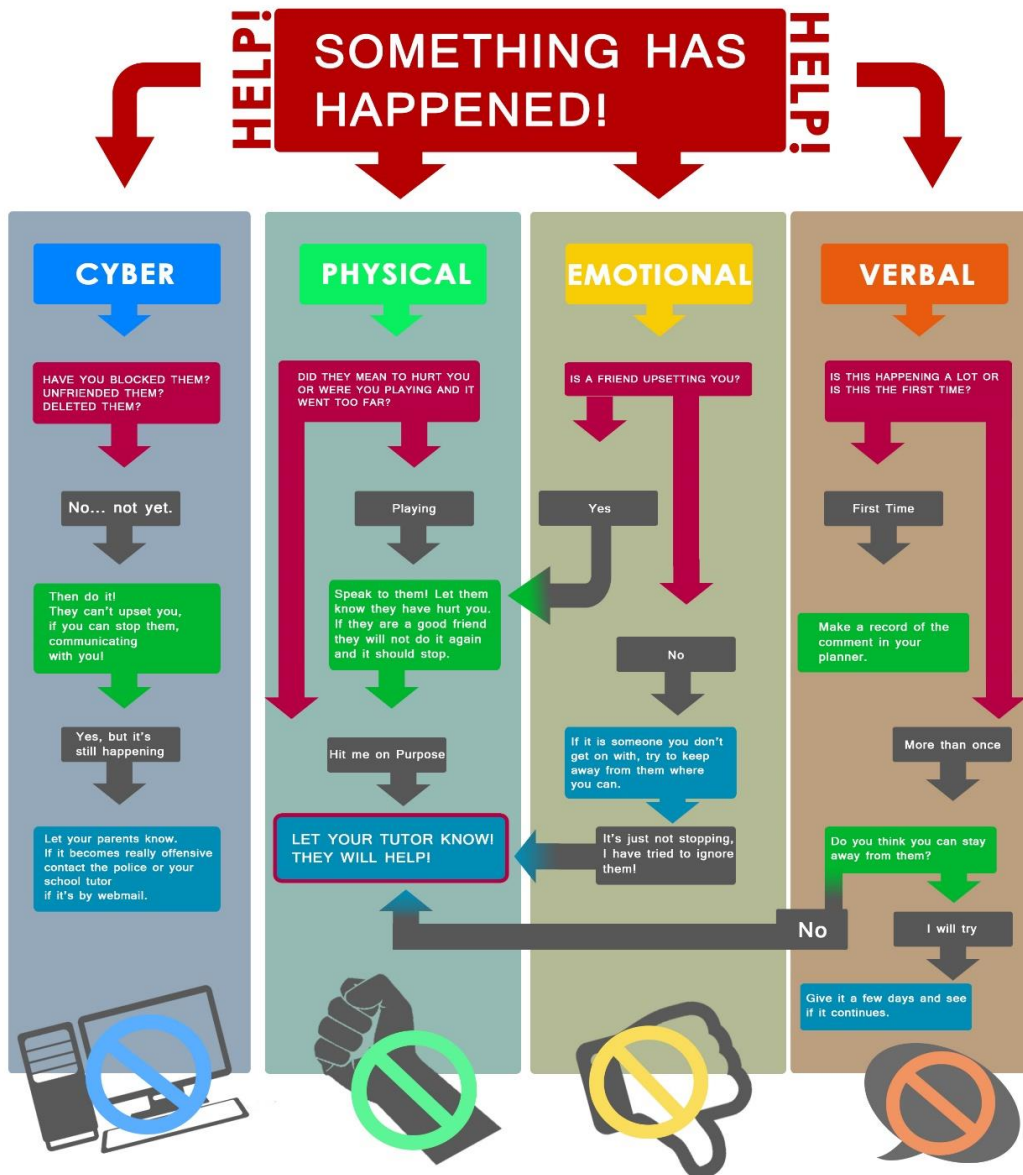
REMEMBER ... there is no ‘magic wand’ to stop bullying. The physical violence or ‘baseball bat’ approach to bullying does not work in the long term. Quite often, the individual who is experiencing bullying can, perhaps inadvertently, be the cause of the bully's response, because they call out or say things which results in

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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

Name		Year	
Tutor group		Date	

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	
Extreme behaviours (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)	Physical/Verbal aggression	Persistent failure to meet academy expectations	
Step 1 First fixed term exclusion			Current step (√)
<ul style="list-style-type: none"> • Completion of return from exclusion contract • Parental meeting with HoY 			
Step 2 Subsequent fixed term exclusions (From any pathway)			
<ul style="list-style-type: none"> • Completion of return from exclusion contract • Parental meeting with HoY and SLT link • Personalised support package (Examples include allocation of Key worker, adapted timetable, liaison with external support agency) 			
Step 3 Principals expectation meeting			
<ul style="list-style-type: none"> • Completion of return from exclusion contract • Meeting with HoY and the Principal • Offsite behaviour support Intervention pathway discussed including the possibility of managed transfer or a trial placement 			
Step 4 Governors expectations panel			
<ul style="list-style-type: none"> • 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. • 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. 			
Step 5 Permanent exclusion			
<ul style="list-style-type: none"> • Following the breach of the Governors expectation contract students will be permanently exclude from the academy 			

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Appendix 5

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