

Positive Behaviour Management Policy

Date adopted: July 2024 (for September 2024)

Prepared by: Georgina Reid, Headteacher

Ratified by: Governing body

Review date: July 2027

Other relevant School policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Uniform Policy
- Ted Wragg Trust Anti-Bullying Policy
- Ted Wragg Trust Exclusion Policy
- Ted Wragg Trust Attendance Policy
- Ted Wragg Trust Reasonable Force and Restrictive Interventions Policy
- Ted Wragg Trust Supporting students with medical conditions Policy
- Ted Wragg Trust Computer/Mobile device and online use policy – students

Statutory guidance:

- <https://www.gov.uk/government/publications/school-exclusion>
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [DfE advice template \(publishing.service.gov.uk\)](#)

Changes:

Significant update for 2024/25 policy with multiple adjustments to Behaviour Policy

Note: This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in

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

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

Aims of policy

This behaviour policy is based on our key concept for Every Child Succeeds and is underpinned by an inclusion model created using the work of Bronfenbrenner and on Maslow's hierarchy of needs. Our model is based on **safe** and **connected** children learning **successfully** in a classroom environment. This policy aims to:

1. To **support students taking pride in their behaviour**, so that there is a culture of warmth, achievement, ambition and learning everywhere in the school with and 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 positive choices** and **take responsibility** for their own actions.
4. To create a **truly inclusive** environment for all where students are **safe, connected** and **successful**

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

- ★ to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- ★ to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;
- ★ to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

Marine Academy Primary works to achieve these aims by:

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

This behaviour policy is based on our key concept for **Every Child Succeeds** and is underpinned by an inclusion model created using the work of Bronfenbrenner and on Maslow's hierarchy of needs. Our model is based on **safe** and **connected** children learning **successfully** in a classroom environment. This policy aims to:

- ★ To **support students taking pride in their behaviour**, with self-discipline and respect, and to prevent bullying, so that there is a culture of warmth, achievement, ambition and learning everywhere in the school with and no learning opportunity wasted.
- ★ To provide **clarity for staff, students and the community** about acceptable behaviour and enable the creation of **strong and positive relationships**.
- ★ To encourage students to **make positive choices** and **take responsibility** for their own actions.
- ★ To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, in a safe and secure environment.

1.0 Marine Academy Primary School Behaviour Policy

Marine Academy Primary School 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 Primary School 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 Primary** School is a safe place for all.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. **Marine Academy Primary** School reserves the right to apply this policy to **all** students and **any time** a student is recognisable as a **Marine Academy Primary** School 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.

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

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

We believe that the benefits of good behaviour are that:

Children:

- ★ learn what good behaviour means
- ★ learn to care for others
- ★ feel happy and safe
- ★ learn to be good friends

- ★ develop self-confidence
- ★ do as well as possible in their work

Staff:

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

Parents/Carers:

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

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

- ★ to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- ★ to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;
- ★ to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

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

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

2.0 Rewards and High Expectations

All Lesson expectations are based on the following principles:

- PUNCTUAL AND ORGANISED- Be on time with all of your equipment and uniform.
- KIND and INCLUSIVE- Be kind, in everything you do, to everyone in the school and wider community.
- PRIDE- In learning, effort and appearance/community.
- POSITIVE CHOICES- Following all reasonable requests.
- ENGAGEMENT- As an active learner always trying your best.

2.1 Marine Academy Primary Expectations

In the Classroom

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

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

The children will be expected to:

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

In the Academy

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

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

Movement around the Academy – suggested procedures for large groups:

- ★ Teacher should stand at the front of the line and Teaching Assistant at the back;
- ★ Call the group together using a familiar phrase: e.g. 'Look this way please';
- ★ Give out any instructions and set expectations;
- ★ Make sure all children are settled, jumpers on (or in trays) and shirts tucked in before setting off;
- ★ Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.;
- ★ Encourage a child to hold the door for others to pass through (thank them for this and the child is to respond "you're welcome");
- ★ Walk to the left-hand side of the stairs;
- ★ Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this);
- ★ Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.;

- ★ Encourage the concept of personal space (in due course this should lead to sensible self-disciplined movement around school as the children mature);
- ★ On entering the Hall, the Teacher should stop at the doors and wait for all children to be silent, at this point they will be led into the Hall in a straight line;
- ★ During Assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

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

In the Playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the teachers and Teaching Assistants on playground duty at breaktime to supervise the children and monitor behaviour. Any problems are usually dealt with as they occur but the child's class teacher and/or Unit Leader may be informed if any behaviour has caused particular concern.

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

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

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

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

- ★ using the positive language of the Academy Rules;
- ★ providing a well-organised and stimulating classroom and curriculum;
- ★ sharing successes verbally with other children and adults;
- ★ sharing successes during class and whole-school assemblies;
- ★ giving Class Dojos, certificates and Headteacher Prizes to celebrate specific successes;
- ★ arranging special activity times to reward children for behaving well;
- ★ focusing on and praising appropriate behaviour;
- ★ defining appropriate behaviour as a positive, rather than negative, statement, e.g. "Work quietly" rather than "Don't talk"; "Walk please" rather than "Don't run"
- ★ making praise specific, e.g. "I'm really pleased you have shared the paints today" to a child who finds co-operation difficult;
- ★ speaking to children quietly and calmly;
- ★ speaking to children courteously, without the use of sarcasm;
- ★ smiling.

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 Academy Parliament, through annual parent and child surveys, event feedback from families and staff networks.

3.0 Rewards and Sanctions

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

Behaviour System

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

3.1 Rewards and Sanctions

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

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

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

Approaches for Positive Behaviour;

1. We begin by giving the child 'The Look';
2. Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child, e.g. by adding children's initials to the Super Choices card;
3. Identify the child displaying the negative behaviour and add a reminder of the expectations/Academy Rules;
4. Identify the child and put their initials on the board as a visual reminder to them next to the 'Warning' card;
5. Identify and move the child within the class;
6. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Last Chance' card;
7. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Poor Choices' card;
8. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Unacceptable Behaviour' card;
9. Send to the relevant Unit Leader or another SLT member (at the next available break in learning) to complete the Unacceptable Behaviour Chart and Reflection Sheet.

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

Reward	When Awarded	Awarded For
Class Dojo Points	All day, every day!	For showing fantastic behaviour, using their MAP Manners, answering questions that 'prove learning' and excellent attitudes towards learning. Children are given Dojo Points by an adult selecting their name on the Class Dojo screen (which is displayed on the Interactive Whiteboard) or alternatively, they can select their own names. Every Friday the top scoring Boy and Girl will receive a Headteacher's Prize from the Prize box and their photos will be displayed in the classroom. Dojo postcards will be sent home on a Tuesday when a child has been rewarded for 50, 100, 250, 500, 750, 1000 and 1500 Dojo Points. This will be reset with the start of each full term. When a child receives their postcard their name can be moved by the child on the Class Dojo Tracker.
Super Choices	All day, every day!	For being a fantastic learner, kind, caring and showing excellent behaviour. When children have their initials and five ticks next to the Super Choices card they automatically receive a Headteacher's Prize!
Positive Behaviour Time*	Weekly (30 minute session)	For keeping the Academy Rules
Starfish of the Week/Super Starfish of the Term	Weekly/Termly in Celebration Assembly	Outstanding attitude/learning/behaviour
Headteacher's Prizes	When Teachers/Teaching Assistants send children to the HT & by the HT at anytime	Any positive behaviour/manners and brilliant learning (also when a child has five ticks on the Super Choices card) and they receive a Headteacher's Prize.

Sanctions

Sanction	When Used	Details
Loss of Positive Behaviour Time	When an Academy Rule has broken and a child is on the 'Warning' card	If a child's name is next to the 'Warning' card at the end of the Academy day, they will lose five minutes of their Positive Behaviour Time. The child's name will be moved on the Positive Behaviour display as a visual reminder of the time lost for the children.
		Once on a 'Warning' card if children correct their behaviour during the same day, their initials will be removed and the Positive Behaviour Time will not be taken away. Any child with an 'Unacceptable Behaviour' card will lose 15 minutes Positive Behaviour Time for that week. Once Positive Behaviour Time has been lost, it cannot be earned back.

Unacceptable Behaviour Chart	Once the Classroom Behaviour Policy has been 'gone through'	
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Immediate 'Unacceptable Behaviour' card	Serious Misbehaviour	If a child does any of the following, an immediate 'Unacceptable Behaviour' card will be issued: • Verbal or physical abuse (more than just being rude) of staff • Leaving the Academy building without supervision of an adult • Possession or bringing a weapon/dangerous item to the Academy • Malicious setting off of the fire alarm • Deliberate damage to or theft of property • Bullying or prejudicial language directed at another child or member of staff
Detention	Once three Unacceptable Behaviour cards have been issued in one week (or four in a term)	If a child receives three Unacceptable Behaviour cards in one week, they will receive 30 minute detention with 24 hours' notice. Following the detention, the Parents/Carers will meet with a Senior Leader.

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

An Unacceptable Behaviour Chart only lasts for the new term in which it is started. New term (approximately every 6 weeks) = new Chart. All Charts are kept in the 'Positive Behaviour Management Folder' which is stored in the Administrators' Office.

Letters sent to Parents/Carers following their child receiving an Unacceptable Behaviour card, are put in an envelope and the Admin Team will call the Parents/Carers to ask them to collect the letter at the end of the Academy day. This letter will request Parents/Carers to meet with their child's class teacher the following morning at 8:15am. If a child receives a second Unacceptable Behaviour card in a week (or four in a term), the meeting will be with a Senior Leader (the Unit Leader of the Key Stage that the child is in).

3.2 The Academy Rules

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

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

The Academy Rules are:

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

They are displayed in classrooms like this:

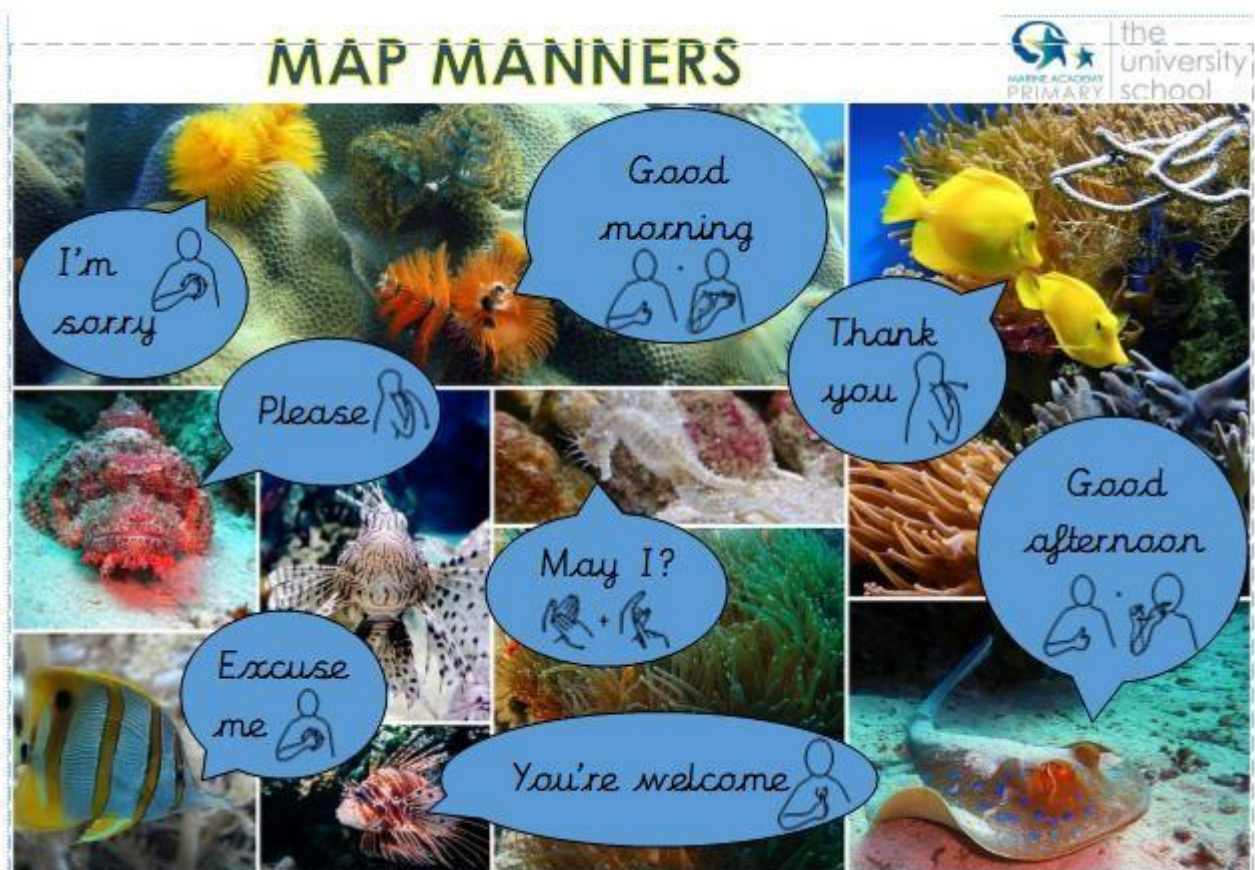


What the children can expect from staff:

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

MAP Manners

The use of 'MAP Manners' is crucial to the children developing into well rounded individuals and will be encouraged at all times. Members of staff will also use MAP Manners when they are communicating with each other and the children, ensuring that they are excellent role models for the learners of the Academy. MAP Manners are accompanied by Makaton actions as this further aids communication for all learners. MAP Manners will be displayed in each classroom, communal areas and in the corridors around the Academy as a reminder.



Positive Behaviour Time

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

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

5.0 Deliberate use of fire alarm

Deliberately setting the fire alarm off is an extremely dangerous act. The whole school experiences significant disruption and could prevent a fire engine attending a genuine emergency. In addition to the disruption to teaching, learning and the good order of the school it also has a disproportionate impact on the most vulnerable students. Many students will struggle to regulate their feelings after such a significant disruption to their routine. The school reserves the right to permanently exclude any student who is deemed to have triggered the alarm deliberately or with malicious intent.

6.0 Parental Involvement

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

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

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

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

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

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

7.0 Other Ways We Recognise Success:

- ★ Positive phone call home
- ★ Dojo Cards
- ★ Tapestry
- ★ Headteacher's Prizes
- ★ Children are sent to share learning with other teachers and/or pupils
- ★ Learning is displayed in public areas

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

8.0 Bullying and Discrimination

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

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

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

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

9.0 Child on Child Abuse

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

- ★ Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- ★ Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- ★ Child sexual exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.

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

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

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

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

- ★ The established ethos of respect, friendship, courtesy and kindness.
- ★ High expectations of behaviour.
- ★ Clear consequences for unacceptable behaviour.
- ★ Providing a developmentally appropriate PSHE curriculum which develops pupils’ understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.
- ★ Systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed.
- ★ Robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

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

9.1 Sexual harassment and online sexual abuse

Marine Academy Primary 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:

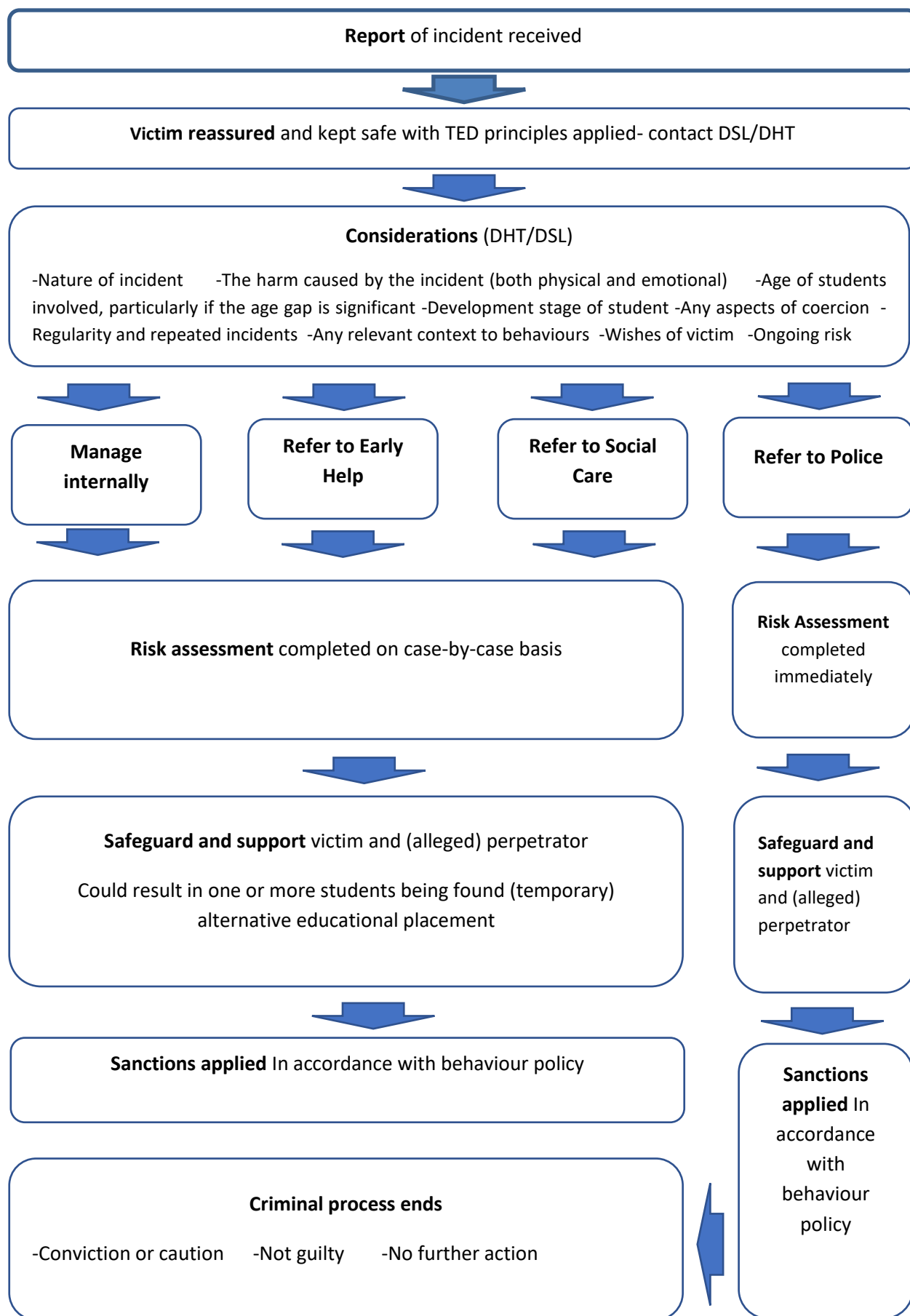
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include: non-consensual 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 Primary will follow the following process when incidents are reported.



The Academy 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.

The Academy 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.

The Academy 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 the Academy will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, the Academy 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.

9.2 Separation of students for safeguarding reasons

In certain circumstances, Marine Academy Primary may temporarily forbid a student from attending its premises, for example, due to an allegation of harm by one student against another which might require physically separating a student from one or other students. In this scenario, Marine Academy Primary may work with the local authority and/or other partners to arrange education as soon as is possible. **This is not an exclusion on disciplinary grounds.** Marine Academy Primary will inform parents of the reason why the student has been temporarily forbidden from attending its premises. The public law principles of acting reasonably, rationally and in a procedurally fair manner will be followed. Any decisions, including to temporarily forbid a student from attending its premises for safeguarding reasons, will be made on a case-by-case basis, using professional judgement, supported by other agencies, such as children's social care and the police as required.

10.0 Suspension

All suspensions are completed using the following statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

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 may be expected to write a restorative letter apologising for their actions leading to the exclusion. As part of their reintegration students may be expected to spend some in lesson removal.

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.

10.1 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.

11.0 Drugs

The school will not tolerate drug possession, use or supply 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, vape fluids or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in any 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.

15.0 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/government/uploads/system/uploads/attachment_data/file/642222/Searching_screening_and_confiscation.pdf)

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 eg. 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 eg. 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/vapes/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.

16.0 Use of reasonable force

We will aim to avoid the use of reasonable force and other restrictive interventions unless it is deemed absolutely necessary and the advice to all staff is to seek support and advice in any situation before using reasonable force or other restrictive interventions. 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 reasonable force and other restrictive interventions and to manage any situation calmly. The school follows the guidance below from the DFE: 'Restrictive interventions, including use of reasonable force, in schools' April 2026. Detailed guidance can be found here [Reasonable force and Restrictive Intervention in schools](#).

16.1 Who can use reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances, these could include but are not limited to:

- Prevent injury to the student or others;
- Preventing a criminal offence;
- Prevent serious damage to property; and
- Maintain good order and discipline among students.

Examples of the above could include but are not limited to:

- Removing a student from an area where they have refused to follow a reasonable request to do so and may harm themselves or others;
- Preventing a student from behaving in a way that disrupts a school event, trip, or visit and may harm themselves or others;
- Preventing a student from leaving/entering a classroom where allowing them to would risk their safety or the safety of others;
- Preventing a student from attacking a member of staff or another student, or stopping a fight; and
- Restraining a student who is at risk of harming themselves.

Unacceptable use of force

School staff will never use force on a student for the purpose of punishment. Students will never be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a

student is unintentionally held on the ground, staff will release their hold(s) or re-position into a safer alternative or standing position as quickly as possible. Where needed, the student should receive a medical assessment and treatment for any injuries as soon as possible.

17.0 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 Primary 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.

17.1 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.

18.0 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 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.

20.1 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 lesson removal, internal exclusion, suspension and permanent exclusion.

21.0 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.**

Unacceptable Behaviour Chart



the
university
school

Name:

Term:

Permanent Exclusion At the discretion of the Headteacher				
Suspension At the discretion of the Headteacher				
Lesson Removal At the discretion of the Headteacher in consideration of previous Unacceptable Behaviours				
Detention At least 24 hours' notice given (30 minutes) Children must attend and be collected by Parent/Carer and meet with a Senior Leader <i>Three Unacceptable Behaviours in one week leads to a Detention or four in one term also leads to a Detention.</i>				
TERM	7	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
	6	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
	5	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
	4	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
	3	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
	2	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
	1	Unacceptable Behaviour	Unacceptable Behaviour	Unacceptable Behaviour
General Classroom Behaviour Policy Children who respond to everyday rewards; including Class Dojos, and <u>sanctions</u>; such as loss of Positive Behaviour Time, do not get a Behaviour Triangle.				