



Maritime
Academy
Trust

Relationships and Behaviour Policy & Procedures

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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 problematic¹

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. Aims

Ebbsfleet Green 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](#)

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, 2024)
- Suspension and Permanent Exclusion (DfE, 2023)

1. Ebbsfleet Green's code of conduct / expectations / principles

We have high expectations of all our children. All members of our school community have the right to feel safe within a calm and inclusive learning environment; we recognise that for this to be successful, we all have a part to play in promoting and celebrating positive behaviour achieved through clear expectations, mutual respect, fostering relationships and consistent recognition and praise.

We aim to create an environment that is well disciplined, happy and caring and one in which all individuals aim to promote the self-esteem of others and show respect and consideration for all; thus, enabling everyone to work together, helping everyone to learn in an effective and considerate way.

All stakeholders within our school community have the well-being and mental health of all at the heart of all decisions made. Staff at Ebbsfleet Green have the holistic view of the child at the forefront of their approach to teaching: we believe that before a child can begin to access their learning, they must feel safe, happy, respected and included in the learning environment. Not only is this vital for the child to succeed in school academically whilst in primary school, but even more so for the longer term

opportunities and outcomes for that child as they go through life. We are raising children to be proactive, engaged and confident members of society.

“If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings and grow.”

Alfie Kohn

At Ebbsfleet Green we recognise that all behaviour is communication, and we know that behaviour can underpin other underlying issues such as unrecognised SEN and safeguarding concerns or trauma. Our systems are designed to support early identification and provide pro-active support for children.

As part of our vision for providing children with the skills they need for life, staff at Ebbsfleet Green find opportunities in all areas of learning to develop life skills such as resilience, independence, collaboration and problem solving. These opportunities are identified and continually built upon in our thematic curriculum which is core concepts focused, spirals and contextualised; therefore, supporting children to develop and share skills that will enable them to be strong, effective citizens of the future.

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 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

Ebbfleet Green 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 Partnership around the Child document 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 values that apply to all members of the school community

MISSION:

To provide exciting, innovative educational excellence to transform the life chances of all, empowering learners to 'Embrace, Enjoy and Excel'.

VISION:



Growing a community of lifelong learners

Ebbsfleet Green is a values-based learning community, committed to the education of the whole child.

We have a **GREAT** set of values and believe that our school values are the foundations on which all learning takes place, promoting a sense of community and belonging.

Our values are promoted in the everyday life of the school.

Growth
Respect
Enjoyment
Aspiration
Togetherness

3.1 Home-School Partnership

The Home-School Partnership is essential and ensures positive, strong relationships between all to support children's social and emotional development. Parents, guardians and carers are the children's first and most important educators; children learn through example and reflect these values.

A strong partnership with parents / carers is essential in enabling us to achieve this expectation and we expect all adult members of the school community to be: good role models for the children; work towards developing a positive ethos; and fully portray the school's values. The Home School Agreement (Appendix 1) is an integral part of this process and is shared with all on entry to the school and annually within the class. At Ebbsfleet Green, we value our strong relationship with parents and carers and ask everyone to follow our Code of Conduct for Parents and Carers (Appendix 2).

Together this helps us to achieve the very best for the children in a mutually supportive partnership between parents, class teachers and the school community.

3.2 Rights, roles and responsibilities

At Ebbsfleet Green Primary School, we all have the right to feel safe, happy and respected. This applies to every member of our school community – children, teachers, support staff, school leaders, governors, parents and visitors to our school. Being clear about our expectations of ourselves and one another, and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour.

OUR RIGHTS

- All children have the right to:
 - feel safe and protected within an environment conducive to learning;
 - expect consistency of expectation between parents / carers and staff to ensure clarity – avoiding confusion;
 - be free from inappropriate or threatening behaviour, abuse and intimidation.

- All staff have the right to:
 - feel safe and protected within an environment conducive to learning;
 - teach children in a calm and positive environment;
 - be treated in a professional and respectful manner at all times by all;
 - be free from inappropriate or threatening behaviour, abuse and intimidation.

- All parents / carers have the right to:
 - expect their child/children to feel safe and protected within an environment conducive to learning;
 - be listened to by staff who are expected to take appropriate action to ensure children's learning;
 - be free from inappropriate or threatening behaviour, abuse and intimidation.

OUR RESPONSIBILITIES

To demonstrate an understanding of the school's values and expectations:

- Children will:
 - show respect to everyone including school staff, visitors and other children;
 - listen carefully to others;
 - show respect for the school building and the property of others;
 - follow school expectations;
 - show good learning behaviours;
 - behave well when travelling to and from school and on educational visits;
 - be honest, taking responsibility for their own actions;

- o respect difference and individuality;
 - o ask questions to further understanding, knowledge and curiosity;
 - o recognise that our school is part of the wider community and be a good ambassador of our values.
- All staff will:
 - o be positive role-models, modelling and promoting the school values;
 - o treat children as individuals by respecting them, getting to know them and building strong relationships;
 - o use restorative approaches to resolve situations of conflict and provide meaningful solutions for all;
 - o develop an understanding of what children are trying to communicate through their behaviour;
 - o promote intrinsic motivation by reinforcing success and praising children's positive behaviour;
 - o create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning;
 - o ensure all children have a voice and that their opinion is respected;
 - o engage positively with parents / carers;
 - o be consistent;
 - o be reflective and adaptable.
- Teachers will:
 - o ensure the curriculum is inclusive by planning for individual needs to support and challenge all learners within lessons;
 - o have well prepared lessons which are personalised, relevant and engaging;
 - o engage with parents / carers in order to share information about behaviour and to elicit support in improving behaviour;
 - o maintain an even temperament;
 - o ensure children have ownership of learning and other expectations and understand the greater benefits of these;
 - o be reflective; alter strategies if others are not working;
 - o adopt corporate responsibility for the health, well-being and safety of all members of our school community;
 - o identify and seek advice early regarding any concerns or changes in children's behaviour;
 - o ensure that incidents are recorded.
- Support staff will:
 - o proactively support children's learning and behaviour in all areas - including classrooms, shared areas and the playground;
 - o actively engage with children;

- o intervene quickly and calmly;
- o share information with class teachers;
- o promote positive and appropriate play skills
- Senior Leaders will:
 - o be visible within classes and shared areas to actively encourage relationships and expected learning behaviour;
 - o monitor behaviour procedures to support those children who are persistently presenting challenging behaviour;
 - o ensure key staff are updated and informed of any relevant information about individual children, whilst maintaining appropriate confidentiality;
 - o provide relevant information and training for staff;
 - o issue appropriate rewards and consequences when required;
 - o support the use of restorative approaches to resolve situations of conflict and provide meaningful solutions for all.
- Parent / Carers will:
 - o fully support our school's policies, aims and values;
 - o inform the school of any issues which may potentially affect a child's learning / behaviour (e.g. changes in circumstances within the home);
 - o approach all members of our community in a respectful and calm manner;
 - o approach the class teacher with any concerns - refrain from approaching other parents;
 - o ensure good attendance and punctuality (we will contact the Attendance Advisory Officer or Children's Services if there are concerns regarding this or general welfare issues);
 - o ensure children attend school with the correct uniform (including, a book bag and a P.E. kit);
 - o model and promote the school values.
- Local Academy Councillors will:
 - o review the implementation and effectiveness of the behaviour policy.

Parents failing to comply with these expectations may be banned from entering the school and its grounds for a fixed period of time. A record of all incidents is kept and copies of reports are sent to Kent Council's Health and Safety Department who monitor all incidents.

4. Rewards

Ebbsfleet Green believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

Throughout the school, children are organised into the four school teams: Ebbsfleet, Green, Primary and School. The team points are given for many reasons to support positive behaviour management; this could, for example, include points for positive learning, success in any area, kindness to others etc. Points are generally awarded to individuals and all count towards the weekly total for each of the school teams. In addition, teachers may award extra team points for recognition of any special actions by a whole team e.g. in relation to group learning or specific team activities. The team points are collected weekly and the winning team is announced in Commendation Assembly.

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

Ebbsfleet Green 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. Ebbsfleet Green operates using a Traffic Light System (Appendix 3) and follows the restorative approach to handling differences, issues or disagreements.

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..

Restorative Approach

The school follows the restorative approach to handling differences, issues or disagreements and all staff are expected to use this system to discuss any minor issues that may arise. A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this means that instead of simply being punished as a result of 'inappropriate behaviour', a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

This approach seeks to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm caused.

Restorative Approach places responsibility for conflict resolution back onto the child allowing them to learn about appropriate behaviour and how to deal with social relationships rather than always relying on a third party. Bringing a holistic restorative approach into schools can, not only resolve specific incidences of behaviour, but can also create a much more pleasant learning environment - getting to the heart of issues before they flare up into incidents. Restorative

approaches are fundamentally grounded in relationships and in repairing, restoring and consolidating relationships when they have been damaged.

A restorative approach is based on the expectation that anyone involved in disputes or conflict must tell the truth and own up to what they have done; this shows an acceptance and understanding of responsibility. Then, the approach takes the following form:

A restorative meeting following an incident brings together all of the people involved in the dispute.

Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again.

Solutions may also result in a consequence.

When any issue or dispute arises, children will be asked the following questions (adapted as appropriate):

What happened?

What were you thinking about before that happened? What were you feeling at the time?

Who has been upset by what happened?

What needs to happen to put this right?

How are you feeling now?

A restorative approach is highly effective because it:

Transforms wrong doing into a learning opportunity;

Supports the needs of 'harmed';

Creates obligations and support for 'wrongdoers';

Encourages a school-wide culture of mutual respect and care.

Restorative Interventions at Ebbsfleet Green:

Restorative conversations (enquiry / chat / dialogue)

Peer and adult mediation

Classroom restorative conferences

A decision in relation to actions taken is made after the discussion and, where possible, the child or children are involved in this. Adults should avoid making

any judgement prior to this discussion and further advice or help can be obtained from the senior leadership team if required.

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.

Where a police interview takes place on school premises, the school will support the presence of an Appropriate Adult in line with best practice. If a pupil occurs in custody, the police are responsible for ensuring an Appropriate Adult is provided. 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

Ebbsfleet Green 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 2025 paragraphs 163 – 165 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.

All staff receive annual training on de-escalation techniques, who can and how positive handling is used, and reporting protocols relating to the use of force.

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 Ebbsfleet Green will record incidents using BromCom. Training will be provided by Ebbsfleet Green 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. Behavioural incidents involving protected characteristics under the Equality Act 2010 will be reviewed as part of the Trust's compliance with the Public Sector Equality Duty and reported to trustees where necessary.

Further analysis will be made by school and Trust using **Events** as required.

Event Types

- Disruptive Behaviour
 - Aggressive Behaviour / Fighting
 - Damage Property
 - Swearing
 - Theft
- Disruptive Behaviour for learning
 - Persistent disruption of lessons
- Discriminatory Incident
 - Name Calling - Racist
 - Name Calling - Homophobic
 - Name Calling - Islamophobic
 - Name Calling - Transphobic
 - Name Calling - Disability
- Child on Child Abuse
 - Sexualised language used
 - Inappropriate touch
- 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
 - Disregard of adult direction

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+. This includes positive visibility and representation of LGBTQ+ individuals within the curriculum and wider school environment, in line with the Trust's duties under the Equality Act 2010.

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.

The Headteacher must complete statutory exclusion notification forms and submit them to the local authority and inform the Trust DCEO within one school day of the exclusion.

Parents will be informed of exclusions in writing without delay, and all statutory deadlines for governor panels and Independent Review Panels (IRPs) will be followed in accordance with DfE guidance.

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 Ebbsfleet Green 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

Appendix 1: Home school agreement



Partnership Around The Child

We are proud of our school and our pupils. By working together we will ensure that _____ has the support to thrive.



School will:	Family will:	_____ will:
Be welcoming, open and approachable for you and your family, always showing respect and empathy. Encourage your child to do their best and celebrate their achievements and individuality in-line with the school's values. Build confidence and independence and enable your child to take risks and learn from their mistakes. Promote your child's health, wellbeing, safety and happiness so that they are able to concentrate well. Provide a broad and balanced curriculum that meets the needs of your child. Keep you informed of your child's progress, attendance, work and behaviour, through meetings, phone calls and reports.	Be friendly, approachable and open in all interactions with school staff, conducting themselves in a respectful and polite manner. Support my child by encouraging a positive attitude towards school and learning in-line with the school's values. See that my child goes to school everyday, on time in clothes that are appropriate for learning. Attend school events, including parents evening, parent workshops and opportunities for your child to share their learning with you. Keep up-to-date through regularly reading information on the school's website and communication channels via MCAS, Class Dojo etc. Make the school aware of any changes which may affect your child's feelings, work or behaviour.	Always try my best and behave in-line with the school's values. Follow school expectations and be ready for learning. Be polite, friendly and have respect for other children and all adults. Read at home regularly, sharing my thoughts about what I read with my adults and engage with home learning opportunities that my teachers share on Google Classroom. Look after others and always tell an adult (in school or at home) if anything worries me. Use school equipment and technology, including Chromebooks, responsibly.
Signed _____ Class Teacher	Signed _____ Family member	Signed _____ Child

Appendix 2: Code of conduct for parents and carers

Code of conduct for parents and carers

1. Aims

Ebbsfleet Green Primary School, as part of the Maritime Trust, is a caring school which aims to create a stimulating learning environment in which every individual has the opportunity to be the best they can be.

2. Code of Conduct

At Ebbsfleet Green we value our strong relationship with parents and carers. Together this helps us achieve the very best for the children in a mutually supportive partnership between parents, class teachers and the school community.

As a partnership, our parents and carers understand the importance of a good working relationships to equip their children with the necessary skills for adulthood. For these reasons, we continually welcome and encourage parents and carers to participate fully in the life of our school.

To truly create the best outcomes for children, the relationship between home and school needs to be based on the principles of care, integrity, trust and mutual respect. The maintenance of this relationship is important to ensure that children are safe (please read our safeguarding policy) and not open to undue distress and anxiety.

3. Guidance

Safeguarding

There are occasions when we ask parents to be patient in order for us to check information:

- that permission has been given for designated people to pick up a child other than the parent;
- that contact details of designated people have been added to the contact forms in the office;
- that permission has been made in writing or a phone call to the school to pick up someone else's child.
- We will not allow a member of the public, or even a parent known to us, to take a child unless we have had permission from the parents.

As well as following the guidance set out in our Home-School Agreement and holding the above principles in mind, parents, carers and visitors are reminded:

- to respect the caring ethos and values of the school;
- that both teachers and parents need to work together for the benefit of their children;
- approaching school staff for help to resolve an issue is done in an appropriate manner;
- all members of the school community are treated with respect, using appropriate language and behaviour;
- the school needs to work with a child in order to clarify their version of events in order to bring about an appropriate solution to an issue;
- to correct their child's actions, especially where it could lead to conflict, aggressive or unsafe behaviour – both on and off the school premises;
- to use other strategies rather than using 'staff' as threats to admonish their children's behaviour.

In order to support a peaceful and safe school environment, the school will not tolerate parents, carers or visitors exhibiting the following:

- disruptive behaviour which interferes or threatens to interfere with any of the schools operation or activities anywhere on the school premises;
- any inappropriate behaviour on the school premises;
- using loud or offensive language or displaying temper;
- threatening, in any way, a member of school staff, visitor, fellow parent/carer or pupil;
- damaging or destroying school property;
- sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications to anyone within the school community;
- defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites;
- the use of physical or verbal aggression towards another adult or child (this includes physical punishment against your own child on school premises);
- approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child (such an approach to a child may be seen to be an assault on that child and may have legal consequences);
- smoking including e-cigarettes, taking illegal drugs or the consumption of alcohol on school premises (alcohol may only be consumed during authorised events);
- dogs (or any other pets) being brought on to school premises (other than guide/assistance dogs).

Should any of the above occur on school premises the school may feel it is necessary to take action by contacting the appropriate authorities and/or sadly, consider banning

the offending adult (or older sibling given responsibility in writing from the parent) from entering the school premises.

Inappropriate use of Social Network Site

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents or pupils. The Department for Education/Government and Councillors of Ebbsfleet Green Primary School considers the use of social media websites being used in this way as unacceptable. Any concerns you may have about the school or your child/children must be made through the appropriate channels by speaking to the class teacher, the Head of School, the Executive Headteacher or the Local Academy Chair, where they will be dealt with fairly, appropriately and effectively for all concerned.

Libellous or Defamatory posts

In the event that any pupil or parent/carer of a child/children at Ebbsfleet Green Primary School is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site.

All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

Cyber Bullying

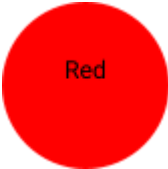
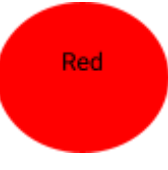
We take very seriously the use of cyber bullying by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. The school will also consider its legal options to deal with any such misuse on social networking and other sites.

Thank you for abiding by this policy in our school. Together we create a positive and uplifting environment not only for the children but also for all who work and visit our school.

Note: Parents must ensure they make all persons responsible for collecting their children aware of this policy.

Appendix 3: Traffic light system

In School Consequence Procedure

Traffic Light	Reason	Sanction
 Gold	Children who always follow our school values and the Maritime behaviours can be moved up to gold This is a real privilege and children need to work hard for this reward	
 Green	All children begin the day here	
 Amber	Initial low level disruption e.g.: - speaking over others - fiddling with equipment - distracting other children	Warning and rule reminder Move name to amber Positive reinforcement is used to support the child to return to green
 Red	Continued low level disruption after warning given Children cannot move back up the chart from red to amber, they spend the rest of the day on red	Rule reminder and time to think about behaviour Move name to red Time given for reflection in class 5 – 15 minutes Record on Bromcom
 Red	Continued low level disruption	Sent to time out in Partner Class for 10 – 30 minutes SLT informed
Immediate referral, meet with SLT member: <i>Repeated refusal to follow adult instructions</i> <i>Disrespecting an adult</i> <i>Physically hurting another child</i> <i>Repeated/serious name-calling/any type of bullying</i> SLT member will decide upon an appropriate consequence		Immediate referral, meet with Executive Headteacher or Head of School and phone call home: <i>Racist/homophobic incident</i> <i>Fighting</i> Heads will decide upon an appropriate consequence

Appendix 4: Team point record



Team Points Chart

[illegible]

[illegible]

Appendix 5: Behaviour Support Plan



Behaviour Support Plan

This behaviour support plan details ways in which to react to warning signs and cues that suggests a child is becoming frustrated/agitated and is therefore more likely to engage in challenging behaviours. It looks at all times to defuse and distract incidents before they occur, and so to manage the behaviours more efficiently. It promotes a consistent response from staff and may ultimately, in conjunction with longer term proactive strategies, support a reduction in behaviours.

The list of behaviours, early warning signs and triggers are not exhaustive and can be added to and changed as the plan evolves. It should be reviewed on a regular basis.

Pupil:	Class:	Date:
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Context - why a plan is required
Other agencies involved: N/A
HQT Strategies: •

What does the targeted behaviour look like?

Stage 1 Turn taking	Stage 2 Frustration	Stage 3 Crisis Behaviours

Identified triggers?

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De-escalation	Try	Avoid	Notes

Diversions and distractions / Praise Points

Target Behaviours	Agreed Strategies

Agreed Rewards for positive behaviour	Agreed Consequences (these should reflect the wanted behaviours)

People who need to be aware of the plan (Child involved, adults in school, adults at home)
Parents comments and agreement with the plan (signature)
Date:
Do external agencies need to be involved to support further?: Yes

If so, to whom and referral date: