Behaviour Policy and Procedures

Maritime Academy Trust

Approved by:	Maritime Trust Board	Date:
Last reviewed on:	02/09/26	
Next review due by:	02/09/28	

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

Greenwich South Hub 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.

Greenwich South Hub (Brooklands, Ebbsfleet Green and Greenacres Primary Schools) has three golden rules that sit at the heart of everything we do: **Ready, Respectful, Safe.** We do not assume that children arrive at school already knowing how to manage their feelings, navigate friendships or meet social and behavioural expectations. Just as we would not expect a child to read without being taught phonics, we do not expect children to behave without being taught how. Behaviour is therefore taught explicitly through our Behaviour Curriculum (see Section 3) and is reinforced consistently by every adult, in every part of the school day.

We understand that behaviour is often a form of communication. Our approach combines high expectations with warmth, empathy and support, so that children feel both challenged and cared for, and so that every child can experience success regardless of their starting point.

1.1 Our 12 Principles of Positive Behaviour Management and Relationships
All adults across Greenwich South Hub work to a shared framework of 12 principles, designed to build a culture of consistency and belonging. The principles are grouped into four areas:

Area	Principle	What this means
Our Foundations: Responsibility and Teaching	**1. Everyone's Responsibility**	Our positive behaviour culture is built through the consistency of every adult in the school.
	2. This is How We Do It Here	Children are most influenced by the expectations and examples set by those around them. The behaviour norms of peers and adults shape children's own.
	3. Teach Behaviour Explicitly	Explicit teaching, clear expectations, guided practice, repetition and ongoing review are needed to ensure understanding and automaticity.
Our Environments: Consistency and Clarity	**4. Consistency Creates Safety**	Predictable routines, clear expectations and consistent consequences foster a secure and structured environment.
	5. Clarity is Key	Positive narration and over-communication ensure that behaviour expectations are understood by all.
	6. Belonging	A sense of inclusion and community is essential for wellbeing, mental health and building strong relationships.
Our Approach: Support and Accountability	**7. Minimum Necessary Intervention**	Use the least invasive methods to redirect behaviour. Aim to handle issues privately to protect a child's dignity and keep social norms positive.
	8. A Warm but Firm Balance	Combining high expectations with empathy and support fosters an environment where children feel both challenged and cared for.

Area	Principle	What this means
	9. Explanation, Not Excuse	Understanding individual barriers to positive behaviour helps us to support, scaffold and nurture children. Excuses would deny a child their agency and leave them unprepared for adult life.
Our Standard: Professionalism and Modelling	**10. What You Permit, You Promote**	Ignoring unexpected behaviour will erode positive social norms.
	11. Language Influences Identity	Address the behaviour itself, not the child. Use phrases which refer to our behaviour culture rather than labelling the child.
	12. Be the Example	All adults consistently model the behaviour we expect. We do not expect anything from children that we are not modelling ourselves.

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: Individual Behaviour Plans (IBPs), Behaviour Support Plans, Pastoral Support Plans (PSP Plans), or Provision Maps may be used for pupils requiring adapted approaches.

Behaviour and Relationships Charter: All adults at Greenwich South Hub follow our Behaviour and Relationships Charter, which sets out what adults do so that children are able to be Ready, Respectful and Safe. In summary:

Our rule	Adults will…
Ready *Developing a relationship with the curriculum*	• know the curriculum and the children well, with a clear learning intention, adapting in the moment so that all children can access and achieve in the learning • make lessons engaging, bringing a sense of excitement and discovery • keep classrooms clear, uncluttered, purposeful and accessible, with supports and working walls easy to see and use • use clear and consistent learning routines and clear structures for transitions within and at the end of lessons
Respectful *Developing relationships with others*	• use children's and colleagues' names correctly, and expect children to do the same • explicitly teach social and friendship skills, for example through circle time • treat each learning session as a fresh start, dealing with and finishing any behaviour that has come up • set consistent routines and roles for collaborative work and talk • consistently use the restorative approach so that relationships are repaired quickly, ideally outside learning time • encourage children to notice positive behaviour in their peers, and give explicit praise for positive social behaviour
Safe *Developing a relationship with self*	• welcome children into class each morning, acknowledging them by name • stick to classroom routines, reminding children of them with visuals, with all adults in the room following them • give praise that is specific, targeted, public and sincere, focusing on the process and not just the outcome • keep reprimands calm and private, using micro-scripts and 30-second interventions • remain regulated when meeting behaviours, and model the language of emotions and self-regulation strategies • use language that separates the behaviour from any judgement about the child, and use positive rather than negative correction (e.g. "Walking!" rather than "Stop running!") • consistently remind children of transition routines and ensure transitions around the school are punctual

Consistent Procedures: All staff at Greenwich South Hub are trained in, and follow, our 12 Principles, our Behaviour and Relationships Charter and our Behaviour Procedures (the 5Rs, see Section 7), using shared scripts so that the language children hear is consistent across every classroom and every part of the school day.

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.

At Greenwich South Hub, this means pupils are expected to follow our three rules (Ready, Respectful, Safe) in every part of the school day, including at play and lunchtimes and when moving around the school, and to take part honestly in reflection and repair when things go wrong.

2.3 Parent and Carer Responsibilities

Partnership with parents is critical. Parents are required to sign the Home-School Agreement, 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.

Where a Level 2 behaviour has occurred (see Section 7), parents will be invited to a follow-up meeting. These meetings follow a consistent structure: a welcome; the child's strengths; a factual account of the incident; an acknowledgement of the emotions behind the behaviour; a reminder of the expectation; what the school did; the parents' perspective; and agreed next steps. Wherever possible, we ask parents to use similar language and approaches at home, so that children experience consistency between home and school.

In the extremely rare case of exclusions, parents are expected to provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and to attend a reintegration interview at the school with their child

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

Across Greenwich South Hub, we have three golden rules which apply to every member of our school community: pupils, staff, volunteers and visitors alike. The rules are displayed in every classroom and communal space, and all of our praise, scripts, reflection and consequences refer back to them.

Ready	**Respectful**	**Safe**
• I am ready to learn • I get the things I need for my learning • I sit and settle quickly • I listen carefully • I try my best	• I share and take turns • I use kind words • Other people matter: I treat them how I want to be treated • I look after our school • I listen to others	• I walk calmly • Kind hands and feet • I keep myself and others safe • I follow adult instructions • I tell an adult

3.1 Teaching our rules: the Behaviour Curriculum

Behaviour is taught as a curriculum subject in its own right, so that there is no "guesswork" for pupils and success is accessible to everyone. Our Behaviour Curriculum is lived, not just taught: it runs through every interaction, from the way we move between lessons to the language we use in the dining hall. It is organised across the year around our three rules:

- **Autumn, Being Ready:** in the first three days of the year, children are taught core classroom routines (sitting at tables and on the carpet, lining up, morning and home-time routines, transitions, tidying up, getting equipment, using the calm space and the Zones of Regulation). This is followed by units on communal spaces, manners, the playground, fire evacuation, presentation in books and self-regulation.
- **Spring, Showing Respect:** what respect means and why it matters; respecting ourselves, our peers, adults and our environment; showing appreciation; and understanding why unkind comments, including "roasting" and comments about other people's bodies, are not acceptable.
- **Summer, Keeping Safe:** moving safely around classrooms and corridors, using communal spaces such as toilets properly, playing safely, recognising when a game is becoming too physical, resolving arguments, knowing who the safe adults are, and using the Zones of Regulation to spot early warning signs.

Routines and expectations are revisited whenever needed and reinforced through consistent scripts, modelling and in-the-moment coaching. As in any subject, some children will need a higher level of scaffolding, support and repetition than others.

4. Rewards

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

- specific, sincere praise from all adults, focused on the process as well as the outcome (for example, “Excellent work today, I noticed you didn’t find it easy but you used the working wall to remind you of the steps”)
- a weekly celebration assembly, which also gives pupils the opportunity to show appreciation to their peers
- postcards home to share children’s successes with their families
- peer recognition: children are encouraged to notice and celebrate positive behaviour in others, for example through playground buddies

Every learning session is a fresh start, so that every child has the opportunity to be recognised for making good choices .

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.

At Greenwich South Hub, our principle of “explanation, not excuse” guides this work: understanding the barriers a child faces helps us to support, scaffold and nurture them, while still holding high expectations so that they keep their agency and are prepared for later life. Every classroom has a labelled calm space and uses the Zones of Regulation to help children recognise and manage their emotions, and adapted EYFS/SEND reflection sheets are used where appropriate.

Where additional support is needed, this may include referral to the learning mentor or SENDCo, a Boxall Profile, a Behaviour Support Plan, referral for specialist assessment of need, a bespoke timetable or curriculum, additional adult support, advice and support from the Inclusion team, or a request to the local authority for an EHC needs assessment. Our partnerships with parents is very important to us and parents will always be central to the development of additional support.

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).

Greenwich South Hub 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.

Within our Behaviour Procedures, bullying (including cyberbullying) and discriminatory language are treated as Level 3 behaviours (see Section 7). Through our Behaviour Curriculum and PHSE curriculum, pupils are taught why unkind comments hurt, how to resolve disagreements, and why they should not be onlookers when they see unkind behaviour. Restorative conversations help pupils who have caused harm to understand the impact of their actions and to repair relationships.

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

At Greenwich South Hub, our consequences pathway is set out in our Behaviour Procedures (the 5Rs). Adults always use the minimum necessary intervention, deal with behaviour calmly and privately wherever possible, and use language which addresses the behaviour rather than labelling the child.

7.1 Level 1 behaviour: the 5Rs
Level 1 behaviours include disruption (for example calling out, low-level chatting, fiddling with equipment, swinging on a chair or getting out of seat) and active non-compliance (for example refusing to complete learning, unkind words, dishonesty, not following instructions or inappropriate use of technology). Staff respond using the 5Rs, in order:

- **Remind:** a positive cue while teaching continues, such as moving closer, gently touching the table or using eye contact, so the child has the chance to adjust ("Remember to use…", "The expectation is…").
- **Recognition:** narrate and praise peers who are modelling the expected behaviour ("I love how this table is tidying up as a team.").
- **Raise Questions:** a brief, private conversation to find out why the behaviour is happening and whether the child needs support ("Are you OK?", "What obstacle are you facing?").

- **Re-evaluate:** adjust the situation, for example by moving the child, repositioning the adult, adapting the task or pairing the child with a buddy.
- **Reflect and Repair:** proportionate time out for a limited, pre-set time (in the class calm space or thinking spot, or in a phase leader's classroom); missed work completed at playtime; a reflection sheet completed and reviewed with the child; a brief restorative conversation, held privately and at eye level, which explicitly reinforces the expectation; and the behaviour recorded (see Section 9). If issues persist, parents are informed and a behaviour plan or SENDCo referral is considered.

Restorative conversations are based on five questions: What happened? What were you thinking about? What have your thoughts been since? Who has been affected and how? What do you need to do to make it right?

7.2 Level 2 behaviour

Level 2 behaviours include refusal to follow instructions, low-level physical contact, swearing at children or adults, damaging or mistreating resources, and showing disrespect towards adults or peers. Following a Level 2 behaviour:

- the child takes part in a reflection at lunchtime with their class teacher or a leader, which follows six steps: regulate; acknowledge the emotion; name the behaviour; state the boundary; invite reflection and repair; and problem solve
- parents are invited to a follow-up meeting (see Section 2.3)
- if Level 2 behaviour is continually repeated, a Behaviour Support Plan is created and shared with parents.

7.3 Level 3 and serious unexpected behaviour

Level 3 behaviours include serious physical or emotional harm to a child or adult; physically hurting others; putting others in danger; damage to school or personal property; leaving the room without permission; bullying, including cyberbullying; discriminatory language; stealing; spitting; and continuous breaches of Level 1 or 2 expectations despite intervention involving staff, the Headteacher and parents.

For a serious incident, a member of the Senior Leadership Team is called to the classroom. Where earlier steps have not had an impact over time, or following an isolated serious incident, senior leaders will intervene. Responses may include:

- parents being contacted
- a reduced playground timetable, missed break or lunchtimes, or alternative arrangements for social times of the day
- a written letter of apology or a restorative conversation
- internal exclusion, or suspension in serious cases where the child or others are at risk of emotional or physical harm.

Only the Headteacher may issue a suspension. A suspension may be used for serious acts of unsafe behaviour, to give a clear signal of what is unacceptable, or to provide time for the school to consult with experts or identify the resources needed to keep the child and others safe. All suspensions follow Section 11.

7.4 Support alongside consequences

Consequences are always accompanied by support. This may include referral to the learning mentor or SENDCo, a Boxall Profile, a Behaviour Support Plan, referral for specialist assessment of need, a bespoke timetable or curriculum, additional adult support, advice from the Inclusion team, or a request to the local authority for an EHC needs assessment. A temporary reduced timetable will only be used in exceptional circumstances and in line with Section 11.6.

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.

Greenwich South Hub 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 Greenwich South Hub 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: _____