SHENFIELD ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

Behaviour and Exclusion Policy

Ratified: Autumn 2026 **Review due: Autumn 2028**

School Vision:

Unlock every child's potential as a unique child of God

May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God. Vision Statement: Ephesians 3.17-19

The behaviour policy is central to the working of a successful school. To make it most effective we realise that the wide range of approaches and expertise of the staff team should be drawn upon to create the policy. The most recent Ofsted Inspection (March 2023) states:

"Staff teach pupils how to be kind and care for one another. Pupils often go out of their way to support each other. Teachers have high expectations, and there is no low-level disruption during lessons. This is because all pupils are taught how to focus and how to take pride in what they do. Leaders also involve pupils in the orderly running of the school. Pupils take on responsibilities at breaktimes and in assemblies. As a result, pupils are respectful, and the school is a calm place to be."

Consequently, through whole school professional development and staff meetings focussing on behaviour, all staff were given the opportunity to reflect upon good practice within the school and to highlight areas for future development. The behaviour policy is based on the views of the children and adults of Shenfield St Mary's Church of England Primary School. From Autumn 2022, the teaching team has been developing Trauma Perceptive Practice (TPP) and this policy has been reviewed and adapted to ensure it matches this approach. This is a trauma informed approach to understanding and supporting behaviour. It helps settings support children and young people whose social, emotional and mental health needs manifest themselves in communicating behaviours.

We recognise the important part behaviour plays within the life of the school and it is a wish that this is a valued working document. Regularly reviewing this document will assist in making it of value to all staff.

PROCESS: to show who is involved and how the policy was set up and will be reviewed

- Agreed policy and guidelines, regularly reviewed and made explicit to staff, parents and pupils.
- Individual class codes of conduct including all aspects of the school day created by the class and reviewed Termly. Each class will display its own code and a code for the shared areas will be developed and displayed as a result of the pupils working together.
- School rules suggested by classes and discussed at the professional development day, simplified and made meaningful to children and different situations around the school by the school council. Rules represented by pictures, signs and simple reminders of positive behaviour. Specific dining hall rules presented in poster form in the hall.
- Everyone has ownership of the document by attending the professional development day and given the draft policy for agreement.
- Policy outlines a common strategy for all staff.
- Contains parental information.
- Budget implications projected for three years.

- Training days/meetings and discussions planned.

ENVIRONMENT: aims, ethos, environment

The school values are; respect, forgiveness, trust, responsibility, thankfulness, justice and humility. We believe that the school values can be seen within the life of the school. Both adults and children joining or visiting the school frequently identify the behaviour of our pupils as excellent when compared to other schools.

Positive characteristics of influential adults highlighted at the behaviour professional development day.

Smiles	Fun
Approachable	Genuine
Keen	Pleased by progress
Inclusive	Celebrates success
Tolerant	Builds confidence
Well balanced	A good listener
High expectations of others and self	Gives everyone a voice
High expectations of all groups of learners	Goes the extra mile
Strong and firm	Appropriately enthusiastic
Approachable	Looks after him/herself
Trustworthy	Prepared to admit "I don't know" and follow up
Organised and well prepared	Innovative
Consistent	Kind
Team player	Patient
Humour in appropriate situations	Confident
Fair and just	Contributes to school life
Has self-respect	Friendly
In touch with culture/reality	Inspiring
Calm	Passionate
Sympathetic	

Physical environment

The House structure of the school aims to create four smaller communities to make links across the entire age range of the school. House mornings and theme day activities bring the community closer together through peer modelling and support.

We have an effective EYFS and Year 6 'Buddy' system in place to promote responsibility for the older children allowing them to share their school knowledge and experience whist nurturing the youngest children.

New pupils starting at our school throughout the year also have a class Buddy to ease their transition.

An emphasis is given to making this an attractive, welcoming and formative environment respected by all adults and pupils.

Encouraging good relationships

Weekly newsletters keep all stakeholders informed of upcoming events, celebrate successes and share the vision and ethos of the school. Themed days and weeks take place, incorporating a wide variety of

practical events and enrichment opportunities. Parents, carers and grandparents are welcomed into school for class assemblies and special events. Parents and community volunteers offer class support with individual classes St Mary's church supports pastoral care and the RE curriculum, alongside assemblies. Parent/carer consultation and open evenings are held each term. Teachers, parents, support staff and volunteers run an extensive range of out of hours clubs. The Parents and Friends Association (PFA) organises regular events to enrich school life.

RIGHTS, RESPONSIBILITIES AND RESPECT

The professional development day highlighted rights and responsibilities for all people within the school. It was identified that the rights and responsibilities applied both to children and adults.

Rights

We all have the right:

- To be safe at all times and not scared;
- To be listened to;
- To learn;
- To honesty;
- To make mistakes;
- To help make decisions about the school;
- Not to be bullied, hit or shouted at by anyone;
- To be treated the same (without racism) and to be included;
- To be treated kindly and fairly;
- To be trusted to tell the truth;
- To be treated with respect;
- To have holidays and breaktimes;
- To your own personal space and privacy;
- To be noticed and to be helped;
- To be believed;
- To play;
- To share;
- To a fun education and the right difficulty of work;
- To feel confident about yourself;
- To be given a choice wherever possible;
- To have our things looked after (no stealing);
- To go outside and get fresh air;
- To have proper chairs, tables and school equipment and a clean and safe classroom;
- To everyone following our school rules;

Parents have the right for their children:

- To have access to the curriculum and be educated to the best of the school's ability;
- To be safe in school.

Adults have the right:

- To clear and consistent systems of communication;
- To tolerance;
- To be listened to by children and other adults;
- To develop themselves.

Responsibilities

We have the responsibility:

- To treat other people how we would want to be treated ourselves;
- To provide a safe and happy environment;
- To look after things and return them to their place;
- To treat others as equals;
- To listen to other people's opinions and to be considerate;
- To share with others;
- To respect everyone else's rights.

Adults have the responsibility to:

- To implement school policies and monitor their effects.

Respect

Involves:

- Property and environment;
- A definition of difference and acting according to your environment;
- Being clear about the boundaries;
- Having full regard for you and for others;
- Having self-respect and self-esteem.

This would mean:

- Being known, noticed, acknowledged and cared about;
- Understanding each individual's needs;
- Treating others as you wish to be treated yourself, in a safe, happy, honest, supportive environment.

EXPECTATIONS OF BEHAVIOUR

As a school we have agreed that in order for Shenfield St Mary's Church of England Primary School to have effective expectations towards behaviour, it is essential that all parties must have some involvement in creating the school expectations, how they are to be distributed to all concerned and how they are to be implemented. The following is a list of agreed practice:

- There will be a list of agreed expectations between midday assistants, learning support assistants, teaching staff and children. These expectations need to be widely distributed in understandable language appropriate to the group. They will take the form of multi-sensory reminders (words, pictures, light bulbs) where appropriate.
- School expectations are for everyone, in every situation and that pupils understand interventions mean the same from learning support assistants, midday assistants and teachers.
- All staff need to agree on how to respond to a child who does not follow the school expectations, to be clear about what steps are appropriate to that individual child, who gets involved and how this is communicated. Expectations need to be clear with monitoring and shared goals in place.
- Regular communication needs to take place between midday assistants, teaching staff and learning assistants in order ensure consistency.
- Parents and Carers are supportive of the schools policies, procedures and expectations at all times.

School Expectations

As a result of class discussion activities and whole school professional development, the following list was suggested:

Shenfield St Mary's Expects …

We will always try to:

Put your hand up if you want to speak on the carpet or in worship
Listen when other children or adults are speaking
Respect other people and our school
Be kind and polite to everyone, having good manners
Walk on the paths, halls, corridors and in classrooms, keep running for outside
Tell the truth
Take care of ourselves and our friends, especially if they are feeling sad
If anyone says:
"I don't want to" or "Stop it, I don't like it" we must listen
Never be rude
Take a pride in what we do and look after school property
Tell someone if we are upset

In worship/assembly:

Always behave sensibly
Participate in the singing
Sit correctly, quietly and listen
Answer sensibly
Be ready, thinking about the question, with an answer

In the dinner hall:

Be respectful of other people's allergies (no nuts)
Keep your food and hands to yourself
Eat with your mouth closed, remember your manners
Talk (don't shout)

How we play outside:

Try to choose fair teams
Take turns
Keep our hands and feet to ourselves (no play fighting)
Let others make their own choices – don't be bossy
Share
Always use the equipment safely and put it back
Respect the quiet areas

Most importantly …..
Have fun and make sure everyone else has fun too!

The school council then received these agreed suggestions and agreed which to implement. The council then made the rules appropriate and meaningful to children and created positive signs, pictures and reminders for the school.

REWARDS

In Shenfield St Mary's Church of England Primary School our primary aim is to create an environment, which celebrates and rewards good behaviour. Rewards are given to recognise and acknowledge success, effort and appropriate behaviours. Positive praise is used to reinforce rules and behaviour. Staff lead by example, modelling behaviours to reinforce behaviour patterns. Behaviour expectations are made clear through class codes of conduct and visual prompts throughout the school. Behaviour can be linked to the targeting programme if appropriate. Where appropriate, parents and class teachers liaise to create a common approach to manage behaviour.

Token rewards:
Token rewards are given individually, both adult rewarding child and child rewarding child. Tokens are added to the whole class 'pot'. When the 'pot' is full the class earns a reward agreed by the class, e.g. extra playtime, painting etc. Staff, not directly linked to the class, also give tokens to individuals.

Lunchtime rewards:
Midday assistants give lunchtime stickers or a token reward for good behaviour, team work, manners etc.

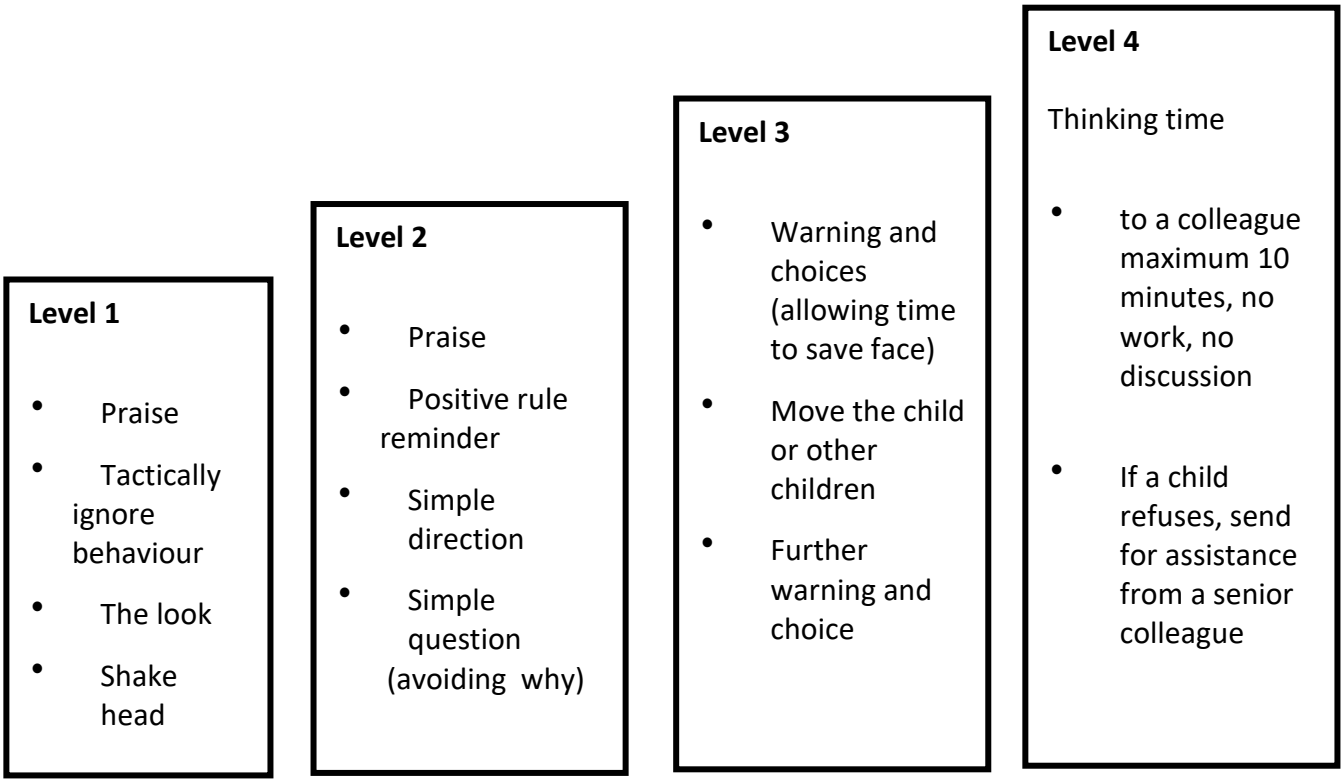
Certificates:
Certificates are given in the weekly celebration assembly for positive behaviour, excellent effort and outstanding achievement in any area of school life. The class teacher liaises with learning support assistants, midday assistants and parent helpers and recognition of their opinion is given in the celebration assembly.

Head of School:
Children are sent to the Head of School or Assistant Head of School to be awarded an Epic Green Card for particularly outstanding work, behaviour or effort. They are given a special stamp, a photo taken for the newsletter. Also, Simbi, our Trust mascot is award to pupils who consistently demonstrate uniqueness, showing kindness and respect and taking responsibility in all they do.

Roles and Responsibilities:
We have a wide number of roles and responsibilities across the school, including School Councillors, Eco Warriors, Guardian Angels. In year 6 we have House Captains, Head Pupils, Play Leaders, Worship Leaders and other roles within the school.

SANCTIONS: Steps to Success

'Steps to success' is a progressive set of sanctions to stop negative behaviour. All staff have been trained in using this set of sanctions.



In the event that 'Thinking Time' is happening repeatedly, further individual interventions will be required to stop negative behaviour.

INDIVIDUAL PLANS

Individual interventions will at times be required in order to stop negative behaviours. The following steps will be taken:

- The class teacher will liaise with a specified senior school leader to set up, monitor and review an individual, short term target with a pupil. This will be negotiated with the child and parents will be informed.
- If the short term target does not stop the negative behaviour, a 'One Plan' will need to be actioned in line with the Special Educational Needs and Disabilities Policy. The plan will take into account the pupils long and short term needs, establish intervention strategies, who is involved and how it will be monitored.
- If the negative behaviour is not reduced, further support will be required through referral to the external agencies in partnership with the parent/carer.

EXCLUSION

Shenfield St Mary's Church of England Primary School aims to stop negative behaviours through early intervention. We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

The school and parents/carers should work in partnership alongside other relevant professionals to stop the negative behaviours. A Team Around the Family (TAF) will be established with the family and relevant professionals.

Types of Support Strategies in School:

- Verbal 'counselling', talking to the child about the reason for the problem. Then providing simple, low level advice and help to overcome the issue.
- Discussions with parents/child/teacher regarding coping strategies
- In-house counselling (Well Being Worker)
- Senior Leadership Team mentoring

Support from Outside Agencies [dependent on the specific need]:

- Children's Social Care
- Family Solutions
- Health Agencies
- Education Psychologist
- Police
- Kids Inspire or Child and Adolescent Mental Health Services (CAMHS)

Exclusion will only occur if the school feels that all other routes have been explored without a positive outcome; or if the safety of children or adults is being put at risk and cannot be guaranteed; or the negative behaviours are having an extremely detrimental effect upon the learning of others. No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Head of School (or in her absence the Trust CEO), usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

<u>Types of Exclusion</u>

Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support

for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary.

Temporary / Fixed-Term exclusion
A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusion
A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Head of School will consult with senior leaders, CEO and Chair of the Local Board of Governors as soon as possible in such a case.

External Exclusion (Permanent) will only be used as a last resort and will be in accordance with the latest guidance from the DfE on exclusions (2026): Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

The Shenfield St Mary's Local Board of Governors will decide whether to uphold the permanent external exclusion, supported by specialist advisors. If the decision is to permanently exclude, the parents/carers have a right to appeal this decision. The appeal committee will be an Independent Review Panel as guided by the DfE.

Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug or weapon on school premises;
- Persistent bullying;
- Persistent prejudice based harassment or hatred based acts
- Exclusion may be the result of persistently poor behaviour or a serious single incident.

Persistent or cumulative problems
Internal and temporary/fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention, target setting, home/school communication book etc.

The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident

Internal and temporary/fixed-term exclusion may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

In such cases the Head of School or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head of School will check whether the incident may have been provoked, for example by bullying or racial harassment. The Local Board of Governors will be informed of all exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

The decision to exclude

If the Head of School decides to exclude a pupil, he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- ensure the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Cancelling exclusions

Headteachers are able to cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated, and the pupil must be allowed back into the school without delay. This practice is sometimes known as withdrawing or rescinding an exclusion. If this occurs, the parents, the governing board and the local authority, must be notified and, if relevant, the social worker and VSH.

Re-integration

After fixed term exclusion the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff – a virtual (remote access) meeting can be requested, but this should not be a default option. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded and a copy retained by the parent, child and school.

Work Set

When a pupil is excluded for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over or via Google Classroom. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning. A pupil can be excluded for up to 10 continuous days on a

fixed term basis. On the 6th continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

Behaviour outside school
Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes any serious breach of policy which could 'bring the school into disrepute'.

Pupils with special educational needs and disabled pupils
The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Head of School should ensure that reasonable steps, in line with the Disability Discrimination Act (DDA) have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Managed move
In cases where the Head of School and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Head of School may consult with the Local Authority and propose a permanent managed move to another school. This is not exclusion and in such cases the Head of School may assist the parents in placing the pupil in another school.

Removal from the school for other reasons
The Head of School may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

Equal Opportunities
The Local Board of Governors recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Mid Essex Anglican Academy school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Monitoring

This policy will monitored by the Safeguarding Lead Governor (SLG) and reported to the Shenfield St Mary's Local Board.

The policy will be reviewed fully every three years.