



Behaviour policy – Safe, Scholarly and Respectful

Other relevant School policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Anti-Bullying Statement
- Uniform Policy
- Ted Wragg Multi Academy Trust Exclusion Policy
- Ted Wragg Multi Academy Trust Attendance Policy
- Ted Wragg Multi Academy Trust Supporting pupils with medical conditions Policy
- Ted Wragg Multi Academy Trust Computer/Mobile device and online use policy – pupils

Statutory guidance:

- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [DfE advice template \(publishing.service.gov.uk\)](#)

Changes:

- Significant update for 2023/4 policy with multiple adjustments to Behaviour Policy

Date adopted: July 2023 (for September 2023)

Prepared by: Elliot Crook

Ratified by: Governing body

Review date: July 2024

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

This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff.

Aims of policy

1. To support students taking pride in their behaviour, so that there is a culture of **safe, scholarly** and **respectful** learning everywhere in the school with no learning opportunity wasted.
2. To provide clarity for staff, students and the community about acceptable behaviour and enable the creation of strong and positive relationships.
3. To encourage students to make **safe, scholarly** choices and take responsibility for their own actions.
4. To enable teachers to deliver engaging and creative lessons, experiment and take risks, in a **safe** and secure environment.

1.0 Safe, Scholarly and Respectful

Marine Academy Plymouth encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

Marine Academy Plymouth has in place a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to comply with the School's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and ensure Marine Academy Plymouth is a safe place for all.

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

2.0 Rewards

Marine Academy Plymouth regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. Marine Academy Plymouth wishes to recognise the vast majority of students make positive behaviour choices every day, in the table below are the ways we celebrate success with students, parents and staff during the academic year.

Reward	Frequency
Credits Credits are used by all staff to reward positive behaviour and given through Class Charts.	Daily
Praise Postcards Awarded to one student per lesson who has displayed positive learning behaviours.	Daily
Recognition The School Newsletter, Principal's blog are used to highlight students' achievements.	Weekly
Student of the week Awarded weekly in all years for the students who has reflected most strongly the core values of the academy.	Weekly
Scholar of the week Awarded each week to students who exhibited scholarly behaviour during the week.	Weekly
Things to celebrate Successes are celebrated for each year group and presented on the Academy screens (includes SotW).	Weekly
Tutor group challenge Weekly award to the best performing tutor group in one of the Academy's key foci.	Weekly
Year 11 Tuition sessions Loyalty reward scheme offered to Year 11 students for attendance to study sessions and tutorials.	Weekly
Attendance Weekly golden tickets for 100% attendance. Termly prize draw for community-based rewards.	Weekly
Credit Rewards Rewards given to students who have achieved the most credit individually and in tutor groups.	Monthly
MAP leadership award Recognition of rewards embedded into MAP award and higher levels achieved through completion of achievement strand.	Half termly
Celebration Assemblies Individual students are recognised in Year Group half-termly assemblies for exceptional achievement and certificates are handed out by the Head of Year.	Half-termly

<p>Subject specific scholar awards Awarded termly for outstanding progress or effort in subject areas.</p>	<p>Termly</p>
<p>Principal award Bronze, Silver & Gold Principal Award is awarded termly to those students who have 100% for attendance, 100% punctuality, 100% positive class charts and a purple rating on the MAP measure</p>	<p>Termly</p>
<p>Credit Reward Trips Students with a high number of credits for the year can cash them in for reward trips.</p>	<p>Annually</p>
<p>Celebration Evenings Annual Celebration Evenings are held for each Year Group. Awards are given in the following categories: - Outstanding Attainment, Effort or Subject Award in a particular subject (nominated by their teacher) - Tutor Awards - MAP leadership awards - Student of the Year Awards</p>	<p>Annually</p>

Rewards are not limited to the structures above and analysis of scholar points of Class Charts will allow Subject Leads, Heads of Year and Senior Leaders to reward students each term.

3.0 Expectations - Safe, Scholarly and Respectful

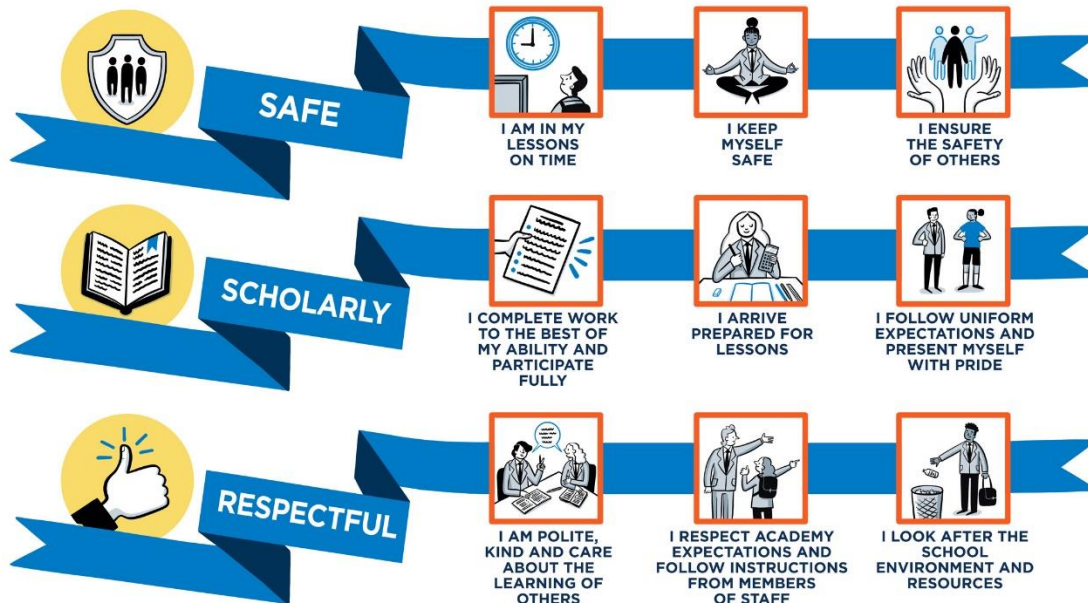
At Marine Academy Plymouth students are expected to conduct themselves both inside and outside of the classroom based on the following principles: Being **Safe, Scholarly** and **Respectful**.

- 1- I am in my lessons on time
- 2- I keep myself safe
- 3- I ensure the safety of others
- 4- I complete work to the best of my ability and participate fully
- 5- I arrive prepared for lessons with correct equipment
- 6- I follow uniform expectations and present myself with pride
- 7- I am polite, kind and care about the learning of others
- 8- I respect academy expectations and follow instructions from members of staff
- 9- I look after school environment and resources

Phones and headphones should be placed in your bag and silent throughout the day.

All lesson expectations have been co-produced in consultation with staff and students. Lesson expectations are reviewed regularly with students and staff.

Student, parent and staff voice is really important to our school and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections including through our student council/parliament, through termly parent forums, annual surveys and staff networks.



3.1 Compass

Compass- helping all students to achieve.

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

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

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

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

If a student does not adhere to the 'Classroom Expectations', a teacher will tell them that they have a 'warning' and their name will be written on the board in the 'warnings' section. If a student does this for a second time, they will be referred to Compass where they will have any opportunity to reflect on their behaviour for 2 sessions and will lose either their social time at break, lunch or after school.

3.2 Repeated or more Serious Incidents

We are committed to inclusion and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, fails to attend detentions, receives multiple referrals to Compass, or is involved in an incident too serious for a detention, the student will be referred to internal exclusion. Students will spend a full day in internal exclusion including an after-school detention of 1 hour.

More serious incidents could include but are not limited to:

- Truancy (student deliberately missing from lesson without permission);
- vaping/smoking;
- vandalism/deliberate damage;
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness; and
- dangerous behaviour

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, they should be sent straight to Compass. Uniform issues (or similar) will be treated as defiance and sanctioned as a serious incident.
2. Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none"> • Pushing past/physical contact with staff • Swearing at staff • Rudeness and name calling
3. Exam misconduct	Students will be sent to Compass or disqualified.
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 Compass for 24 hours.
5. Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> • Fighting • Threatening behaviour
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 may result in a permanent exclusion (and possible financial penalty).
9. Deliberate damage to or theft of property	This may include: <ul style="list-style-type: none"> • Deliberate vandalism, display boards, doors and windows. • Deliberate vandalism to the school toilets
10. Smoking (including all types of e-cigarette)	Smoking is not permitted anywhere on the school site. If a student is seen smoking or is suspected of smoking on the school site, in the vicinity of the school, or in school uniform, this will result in a serious sanction. If the fire alarm is set off due to a student smoking on site, this may result in a permanent exclusion.
11. Bullying or prejudicial language directed at another person	This may include: <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites.
12. Incidents outside of school	Incidents outside of school including but not limited to (bullying, inappropriate use of social media, assault, drug use or supply of drugs to others, shoplifting or theft).

4.0 Sanctions

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

The only sanctions/systems to be used within a lesson are warnings and Compass.

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

When issuing a verbal reminder to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a (mandatory)

opportunity for restoration explicitly written into the system, whereby any student removed will be met by the member of staff responsible.

Uniform expectations are detailed on the school website. Uniform is checked regularly by tutors, Heads of Year, Assistant Heads of Year and senior staff. Students who are not in correct uniform (unless carrying signed permission slip) and refuse or are unable to correct it will be supported to make a positive choice.

4.1 Restorative approach

If any student feels a member of staff has incorrectly referred them to the lesson removal room they can request staff review the lesson removal. Staff will always try to capture student voice related any incident and use this to inform decision making.

All students will have the opportunity to complete a reflection sheet upon entry to the room and may use this to indicate if they feel they have been referred on an unfair basis. The review will be considered by a member of staff and the student informed of the outcome. Any staff member who refers a student will visit the student and complete a restorative conversation.

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

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

4.2 Loss of Credits

Students begin each 4 week period by being given 100 credits. Students will lose credit points for not following the academy expectations outlined in section 3.0.

4.3 Red Card detentions

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

The following are typical reasons for a red card detention:

- Late to lessons
- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food
- Eating and drinking in banned areas
- Not bringing the correct equipment to school
- Talking during silent transition/line ups
- Deliberately going the wrong way around the one-way system
- Not following instructions
- Untucked shirts
- Chewing gum

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

4.6 Lesson removal at a host school

In certain circumstances and to avoid suspension the school may refer a student to lesson removal at another school. The purpose of this is to allow the student to continue to access their learning and help support improvements in their behaviour. Any referral to a host school will be completed in consultation with parents/carers. If a student fails/refuses to attend then a suspension could be issued.

Circumstances that could result in a student spending time at a host School include, but are not limited to, the following breaches of the behaviour policy:

- unsuccessful lesson removal
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness;
- dangerous behaviour;
- inappropriate use of computers, the internet, images or social media; and
- fighting

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent statutory guidance.

5.0 Punctuality and lateness

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

5.1 Homework

Students receive a minimum of 1 hour of homework each day, which includes quizzing, Sparx and reading. The homework follows the timetable set out in the Scholar's Guide. The Scholar's Guide booklets are used to help students create self-quiz questions and answers, which they record in their Independent Work Books. Students mark their self-quiz in green pen. Sparx homework is also recorded in the Independent Work Book.

All homework is checked the following day by the Tutor; class chart points are given for completed work which will have a green highlight on the bottom of the page. A one hour same-day detention is issued for incomplete homework which can be seen by the pink highlighting on the bottom of the work book page. Parents will be notified by text message. Failure to attend this detention will result in a referral to Compass the following day.

6.0 Suspension

Application of suspension is completed in conjunction with Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, or lesson removal at host School to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued.

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

A re-integration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in lesson removal until the reintegration meeting can be held.

7.0 Permanent Exclusion (PEX)

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

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault- including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- setting off the school fire alarm

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

8.0 Consistent expectations

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

This consistency will be applied to all issues relating to uniform. Students will be expected to follow the uniform policies at all times. If a student is unable to meet uniform expectations an alternative will be offered (if possible), refusal to accept the alternative will be viewed as defiance and the student may be placed in Lesson removal until the issue is rectified.

Marine Academy Plymouth promotes respect through our core values:

- Leadership
- Resilience
- Aspiration

In line with the core values this policy aims to:

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

9.0 Maintaining a Positive Learning Environment

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

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available.

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

10.0 Restorative Justice

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

- What happened?
- Who else has been affected by this?
- What can be done to stop this happening again?

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

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

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

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

11.0 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

12.0 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

13.0 Medication

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

14.0 Smoking- including all forms of e-cigarette/vaping devices

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

Any child found bringing a vape/cigarettes on to school site will be sanctioned and will have any associated items confiscated. It will not be returned to them under any circumstances as it is illegal for children under 18 to buy them. The school may decide to contact the Police or other authorities should there be any suspicion to its contents or if we suspect that a child is selling these items to other students. Any child found smoking/vaping in school will be sanctioned accordingly with a risk of permanent exclusion should evidence suggest that the child has been selling or distributing them to other students. Any child carrying a cigarette/vape found to contain illegal substances may face permanent exclusion, any child using a vape (or smoking) which then sets off the fire alarm may also face the same sanction due to the extreme disruption this causes.

14.1 Search and Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue e.g. Hair dye or false nails they will spend time in the lesson removal room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all e.g. mobile phone and bag searches used to support this. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been

brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

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

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

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/fluid;
- fizzy drinks;
- energy drinks;
- hot water bottles;
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

15.0 Bullying and Discrimination

PLEASE REFER TO SEPARATE ANTI-BULLYING POLICY

At Marine Academy our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. We aim to have a culture of courage, compassion and citizenship and respect where difference is valued. The School aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community.

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

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

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) is able to dominate decision- making or otherwise asserts power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;

- Physical harm;
- Deliberately hurtful comments;
- Social bullying;
- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Power imbalance;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a students' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: red card, Lesson removal, suspension exclusion and for repeated breaches, permanent exclusion.

16.0 Sexual harassment and online sexual abuse

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

School aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;

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

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

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

Sexual harassment could include but is not limited to:

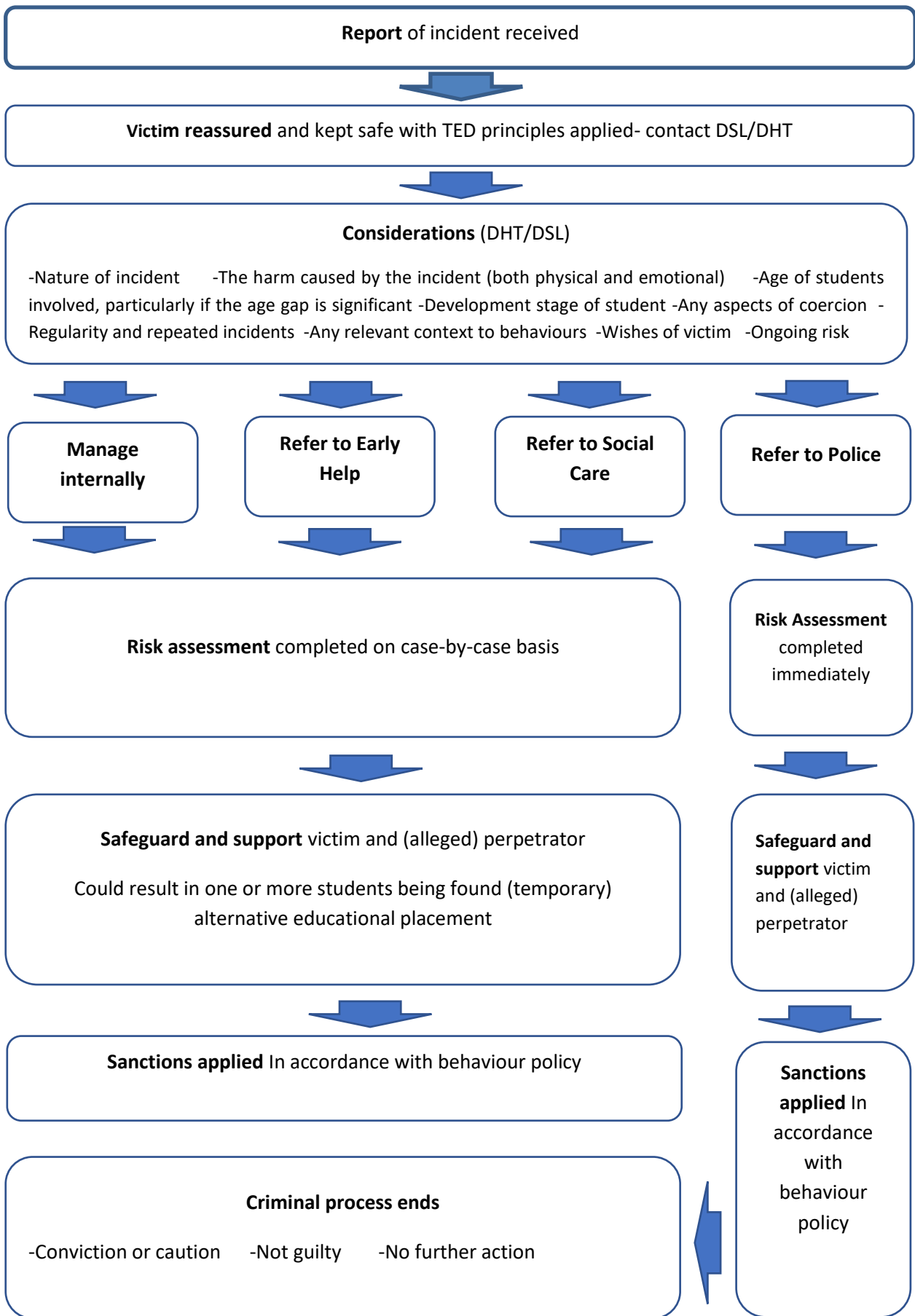
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual ‘jokes’ or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

Marine Academy Plymouth will follow the following process when incidents are reported.



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

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

Marine Academy Plymouth will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Marine Academy Plymouth will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Lesson removal;
- Host school Lesson removal;
- Suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Marine Academy Plymouth will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Marine Academy Plymouth will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

17.0 Use of reasonable force

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

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

17.1 Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

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

18.0 Student conduct outside the school premises

We aim to prepare students for a life beyond education. The School therefore reserves the right to apply all aspects of this policy to students recognisable as a Marine Academy Plymouth student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#).

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

The School may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

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

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

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and

- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

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

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

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the School;
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

19.0 Wilful and Accidental Damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage likely be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act

as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

19.0 Behaviour of parents/carers

We are passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our School community will do everything they can to support all students, parents and carers, communicating professionally at all times.

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

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

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

20.0 Allegations against staff

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

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

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

All allegations against staff will be investigated in line with the School's relevant policy and all complaints have the potential for consequences for the staff concerned.

21. Malicious/false allegations

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include Compass, internal exclusion, suspension and permanent exclusion.

22.0 Complaints

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