

# Behaviour Policy and Procedures



Maritime  
Academy  
Trust

|                     |                      |       |
|---------------------|----------------------|-------|
| Approved by:        | Maritime Trust Board | Date: |
| Last reviewed on:   | 02/09/26             |       |
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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. When behaviour for learning is strong within a school, students achieve more academically and socially, learning time is maximised, and staff retention improves.

This policy outlines behaviour expectations and the consequences consistently enforced if guidelines are not followed, while acknowledging and supporting the barriers faced by vulnerable pupils.

This policy is written in strict conjunction with:

[DfE Behaviour in Schools Guidance \(February 2024\)](#)

[DfE Searching, Screening and Confiscation Advice \(July 2023\)](#)

[DfE Restrictive Interventions, Including the Use of Reasonable Force, in Schools \(April 2026\)](#)

[DfE Keeping Children Safe in Education \(September 2026\)](#)

[DfE School Suspensions and Permanent Exclusions Guidance \(July 2026\)](#)

[DfE Mobile Phones in Schools Guidance \(June 2026\)](#)

## 1. Aims & Ethos

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

1.1 At Featherby Infants and Junior School, we believe that positive behaviour is built through positive relationships, high-quality teaching, clear expectations and a strong sense of belonging.

Children learn best when they feel safe, valued, understood and ready to learn. Our approach therefore combines **warmth and high expectations**. We seek to understand behaviour and the needs that may be contributing to it while maintaining clear, consistent boundaries that protect the safety, dignity and learning of everyone.

Our behaviour approach is designed to:

- create a calm, safe, inclusive and supportive environment;
- promote positive relationships between children and adults;

- explicitly teach children the behaviour, social and emotional skills they need to succeed;
- develop children's emotional awareness and self-regulation;
- use the **Zones of Regulation** to provide a shared language for understanding emotions and regulation;
- use our **SOAR behaviour curriculum** to define and teach our expectations;
- recognise and reinforce positive behaviour;
- respond to difficulties with empathy, consistency and proportionate consequences;
- use restorative approaches to repair harm and relationships;
- identify and respond to additional needs, including SEND, developmental needs, trauma and other vulnerabilities;
- ensure that all children are treated fairly, with appropriate reasonable adjustments where required.

We recognise that effective behaviour for learning benefits pupils academically, socially and emotionally. It also creates a positive working environment for staff and allows more time to be devoted to teaching and learning.

## Our behaviour principles

Our approach is underpinned by the following principles.

### Relationships matter

Every interaction between an adult and a child is an opportunity to build trust, belonging and connection. Staff will communicate with pupils calmly, respectfully and professionally.

### Behaviour is communication

Behaviour can communicate emotion, need, stress, unmet need, difficulty, frustration or a lack of developed skills. We seek to understand what is contributing to behaviour so that we can respond effectively.

Understanding behaviour does **not** mean accepting behaviour that is unsafe, harmful or inappropriate. We maintain clear boundaries and high expectations while seeking to understand and support the child.

### Regulation comes before reflection

A child who is highly dysregulated may not be able to think clearly, problem-solve or engage meaningfully in a conversation about their behaviour. Staff will therefore prioritise safety, connection and regulation before expecting reflection or restorative discussion.

### High expectations and support go together

Every child is entitled to high expectations. At the same time, some children require additional teaching, support or reasonable adjustments to enable them to meet those expectations.

### Behaviour is taught

We explicitly teach, model, practise and reinforce the behaviour we expect. Expectations are not assumed; they are taught and revisited across the school day and throughout the year.

## Adults are responsible for their response

Adults remain calm, professional and predictable, particularly when behaviour is challenging. We avoid public confrontation, unnecessary escalation and language that may shame or humiliate a child.

## Consequences should be purposeful

Where consequences are required, they will be lawful, proportionate, fair and connected to the behaviour wherever possible. They should help children understand expectations, take responsibility and move forward.

## Repair matters

When behaviour causes harm or damages a relationship, we provide appropriate opportunities to reflect, repair and restore.

## Our behaviour curriculum: SOAR

Our behaviour curriculum is based on the shared expectations captured in **SOAR**.

|          | Expectation                 | What this means                                         |
|----------|-----------------------------|---------------------------------------------------------|
| <b>S</b> | We are <b>SAFE</b> :        | We all make choices that protect ourselves and others.  |
| <b>O</b> | We are <b>ON TASK</b> :     | We are engaged and focused on learning.                 |
| <b>A</b> | We are <b>ACCOUNTABLE</b> : | We take responsibility for our actions and learning.    |
| <b>R</b> | We are <b>RESPECTFUL</b> :  | We treat people, property, and each other with dignity. |

SOAR provides a common language for children and adults.

Staff will explicitly teach children what each expectation looks like in different contexts, including:

- classrooms;
- corridors;
- playgrounds;
- assemblies;
- dining areas;
- toilets;
- trips and visits;
- transitions;
- online environments.

Adults will model SOAR consistently and use it when recognising positive behaviour or reminding pupils of expectations.

Our wider school values of **Unity, Trust, Responsibility, Respect, Resilience and Aspiration** support and strengthen our SOAR expectations.

## **Emotional regulation and the Zones of Regulation**

At Featherby, we recognise that children cannot learn effectively when they are overwhelmed, anxious or dysregulated.

We use the **Zones of Regulation** to develop children's emotional literacy and self-regulation.

Children are taught that:

- all emotions are valid;
- experiencing a particular emotion is not wrong;
- different situations can place us in different emotional states;
- our emotions can affect our behaviour and readiness to learn;
- we can learn strategies that help us regulate and become ready to learn.

Zones of Regulation is not used to label children as "good" or "bad" or to excuse inappropriate behaviour.

Instead:

**SOAR tells us what successful behaviour looks like.**

**Zones help us understand how we are feeling and what we may need to regulate.**

**Restorative practice helps us repair relationships and learn following an incident.**

Staff will use Zones language consistently and teach children a range of appropriate regulation strategies, including movement, breathing, sensory strategies, time with a trusted adult, quiet space, hydration and other individually appropriate approaches.

## **The adult response to behaviour**

All staff are expected to respond to behaviour using a calm, consistent and relational approach.

Our adult response is based on the following sequence:

### **1. Regulate yourself**

Remain calm and avoid reacting emotionally. Use a low-arousal approach, appropriate body language and minimal language where a child is becoming dysregulated.

### **2. Connect**

Acknowledge the child and, where appropriate, their feelings or experience.

For example:

"I can see that you're finding this difficult."

"I'm here to help."

"You are safe."

### **3. Clarify**

Remind the child of the relevant SOAR expectation.

"Our expectation is that we are safe."

"You need to be respectful of other people's learning."

### **4. Support regulation**

Where the child is dysregulated, provide an appropriate opportunity or strategy to regulate.

This may include a movement break, sensory strategy, quiet space, trusted adult or other agreed support.

### **5. Set the boundary**

Be clear about what needs to happen next.

Adults may use limited choices:

"You can complete this here or with me."

"You can talk to me here or outside."

"You can walk with the class or with an adult."

### **6. Follow through**

Where behaviour continues or a serious incident has occurred, an appropriate consequence or further intervention may be required.

### **7. Repair**

When the child is calm and ready, provide an opportunity to reflect, repair and restore.#

#### **Positive behaviour and recognition**

Positive behaviour should be noticed far more frequently than negative behaviour.

Staff will actively recognise:

- kindness;
- effort;
- resilience;
- responsibility;
- respectful behaviour;

- positive relationships;
- successful regulation;
- improvement;
- perseverance;
- engagement in learning;
- behaviour that reflects SOAR.

Praise should be specific and meaningful.

Instead of:

"Good boy."

staff should aim to say:

"You noticed that your friend was upset and helped them. That was respectful and kind."

or:

"You were finding that difficult, but you used your regulation strategy and came back ready to learn."

Some children may not enjoy verbal praise. Staff should use appropriate non-verbal recognition where this is more effective, such as a smile, thumbs-up, positive note or quiet acknowledgement.

Recognition should reinforce intrinsic motivation and positive choices rather than becoming the sole reason children behave appropriately.

## 2. Roles and Responsibilities

### 2.1 School Responsibilities

**Leadership by Example:** All staff, volunteers, and visitors must act professionally, responsibly, and respectfully at all times.

**Consistency:** Boundaries and consequences are applied fairly, proportionately, and without discrimination, actively accounting for SEND needs.

**Staff Training:** Staff receive ongoing professional development on de-escalation techniques, high-quality teaching links to behaviour, and preventative safety strategies.

**Early Intervention:** Ongoing disruptive behaviour is assessed for underlying unmet special educational needs or safeguarding concerns. Staff will collaborate closely with SENDCOs, Designated Safeguarding Leads (DSLs), parents, and external agencies.

**Individual Planning:**

Where a pupil requires additional support, an Individual Behaviour or Regulation Plan may be developed.

Plans should be developed collaboratively wherever possible with:

- the pupil;
- parents/carers;
- class teacher;
- SENDCO;
- relevant pastoral staff;
- senior leaders;
- external professionals where appropriate.

The plan should identify:

- strengths;
- successful strategies;
- triggers;
- early signs of dysregulation;
- regulation strategies;
- adult responses;
- reasonable adjustments;
- positive reinforcement;
- consequences where appropriate;
- safeguarding considerations;
- arrangements for monitoring and review.

Plans should be shared with relevant staff and reviewed regularly.

## 2.2 Pupil Responsibilities

Pupils are expected to show continuous respect to peers, staff, and members of the public. Pupils are ambassadors for the school both on and off premises. They must actively engage with their learning, follow adult directions, and reflect constructively on any received consequences.

## 2.3 Parent and Carer Responsibilities

Partnership with parents is critical. Parents are required to sign the Home-School Agreement/Behaviour Charter, ensure regular and punctual attendance, send children appropriately dressed and equipped, and attend school meetings when requested to address behaviour patterns.

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 expectations that apply to all members of the school community

|          | Expectation                 | What this means                                         |
|----------|-----------------------------|---------------------------------------------------------|
| <b>S</b> | We are <b>SAFE</b> :        | We all make choices that protect ourselves and others.  |
| <b>O</b> | We are <b>ON TASK</b> :     | We are engaged and focused on learning.                 |
| <b>A</b> | We are <b>ACCOUNTABLE</b> : | We take responsibility for our actions and learning.    |
| <b>R</b> | We are <b>RESPECTFUL</b> :  | We treat people, property, and each other with dignity. |

Our school values: Respect, resilience, responsibility, aspiration, trust and unity are embedded throughout our curriculum and within our expectations across the school.

### 4. Rewards

At Featherby Infants and Junior School, we believe that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. This is achieved through:

- verbal and non-verbal praise;
- stickers for excellent learning and effort;
- class points;
- postcards home;
- Special Mentions;
- celebration assemblies;
- Headteacher's Tea Party;
- reading certificates and reading-related rewards.

#### Class points

Class points are a collaborative whole-class reward system.

Class points may be awarded for:

- demonstrating SOAR;
- kindness;
- good manners;
- positive relationships;
- effort;
- resilience;
- excellent learning;
- successful regulation;
- contribution to the school community.

Class points are never removed.

No pupil is excluded from a class reward.

Classrooms will display the behaviours and achievements being celebrated. Positive behaviour should be made visible rather than publicly displaying negative behaviour.

**Praise publicly; challenge privately.**

## **Positive communication with parents and carers**

Positive relationships with families are an important part of our behaviour approach.

Staff make regular efforts to communicate positive news about children's behaviour, effort,

### **5. Children with SEND and Vulnerable Pupils**

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 find adherence to the school rules more difficult 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 and Discriminatory Incidents

Bullying is defined as the repetitive, intentional harming of an individual or group where an imbalance of power exists. It can be physical, verbal, electronic, or psychological. The school operates a strict zero-tolerance policy toward all forms of bullying and discriminatory incidents (including racist, homophobic, biphobic, transphobic, faith-based, or disability-targeted abuse).

At Featherby, we 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.

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 'perpetrator' 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. Sanctions and Consequences Pathway

Consequences are applied progressively, adjusted to the severity and frequency of the behaviour, and executed alongside necessary SEND modifications.

All staff start from a position of kindness, understanding and mutual respect. They develop strong positive relationships, knowing their children and understanding their individual needs. Staff recognise signs or triggers of negative behaviours and when a child is becoming dysregulated, acting upon it early to avoid escalation. Many negative behaviours can be easily diffused if handled appropriately.

| Step of behaviour/Type of behaviour                                                                                                                               | Staff responsible                  | Type of consequences                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No record made                                                                                                                                                    | Class teacher                      | Non-verbal warning of how to behave and follow expectations.<br><br>Reminder Verbal reminder                                                                                                                                                                                                           |
| <u>Step 1</u><br>Talking and not being ready to learn.<br>Distracting other children<br>Talking inappropriately to others<br>Continuing with the above behaviours | Class teacher                      | Spend 5 minutes alone in a Responsible Thinking Space in the classroom                                                                                                                                                                                                                                 |
| <u>Step 2</u><br>Continuing with the above behaviours<br>Inappropriate behaviour such as pushing, elbowing etc including play fighting and rough play             | Class teacher                      | Spend 10 minutes of playtime with a teacher. Pupils take part in reflection session.<br>(See reflection sheet)<br>Names are recorded on CPoms.<br>Parents to be informed by the class teacher                                                                                                          |
| <u>Step 3</u><br>Repeated incidents of the above behaviours.<br>Swearing/ pushing/shoving/hitting<br>Suggested bullying/ name calling/falling out                 | Class teacher                      | Spend 30 minutes in a paired class.<br>The Class Teacher will ensure that appropriate work is sent with the pupil.<br>Parents and carers are to be informed by a conversation at the end of the day.<br>Records are kept on CPoms and regularly monitored.<br>A behaviour report chart will be set up. |
| <u>Step 4</u><br>Continued previous behaviours despite intervention                                                                                               | Class teacher<br>Year Group leader | Sent to YGL.<br>A behaviour chart will be set up<br>.<br>The Class Teacher will record the incident on CPoms and will also notify the                                                                                                                                                                  |

|                                                                                                                                                                                                                                                                                                                                      |                      |                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disrespectful to staff or not following staff instruction appropriately<br>Fighting (serious full fight)<br>Bullying<br>Theft<br>Using racist, anti-disability or homophobic language without any understanding.                                                                                                                     |                      | parents/carers conversation at the end of the day.<br><br>Records are kept on CPoms and regularly monitored.                                                                                                                                                                                                      |
| Step 5<br>Aggressive behaviour towards staff<br>Swearing at staff<br>Complete refusal to follow staff's instructions<br>Racism or discrimination<br>Any issues involving media such as Facebook, mobile phones and Youtube<br>Threats made against staff<br>Using racist, anti-disability or homophobic language with understanding. | Class teacher<br>SLT | Sent to a member of SLT.<br>Possible internal exclusion<br>Eternal exclusion<br>A behaviour report chart will be set up.<br>The Class Teacher will record the incident on CPoms and will also notify the parents/carers conversation at the end of the day.<br>Records are kept on CPoms and regularly monitored. |

Adults will need to be able to call on a range of techniques, depending on the situation and their knowledge of the pupils in their class. Additional ones (to the ones set out above) include:

**Limited choice** e.g. - "Put the pen on the table or in the box"  
"Talk to me here or in the playground"  
"Are you going to wear shoes or wellies?"

**Disempowering the behaviour** e.g. - "You can listen from there" [under the table]  
"Come and find me when you come back/feel calm"  
"Come over/down/in in your own time"

## 8. Searching, Confiscation, and Device Management

### 8.1 Lawful Searching and Confiscation

The Education and Inspections Act 2006 authorises our members of staff to search for and confiscate items that are illegal, hazardous, or banned by school policy. Under the Education Act 2011, staff may examine and, if necessary, erase data files on seized electronic devices if there is an objective, safety-based justification.

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. Where an interview 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.

### 8.2 Statutory Mobile Phone Restrictions (September 2026)

In accordance with DfE statutory guidance, all schools within the Trust operate strict mobile phone-free environments throughout the entirety of the school day (including lunch and break times).

Smartphones, smartwatches, and personal internet devices must be powered off and secured out of sight (or deposited in designated school lockers/storage boxes) upon arrival.

Unauthorised visibility or use of a mobile phone will trigger immediate confiscation. The device will be securely stored in the school office and returned only to a parent or carer following a formal review.

### 8.3 Restrictive Interventions and Use of Force

The use of physical intervention is an absolute last resort, deployed strictly to protect individuals from immediate injury or property damage, and never used as a punitive sanction.

In compliance with the April 2026 Restrictive Interventions Framework, any instance of physical restraint, non-contact restriction (e.g., blocking movements), or temporary safety segregation must be formally recorded within the same working day using structured incident logs. Parents must be informed of the incident within 24 hours.

Governors are legally mandated to review anonymised restrictive data termly to audit for patterns or SEND disproportionality.

[See separate restrictive interventions policy](#)

#### 9. Recording and Reporting of Behaviour

Every individual incident—both rewarding and disciplinary—must be promptly recorded on CPOMS by the observing staff member. Incidents are rigorously categorised by Event Types (e.g., Disruptive Behaviour, Discriminatory Incident, Online Incident) to automate real-time student chronologies.

Event data is extracted termly by the Trust DSL and Inclusion Lead for review by the Trust Board, ensuring compliance with the Public Sector Equality Duty under the Equality Act 2010.

#### 10. Behaviour and Safeguarding Integration

Staff are trained to recognise that sudden or chronic behavioral changes can serve as explicit indicators of underlying safeguarding trauma, abuse, neglect, or exploitation.

Online Safeguarding & AI Assessment: In alignment with KCSE (2026) the school conducts annual operational risk assessments regarding online safety, with focused detection and policy responses for AI-generated abuse, deepfakes, and automated disinformation.

Harmful Sexual Behaviour: Following Part 5 of KCSIE 2026, staff must maintain a zero-tolerance approach to low-level peer sexual harassment, verbal misogyny, or inappropriate physical touching. Unchallenged low-level infractions normalise harmful cultures and must be treated as a direct safeguarding trigger.

Featherby Infants and Junior School has an 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. Suspensions and Permanent Exclusions

Only the Headteacher holds the legal authority to execute a suspension or permanent exclusion. Permanent exclusion is utilised as an absolute last resort following a thorough investigation on the balance of probabilities.

This may be but not limited to

- 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.

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 but are not limited to:

- 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.

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

### 11.1 Key 2026 Statutory Safeguards

Under the Children's Wellbeing and Schools Act 2026, the school must adhere to the following strict procedural updates:

**Pupil Voice:** Prior to finalising any suspension, permanent exclusion, off-site direction, or managed move, the school must formally seek, document, and account for the views of the pupil, providing age-appropriate communication support where necessary.

**Safeguarding Separation vs. Exclusion:** Temporary removals initiated purely for immediate safeguarding investigations are legally distinct from disciplinary exclusions. They must involve the Designated Safeguarding Lead, require immediate notification to the LAC and Trust, and trigger local authority education provisions if extended.

Permanent Managed Moves: All managed moves arranged with partner schools must be structured as permanent placements from day one. Trial periods or temporary managed moves are legally invalid, and a parent's refusal to consent to a managed move cannot be used as leverage to trigger an exclusion.

Off-Site Directions: Academies within the Trust must follow identical statutory notification and reporting procedures as maintained schools when directing a pupil off-site to improve behaviour.

### 11.2 Parental Notifications and Reintegration

Parents must receive prompt written notification detailing the precise justifications for any suspension or exclusion, alongside statutory timelines for review panels. During the first 5 days of any suspension, parents are legally responsible for supervising the child and ensuring they are not present in a public space during school hours. The school will provide work during this time. 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. Upon completion of a fixed-term suspension, the Headteacher must host a formal, documented reintegration meeting alongside the parent and pupil to establish future behavioral expectations.

### 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 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 DSL and Inclusion Lead

#### 11.4 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 has been served so far during the current academic year will be transferred promptly to the new school.

#### 11.5 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.

#### 11.6 Part time (reduced) timetables

In strict accordance with the Department for Education (DfE) statutory guidance, *Working together to improve school attendance*, all pupils of compulsory school age are legally entitled to a full-time education. Part-time timetables must never be used as a disciplinary sanction or a long-term mechanism to manage a pupil's behaviour. Instead, a reduced timetable may only be implemented in highly exceptional circumstances—such as supporting a phased re-integration following prolonged medical absence or an extended period of school non-attendance—and must be in the absolute best interests of the child.

Any such arrangement is strictly temporary, time-limited (typically lasting no longer than six weeks), and requires written parental consent, a documented risk assessment, and a formal reintegration plan. The trust will ensure that these plans have formal arrangements in place for regularly reviewing it with the pupil and their parents

### 12. Attendance

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

### 13. 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:

Chair of LAC: \_\_\_\_\_ Date: \_\_\_\_\_

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_