Maritime Academy Trust

Bligh Primary
A School with Heart

Relationships & Behaviour Policy

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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

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].

Aims

Bligh Primary School believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that 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

The policy also takes into account and follows guidance

- Searching, Screening and Confiscation (DfE, July 2022)
- Use of Reasonable Force (DfE, 2013)
- Keeping Children Safe in Education (DfE, 2025)
- Suspension and Permanent Exclusion (DfE, 2024)

1. **Bligh Primary school expectations**

In order to achieve our aims, all staff will:

- Be consistent in approach.
- Have high expectations.
- Have reflective discussions surrounding behaviour with pupils.
- Use praise more readily than sanctions.
- Ensure the curriculum followed by the pupils is stimulating and matched to individual needs.
- Recognise and praise good behaviour and seek to promote positive aspects of self-discipline and social responsibility.
- Endeavour to be a 'shoutless school'.
- Be proactive in supporting children in unstructured time such as lunch and break.

We all agree that:

- Pupils should take responsibility for their own behaviour and the consequences of their actions.
- There is a link between the behaviour of pupils and the environment in which they work and play; pupils must be encouraged to care for their environment.
- Good home-school links are crucial and parents will be welcomed into school and informed of good behaviour, as well as consulted about unacceptable behaviour.

- Staff and parents will work in partnership and unacceptable behaviour in school should be followed up at home.
- All pupils should be given appropriate responsibilities.
- Non-academic achievements should also be recognised and celebrated.

Our school vision

Our school vision is that we want our children to have the broadest range of choices when they reach adulthood.

We believe that preparing our children for the next phase in their education is key to this. We want our children to be self regulating and as such we believe that developing our children's independence and 'secondary ready' characteristics is vital.

The school uses elements from Tom Bennett's book (Running the Room 2020) to guide its strategy and principles. Bligh Primary School is also part of the DfE Behaviour Hub programme (2022).

The school understands that children need to be taught good behaviour including having a healthy relationship with online content and children's behaviour on digital platforms. The teaching of behaviour is encouraged with a pedagogical approach. The school is consistent and will continually teach good behaviour through its routines and expectations.

The school adopts a strict and consistent approach to challenging severe behaviour, including but not limited to, bullying, violence, child on child) sexual harassment including the use of sexualised language, racism and homophobia.

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 sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account children with 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 sanctions, support systems, praise, and rewards for good behaviour contribute to the building an effective learning community. Our schools will report behaviour, good or bad, 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 positive behaviour within the school curriculum and reminders of school rules and expected standards of behaviour 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.

We recognise that where individual pupils might be engaging in continuing disruptive behaviour this can be as a result of unmet needs or possible indication contributing 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 often 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.

A school based plan 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 Relationships and Sex Education Curriculum.

2.2 Pupils

Bligh Primary 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 rules, listen, follow instructions by staff, and accept, reflect and learn from any sanctions that they receive.

Under no circumstances will illegal or inappropriate items be tolerated in school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in immediate action and possibly exclusion:

- verbal or physical abuse towards staff or pupils,
- indecent behaviour,
- serious actual or threatened violence against another pupil or a member of staff,
- child on child abuse or assault,
- carrying an offensive weapon,
- malicious allegations against staff,
- racist, sexist, homophobic or other forms of discriminatory behaviour.

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. play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the Home/School agreement 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 exclusion, 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 values that apply to all members of the school community

Bligh Primary School's values are a fundamental part of daily school life.

They show how we expect all of the children at Bligh Primary to behave and act in order to make school a happy, fun, safe and pleasant learning environment.

Bligh Primary School is a school with a **HEART**.

Honesty - We believe that we must always tell the truth and act in an honest way.

Empathy - We believe that understanding others and treating them kindly is important.

Achievement- We always aim to achieve the best we can, in and outside the classroom.

Resilience—We never give up. When something is difficult we try even harder.

Teamwork- We understand that we are all part of the Bligh team. Working together helps us achieve more.

General Expectations.

Children are expected to listen to and follow all adult instructions.
Children are expected to show empathy to all those around them.
Children are expected to play with consideration (share, use friendly language and cooperate) at lunch and break times.
Children are expected to follow the class rules.
Children are expected to walk on the left of the corridor and follow proud walking.
Children are expected to move in the corridors in silence.
Children are expected to show resilience and never give up. I don't understand is never an excuse.
Children are expected to read everyday.
Children are expected to respect the school and other children's property.

4. **Rewards**

Bligh Primary School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.
Rewards are only given for exceptional work or behaviour, not for doing what is normally expected. Rewards are targeted, sincere and proportionate.
This is achieved through:

- Verbal praise and recognition of doing the right things.

- Catch Me cards will be given to pupils that are noticed for making good choices. This could be for academic achievements, demonstrating the HEART values or for their positive contribution to the wider school community.
- Heart value badges will be awarded during weekly celebration assemblies to recognise those children that consistently demonstrate a given value.
- Golden Heart value badges will be given out when expectational demonstration of the school values has been shown.
- Good role models will be chosen to be Pupil Leaders or hold other roles of responsibility such as play time squad and peer mediators. Continuous high expectations will be sought from pupils in all of these roles.
- Children that have produced outstanding pieces of work will be recognised by presenting their work to members of the senior leadership team.
- House points will be used to encourage children to work as part of a larger team.
- Positive behaviour forms a large part of assemblies, especially the weekly celebration assemblies delivered by the head teacher.

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 responsive behaviour 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. Discretionary use of the policy should be applied. 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

Bligh Primary 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 exclusion is appropriate in light of the circumstances.

7. Sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. Bligh Primary School operates using the following sanction measures:

Consequences.

Norms, routines and well taught behaviour are important (this is 80% of our character curriculum). However, these elements will not fulfil the whole of the school behaviour aims, therefore we use consequences to bridge this gap.

All our classes follow the same behaviour charter of our children being:

Ready 

Respectful 

Safe 

These are on display in all classrooms and are used as the first point of reference for any unwanted behaviour and to build on positive behaviours. They form the common language between all members of the school community.

Children must accept that poor behaviour has consequences. Consequences are **feedback** to pupils on how well they have behaved or otherwise.

Consequences should be viewed as are high quality feedback. It shows that children's behaviour has been noticed and that the behaviour has been challenged.

Consequences are there to deter unwanted behaviour from the individual and show the rest of the community that sanctions are used and are important.

Pupils need boundaries. Boundaries require penalties. Sanctions enable our community to understand what is forbidden and what is unacceptable.

Sanctions must be predictable and consistent.

Good teachers will use an invisible ladder of consequences before a formal approach is adopted. This may include:

- Give take up time
- Allow for face saving (children given the time to regain control and lose the respect of their peers)
- Provide tasks correction
- Reinforcing norms
- Think about where they stand and their body language.
- De escalation is always the starting point.

EYFS & KS1.

Each EYFS and KS1 classroom will have a visual behaviour system of a green smiley face, proud cloud and rainbow/star. The behaviour management culture is positive and celebrates good behaviour.

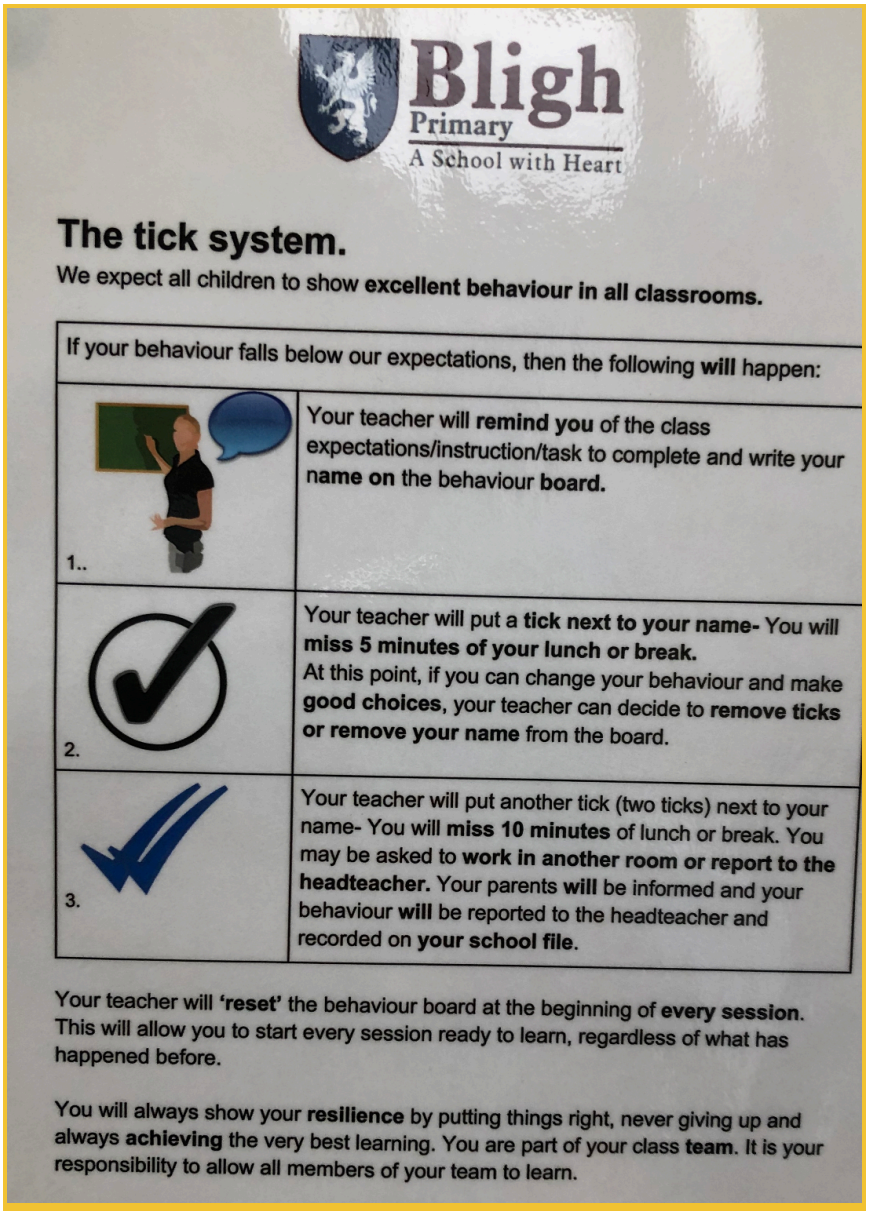
If there is negative behaviour children are reminded of the expectations. If children have been reminded about expectations but have failed to listen or implement the necessary change. they will have thinking time with a timer within the classroom. An adult will have a restorative conversation once the timer is finished, reminding the child of the expectations. If despite the process above, the behaviour continues or escalates, the child will be exited to another class for a set period. On returning the teacher will have a restorative conversation. Parents MUST be informed if a child has had to be exited and Bromcom MUST be updated.

The Tick System (KS2)

Please note that some classes are trailing the removal of public shaming (writing names on the board) and are replacing this with either private recording by the teacher of a card system.

In KS2, the whole school uses the 'tick system' to ensure good learning and behaviour routines are maintained. The following procedure should be followed:

1) Clarify and redirect- Check the child understands, repeat the instruction if necessary.
2) If a child displays unwanted behaviours they should receive a verbal warning so that they are aware that their displayed behaviour is not acceptable.
3) This is then followed by the child's name being written on the board if the behaviour continues.
4) If the behaviour continues a tick will be placed alongside the child's name and they will miss 5 minutes from their break or lunch time. If a child modifies their behaviour, they can have their tick removed without a sanction.
5) If the behaviour continues a second tick will be added to the child's name. The sanction will be 10 minutes missed break or lunch time. If a second tick is accrued in the afternoon session then the child will be asked to work in an alternative classroom in the same phase or year group.
6) If a child accrues 2 ticks then parents **MUST** be informed and the behaviour **MUST** be reported on Bromcom.



Bligh Primary
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The tick system.

We expect all children to show **excellent behaviour in all classrooms.**

If your behaviour falls below our expectations, then the following **will** happen:	
1..	Your teacher will **remind you** of the class expectations/instruction/task to complete and write your **name on** the behaviour **board.**
2.	Your teacher will put a **tick next to your name-** You will **miss 5 minutes of your lunch or break.** At this point, if you can change your behaviour and make **good choices**, your teacher can decide to **remove ticks or remove your name** from the board.
3.	Your teacher will put another tick (two ticks) next to your name- You will **miss 10 minutes** of lunch or break. You may be asked to **work in another room or report to the headteacher.** Your parents **will** be informed and your behaviour **will** be reported to the headteacher and recorded on **your school file.**

Your teacher will **'reset'** the behaviour board at the beginning of **every session.** This will allow you to start every session ready to learn, regardless of what has happened before.

You will always show your **resilience** by putting things right, never giving up and always **achieving** the very best learning. You are part of your class **team.** It is your responsibility to allow all members of your team to learn.

Children's names should be cleared off after every session (after break and after lunch).

Occasionally teachers may deviate or have additional layers of behaviour support within their classroom to suit the unique dynamic of their class. This is also discussed with a senior member of staff.

Children are encouraged to reflect on their behavioural choices and to learn from their mistakes. From an early age, children are taught to take responsibility for their actions, understanding that they always have a choice. We discourage a culture of blaming others.

Although we recognise that some situations are challenging for children to manage, we always explore the choices that a child makes and how another path might have created a preferable outcome. Conversations about behaviour with children are firstly the

responsibility of the class teacher, followed up by phase leaders or members of SLT when necessary.

Undesirable behaviour can result in a child being kept in at playtime or lunchtime.

Repeated poor behaviour.

Repeated low-level behaviours or those behaviours listed in appendix 1 will always be discussed with parents or carers. An informal conversation at the end of the day or a phone call home if pickup is not by the parent or carer helps to communicate to the child that their actions are not acceptable, and also keeps parents and carers informed so that they are fully aware of incidents. We aim to prevent situations when parents and carers are surprised when they are invited into school to discuss severe behaviours, not having been kept informed of the journey that built up to the situation. These will be logged on Bromcom by the member of staff involved.

In some circumstances, when a child has been unsafe, hurt someone or refuses to engage in work, children could be asked to remain in school after normal hours, to complete missed or additional learning, this decision would be made by SLT.

Incidences of severe behaviour (Racism, aggression, bullying, child on child abuse, discrimination, sexual harassment or use of sexualised language) will result in parents or carers being asked to attend a meeting with a senior member of staff to discuss next steps and to prevent the behaviour being repeated in future. If a pattern of severe behaviour is apparent, the school may seek support from the School Trust, Local Authority or other agencies. These behaviours will not be tolerated and may lead to fixed term or permanent exclusion from school.

The school will also consider additions to the curriculum alongside the school RHSE policy if required.

Movement around the school

When moving around the school, all members of Bligh Primary School are expected to walk on the left hand side of the corridor in silence. Children in KS1 and LKS2 will demonstrate proud walking. Before entering the classroom children will be expected to line up outside quietly. Adults will meet their children at their door.

Monitoring Behaviour

Phase SLT members will monitor the incidents of behaviour on Bromcom and will report to the Head of Teacher and SLT at the beginning of each short term or when a pattern is seen that needs to be discussed. This will also be shared 3 times per year with the school LAC.

Extreme/Persistent Misbehaviour

In cases of extreme and/or persistent misbehaviour / bullying, the pupil may face exclusion from school. It is hoped that a School Based Plan will avoid such action.

- All serious behaviour incidents, must be recorded on Bromcom
- After considering the information provided the Headteacher may consider a "Fixed Term" or "Permanent" exclusion to be appropriate.

Child on Child Abuse, Bullying, sexual harassment (including sexualised language) and Racism.

Please refer to the school Anti -Bullying Policy and Equality Policy.

Peer on peer and sexual harassment is covered in the schools Child Protection and Safeguarding policy.

Incidents will be recorded on Bromcom.

Sanctions are adapted relating to the seriousness and frequency of the behaviour and usually addressed through focused PSHE lessons alongside the PHSE curriculum.

7.1 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.

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.

Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

If, having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

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.

7.2 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.

Bligh Primary 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 by those who have specific training . 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 is 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, however it is up to schools to decide whether it is an appropriate occasion to report the use of force to parents.[1]

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

[1] This mirrors the DfE advice on reasonable force (2013). However, section 93A of the Education and Inspections Act 2006 will make reporting any use of force to parents mandatory (in the context of maintained schools). This provision is not yet in force and no enactment date has been announced. Nevertheless, schools may consider it good practice to always notify parents of any instances where reasonable force has been used against a pupil.

8. 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 Bligh Primary School will record incidents using BromCom. Training will be provided by the School Inclusions Lead 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 Events

- 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

Each school will collate and report to The Trust on the number of each incident.

Behaviour events are monitored by the Headteacher half termly to identify any patterns across the school or any persistent behaviour of individual children. If a child has been identified as having more than three behaviour events recorded within the half term their parent's/career's will be informed and a meeting to discuss this to minimise further behaviours may be called.
All incidents of racial or homophobic behaviour will be communicated to parents of the child within 24 hours.

9. 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 2025, 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 policies in place that incorporate 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+

10. 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 sanctions 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 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 sanctions as set out in the Behaviour for Learning Policy are not considered appropriate.

Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusion 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 exclusion without adverse educational consequences. During any exclusion 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 exclusion 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.

Some children, such as those with attention deficit hyperactivity disorder, autistic spectrum disorders or identified learning difficulties, are much more likely to display inappropriate behaviour or go against our expectations. 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. This does not

mean, however, that sanctions will not be applied to children with additional needs; these will be proportionate taking into account actions and their impact on others.

Pupil's Opportunity to Participate in Exclusion Procedures

The pupil's participation in decisions related to their exclusion 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.

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 period, 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
- This is important when considering all suspensions and exclusions, but particularly children with SEND; these factors do not preclude a child from being suspended or excluded. In this event, relevant bodies, including the Medway Send team will be informed.
- LAC status. Although a consideration, being a looked after child does not preclude him / her from being suspended or excluded.
- keep a written record of the actions 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 exclude 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 exclusion 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

exclusions which have been served so far during the current academic year will be transferred promptly to the new school.

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.

Reintegration

The Headteacher will arrange a reintegration interview with parents during or following the expiry of any fixed period exclusion. 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. Attendance

Regular attendance at school is required by law, and Bligh Primary 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: 27th August 2025**

This policy will be reviewed annually