Relationships and Behaviour Policy & Procedures

'Millennium celebrates curious minds and promotes high expectations for all, supporting their future successes.'

Date of Trust Board Approval:	22nd July 2025
Consultation Date:	
Date of Issue:	
Date of Review:	July 2026

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

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

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

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

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

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1. Aims

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

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

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. Millennium Primary School code of conduct / expectations / principles

The Head of School sets out the school rules at the start of each year through assemblies and whenever deemed necessary throughout the year. The following expectations are our non-negotiables:

All pupils:

● have high expectations of themselves and others

● show respect and understanding towards everyone and the school

● follow instructions

● actively participate and listen in lessons

● take ownership of their actions

● believe in themself

● are resilient and accept challenges

● show good teamwork and work with all children

● use kind words and actions

● move around the school calmly and quietly

● welcome everyone

● look after the school environment and equipment

This is further supported through our weekly oracy assemblies and RSHE lessons. All adults in the school promote these school rules in everything we do, every child in the school knows the standards of behaviour that we expect in our school and there is consistency between the classes.

2. Standards of behaviour

2.1 School responsibilities

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

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and proportionate consequences, support systems, praise, and rewards for good behaviour contribute to the building an effective learning community. Our schools will report behaviour, positive and negative, to parents and encourage them to communicate with the school if they have a concern about their child and we will do as much as is possible to support parents as and when they need it. We

promote good behaviour within the school curriculum and reminders of school rules and behaviour expectations are up on walls in classrooms and situated around the school.

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

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

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

An Individual Behaviour Plan and/or Provision Map 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

Millennium 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 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 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 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

RESPECT, HONESTY, AMBITION, CURIOSITY, RESILIENCE, KINDNESS

We provide an environment and culture of RESPECT and HONESTY where learners (young and not so young) have AMBITION and CURIOSITY. They have the self-confidence to be creative thinkers and develop deep expertise within and beyond the curriculum. This is achieved by RESILIENCE and developing strong meaningful relationships through KINDNESS in our community. At Millennium 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.

4. Rewards

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

● Team points are given for all sorts of good behaviour, manners, kind deeds and work, children work together in houses to earn rewards at the end of each half term

● EYFS uses a happy face, thinking face and rainbow. All children start the day on the happy face. If they go above and beyond in their learning, they move to the treasure chest and receive a sticker at the end of the day. If they have to be reminded of their behaviour and learning three times, they have to move on to the thinking face. They will have a minute reflection time where they will be asked by an adult why they are thinking face.

● 'Achievement Assembly' – Children are nominated from each class on Fridays to receive certificates for their hard work, these can be given for good class work, following the school values, being kind and respectful and a good role model

● Each half term, a child from each class is chosen for a writing award and is rewarded with a certificate and special pencil. A 'Star Reader' is also awarded a certificate and a bookmark.

● TTRockstars certificates are issued to children for various reasons;

● If a child has done an amazing piece of work or has put a tremendous effort into something they can go to the senior leadership team and receive a headteacher's award – stickers, certificate, a special pencil and tons of praise;

● we PRAISE, PRAISE, PRAISE where praise is due and give stickers and certificates for behaviour and learning – any member of staff can give praise and stickers;

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

Millennium Primary 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. Millennium Primary School operates using the following sanction measures:

1. A verbal reminder.
2. Time to reflect in a designated space in the classroom and complete work.
3. Time out in a different year group in the same phase. The child will also miss their next play time and their parents will be informed.

The following actions and strategies may also be implemented:

- Regular reporting including early morning reporting; behaviour checks; or the use of sticker charts for behaviour monitoring.
- Internal exclusions where children are given appropriate work and supervised by a member of staff in a different key stage

- In more extreme cases schools may use temporary (fixed term) or permanent exclusion.
- Reflection time with an adult to talk about the behaviour

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.

We have sanctions that have been created by the children for each Phase:
EYFS
● Verbal warning;
● Thinking face behaviour system;
● Reflection time out in class;
● Sent to Nursery class or Reception class;
● If the behaviour is deemed dangerous to themselves or others a member of the Leadership is called;
● Behaviour is recorded on Bromcom, the school's electronic recording system by the class teacher.

KS1 & KS2
● Verbal warning;
● Sit on the reflection table and a member of staff will speak to them about their behaviour
● Constant low-level disruption: Moved in the classroom to reflection area where children continue with work away from their group, if it continues when they return, a minimum of 5 minutes to another class in the same phase is given, if the behaviour persists when they return to class, they will take time out in the opposite key stage for the rest of the morning or afternoon which will include a phone call home to detail the behaviour to the parents.
● If the behaviour is deemed dangerous to themselves or others a member of the Leadership is called;
● Behaviour is recorded on Bromcom, the school's electronic recording system by the member of staff who dealt with the issue;
● On occasions a few minutes of play may be missed if the teacher(s) feels the issue needs to be completed or behaviour addressed as a class; this may be to practise whole class routines, such as lining up or transitioning around the school. Parents will be contacted where the school deems it necessary. The safety of the children and staff is paramount, if behaviour endangers the safety of others the class teacher stops the activity and will prevent the child from taking part in the session.

We endeavour to include all children on school trips; however, a risk assessment of the health and safety of individual pupils will be carried out and decisions about pupil participation will be based on the assessment if there are behavioural concerns with a child. We will make reasonable adjustments in order for the child to participate, but if staff feel the adjustments still put children or adults in danger the child will not be able to accompany the trip unless accompanied by the parent.

If a child threatens, gives verbal abuse, hurts or bullies another pupil (or a member of staff), the class teacher records the incident on Bromcom and deals with it appropriately. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation. 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..

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. occur 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

Millennium 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. 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 Millennium Primary School will record incidents using BromCom. Training will be provided by

Millennium Primary School to ensure that all staff are fully aware of the 'importance of' and 'how to' record behaviour incidents.

Using BromCom, the ***Event Types*** data will be the first information collated and reported by the DCEO to the Trust Board each term. 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 - Islamaphobic
    - 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 Millennium 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**.