Maritime Academy Trust

Relationships and Behaviour Policy & Procedures

Date of Trust Board Approval:	9th July 2024
Consultation Date:	September 2024
Date of Issue:	September 2024
Date of Review:	July 2025

Maritime Academy Trust recognises that children's 'behaviour' is strongly influenced by the relationships formed within school, the quality of the school's curriculum offer and the need for high quality first teaching. This policy recognises these influences and believes that when behaviour for learning is strong within a school then:

- students achieve more academically and socially
- time is reclaimed for better and more learning
- staff satisfaction improves, retention is higher, recruitment is less problematic[1]

We will achieve this through ensuring that our school's environments support learning and the wellbeing of pupils and staff through a strong sense of community, cooperation, support, shared values and respect We work hard to ensure that our schools are safe environments where all pupils are included in every aspect of school life and comfortable and enabled to voice their opinions.

This policy outlines the behaviour expectations for all our pupils in terms of their behaviour, and the consequences that will be consistently enforced if the school's policy is not adhered to and acknowledges the barriers that some of our more vulnerable children will need support and strategies to overcome. Good behaviour and self regulation have strong links to effective learning and are vital for pupils to carry with them both during and after their school years.

The policy is based on the good practice outlined in DfE guidance on behaviour and discipline and is in line with the duties set out in [sections 88-94 Education & Inspections Act 2006 (maintained schools)][Schedule 1 to the Independent School Standards Regulations 2014 (academies), SEN code of practice 2015].

1

1. Aims

[Name of school] believes that all pupils should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. We trust that by developing excellent relationships throughout the school built on trust and understanding, positive behaviour patterns are promoted. Through the use of this policy we can support all of our pupils in developing a high level of social awareness and respect for others. Our aim is to ensure that all our pupils leave the school with the key skills they need to become valuable citizens and to continue to progress to the best of their ability in all areas of life.

This policy is written in conjunction with the DFE guidance BEHAVIOUR IN SCHOOLS FEBRUARY 2024

1. *[Name of school]* code of conduct / expectations / principles

Include here your school's expectation of conduct - This will be individual to your school's context

2. Standards of behaviour

2.1 School responsibilities

Our schools understand that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities both visible and not, as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development a culture of seeking advice and support where needed and sharing strategies across the wider team is fostered. Staff are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and proportionate consequences, support systems, praise, and rewards for good behaviour

contribute to the building an effective learning community. Our schools will report behaviour, positive and negative, to parents and encourage them to communicate with the school if they have a concern about their child and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and behaviour expectations are up on walls in classrooms and situated around the school.

Our staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately. Staff will receive training on understanding the school's behaviour expectations, strategies for de-escalation, understanding the connection between behaviour and high quality teaching and learning, understanding a particular child's individual need and managing difficult conversations.

We recognise that where individual pupils might be engaging in continuing disruptive behaviour this can be as a result of unmet needs or possible indicators that contribute to a safeguarding concern. If such needs are identified, we will work with SENCOs, DSL's parents and where necessary outside agencies to ensure that the pupil receives appropriate support.

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are included within this behaviour policy, we recognise that these pupils may require support which is different from, or in addition to, that required by their peers in order to meet our behavioural expectations and take full advantage of the educational opportunities available to all pupils.

An *[Individual Behaviour Plan and/or Pastoral Support Plan and/or Provision Maps]* will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from child on child,

homophobic or racial abuse. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills and the school's Relationship's and Sex Education Curriculum.

2.2 Pupils

[Name of school] expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Furthermore, pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly.

Good behaviour starts with good behaviour for learning with all children expecting to complete their work to as higher standard as possible. Children are expected to follow school expectations, listen, follow instructions by staff, and accept, reflect and learn from any consequences that they receive.

2.3 Parents

We recognise that working in partnership with parents/carer's is critical in ensuring that children are given the best chance to succeed. Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the [insert here your school's expectation - Home/School agreement, Behaviour Charter…] to indicate that they understand their part in the successful behaviour management within school. Parents ensure that school life is a natural routine − ensuring that your child is at school on time, appropriately dressed, rested, and equipped − will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the extremely rare case of exclusions, parents are expected to provide appropriate supervision for their child during the first 5 days of suspension,

ensure that their child is not present in a public place during school hours without reasonable justification and to attend a reintegration interview at the school with their child.

3. School rules/expectations/values that apply to all members of the school community

Add in here a copy of your school 'rules'

4. Rewards

[Name of school] believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. This is achieved through:

-
-
-

5. Children with SEND and other vulnerable children

There may be occasions in which children require an adapted approach to support the needs of children with Special educational needs and/or disabilities. The school operates on the basis that any child with social, emotional or mental health needs are recognised and supported by the entire staff. Class teachers in particular are provided with support and practical assistance in addressing the needs of individuals and applying the expectations and targets set for individual children. We recognise that some children may respond to their 'fight, freeze or flight instinct' when feeling a heightened sense of anxiety. Some children may require time to decompress and reflect before being able to confront an issue; these children may have a 'safe space' to be able to regulate their emotions. All staff understand the importance of responding to the feelings of the child, which lie beneath their behaviour, as well as the behaviour itself.

In order to support children with SEND we will work closely with parents and outside agencies as appropriate to develop a personalised behaviour support plan.

Some children, such as those with attention deficit hyperactivity disorder, autistic spectrum disorders or identified learning difficulties, are much more

likely to break the school rules than other students. Therefore rigid application of this policy would amount to indirect disability discrimination. Therefore reasonable adjustments will be identified and used so that there is a proportionate means of achieving a legitimate aim.

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

[Name of school] will ensure that all pupils feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practises a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident;
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions

- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- Report the incident to the parents of the children involved
- Log the outcomes of decisions against the initial incident report
- consider whether suspension is appropriate in light of the circumstances.

7. Consequences

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. *[Name of school]* operates using the following sanction measures:

-
-
-
-
-

The consequences given to individual children are adapted relating to the seriousness and frequency of the behaviour, and with due regard to any additional needs that the child may have..

Below is a copy of [*Name of school*] Sanction Pathways? Sanction Ladder? Outcomes linked to levels of specific behaviours

8. Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

Schools must ensure that an Appropriate Adult is present during the course of an police interview and key stages of investigations conducted in the police station. The provision of an Appropriate Adult is intended to safeguard the rights and welfare of young people in police custody.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These

data or files may be erased before returning the item if they believe there is good reason to do this.

8.1 Use of Force / Physical Intervention

The use of force in our schools is always an absolute last result and never deployed in any way as a punishment.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- causing personal injury to a member of staff necessitating intervention to avoid further injury to either party

[Name of school] does not encourage the use of force or physical intervention, rather it will make every effort and deliberate use of de-escalation, distraction and reason. We recognise that in any case where reasonable force is deemed necessary, reasonable adjustments must be made for children with special educational needs or disabilities (DFE. Use of Reasonable Force. 2013). Physical Intervention will be used very rarely, and reasonable and proportionate to exceptionally special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. Keeping Children Safe in Education 2024 paragraphs 166 – 168 highlights how reasonable force in connection to the school's safeguarding duties.

All staff at the school have the authority to use reasonable and proportionate force when either a child is, or is about to place another child, in immediate danger. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned within 24 hours.

Such serious incidents involving the use of force will also be recorded by the school.

9. Recording and Reporting of Behaviour

Maritime Academy Trust will record incidents of positive and negative behaviour using Bromcom. We will record behaviour as ***Event Types*** which are further categorised as ***Events***. Every member of school staff at *[Name of school]* will record incidents using BromCom. Training will be provided by *[Name of school]* to ensure that all staff are fully aware of the 'importance of' and 'how to' record behaviour incidents.

Using BromCom, the ***Event Types*** data will be the first information collated and reported by the DCEO to the Trust Board each term. Further analysis will be made by school and Trust using ***Events*** as required.

Event Types

- Disruptive Behaviour
    - Name Calling
    - Aggressive Behaviour/Fighting
    - Damage Property
    - Swearing
    - Theft
- Disruptive Behaviour for learning
    - Persistent disruption of lessons
    - Non-compliance
    - Leave classroom
- Discriminatory Incident
    - Name Calling - Racist
    - Name Calling - Homophobic
    - Discriminatory Language
    - Bullying by peer group
    - Physical hurting
- Child on Child Abuse
    - Sexualised language used
    - Inappropriate touch
    - Verbal sexual comment
- Online Incident
    - Inappropriate language online
    - Inappropriate search
    - Inappropriate social media post

- Bullying
    - Persistent verbal
    - Persistent Physical
    - Online
- Physical Abuse
    - Physical to adult
    - Physical to child
- Incident towards an adult
    - Physical act of aggression
    - Verbal abuse of adult
    - Disregard of adult direction
    - Wilful defiance of adult

10. Behaviour and Safeguarding

It is recognised that the behaviours and actions of children and young people can be an indicator or consequence of safeguarding concerns. Therefore all staff will be trained The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation. What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected.

We will be particularly vigilant to the belief that child on child sexual violence and harassment is possible. In keeping with this policy and Keeping Children Safe in Education 2024, that sexual harassment as set out in paragraph 454 that is not challenged can normalise inappropriate language and actions that may lead to sexual violence.

Our systems which support safeguarding, including this child protection and safeguarding policy, the employee code of conduct, the role and identity of the Designated Safeguarding Lead (DSL) and deputies.

Maritime Schools have anti-bullying policy in place that incorporates homophobic, biphobic, and transphobic bullying. This includes a clear process for reporting and addressing bullying incidents.

Maritime Schools will ensure a culture of respect and understanding for all students, regardless of their gender identity or sexual orientation. This involves

ensuring LGBTQ+ students feel safe and supported, with access to appropriate resources and a trusted adult.

Staff will receive training on LGBTQ+ issues to be able to address inappropriate behaviour and provide the necessary support to those pupils identifying as LGBTQ+
.

11. Exclusions

The Decision to Exclude

Only the Headteacher can exclude a pupil.
A decision to exclude a pupil permanently is taken only after all other strategies for improvement and consequences have been exhausted:

- in response to serious breaches of the Trust's Behaviour Policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school recognises that a decision to exclude a child permanently is a serious one and will only be taken as a last resort and where the facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried, without success, to modify behaviour.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug and/or carrying an offensive weapon (following DfE advice on what constitutes an offensive weapon)

Schools will consider whether or not to inform the police and/or social care where a criminal offence may have taken place.

A decision to exclude a pupil for a fixed period is taken:

- on a balance of probabilities

- only in response to breaches of the school's Behaviour Policy, that are not serious enough to warrant permanent exclusion and lesser consequences as set out in the Behaviour for Learning Policy are not considered appropriate.

Individual fixed period suspensions will be for the shortest time necessary, bearing in mind that suspension of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of suspension without adverse educational consequences. During any suspension of less than five days children will be set work and it is the parents responsibility to ensure the work is completed and returned to the school for marking.
In the exceptional circumstances where suspension is longer, from the sixth day of exclusion, parents are expected to take children to attend a place of learning as arranged by the local authority.

11.1 Pupil's Opportunity to Participate in Exclusion Procedures
The pupil's participation in decisions related to their suspension is not set out in primary legislation or regulations. Nevertheless the child or young person will be invited and encouraged to state their case at all stages of the exclusion process, where appropriate, taking account of their age and understanding and supporting them with communication skills.

11.3 Factors to Consider Before Making a Decision to Exclude
Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed term suspension, the Headteacher will:

- ensure that a thorough investigation has been carried out
- consider all the evidence available to support the allegation, taking account of the school's policies, including the Behaviour for Learning Policy, the Anti-Bullying Policy, SEND Policy and the Equal Opportunities Policy and any other related legislation
- allow and encourage the pupil to give their version of events
- check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment

- keep a written record of the action's taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements will be dated and signed, wherever possible.
- Complete Local Authority Forms
- Written confirmation to parents
- Inform Trust DCEO

Length of Fixed Period Exclusions Regulations allow the Headteacher to suspend a pupil for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period suspension served by the pupil in any school or pupil referral unit (PRU) in the same school year will count towards the total. If a pupil transfers to a new school during an academic year, his/her record of the fixed period suspension which have been served so far during the current academic year will be transferred promptly to the new school.

11.4 Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger governor committee meetings so that parents can make representations. Lunchtime exclusions are not counted towards the school's duty to provide full time education from day six of a fixed period exclusion. Lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful.

11.5 Reintegration

The Headteacher will arrange a reintegration interview with parents during or following the expiry of any fixed period suspension. The outcomes of the meeting must be formally recorded and shared with parents. The pupil should normally attend all or part of the interview. The interview will be conducted by the Headteacher.

11.6 Attendance

Regular attendance at school is required by law, and *[name of school]* takes attendance very seriously. There is a register taken twice daily. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's **Attendance Policy**

12. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see **Maritime Complaints Policy**.

Signed by

Chair of governors **Date: .....**

Headteacher **Date: .....**

This policy will be reviewed annually