



MEREVALLEY FEDERATION

BEHAVIOUR POLICY

Date	Author(s)	Notes on Revision/s	Authorised by (date)
Summer 2011		Reviewed	
November 2012		Reviewed & Adopted at GB meeting	
November 2013		Next review	
April 2014		Policy Reviewed	
June 2014		Further reviews	
October 2014		Further amendments	
March 2016	Hayley Davis	Amended to the Cloud System & Adopted by the GB	
July 2016	Hayley Davis	Addition of Positive Handling information	
November 2017	Hayley Davis	Minor changes to procedures. Added in internal exclusion stage to section 4.2.4. Information about new starters added to section 6	
October 2018	Hayley White	Removal of Merits; Addition of information regarding educational visits (section 4.6); Amendment to section 8	
July 2019	Hayley White	Annual update & inclusion of information regarding PE to section 4	
July 2020	Iain Mortimer	Updated to include confiscation of prohibited materials and Appendix 2 – written statement of behaviour principles	S. Mathison 02/09/20
July 2021	Iain Mortimer and Tracy Hurwood	Updated to add consistency across the federation	Full Governing Body 28/9/21
June 2022	Iain Mortimer-Fox	Updated to reflect DfE guidance including transition and the KCSIE definitions on sexual violence and sexual harassment and bullying.	Full Governing Board 19.7.22
September 2023	Hayley White	Annual update and removal of section 4.2.5 regarding PE kits	31.8.2023
April 2024	Regina Roche	Updated to add procedures in place for a pupil absconding from school (section 4.4)	19.4.2024
June 2024	Regina Roche Kelly Tibbles	Reviewed and updated based on feedback from all stakeholders	2.7.2024
Policy Review: Annually			
Level required for ratification: Executive Headteacher			

Key
Emerson Valley specific
Merebrook specific

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1 INTRODUCTION

At Merevalley, we believe that children learn best when parents, the school and children work together in partnership. We believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of rewards and sanctions that we use alongside conversations about the behaviours and choices that children make.

2 Purpose

Our policy is based on the principles of **Community, Pride and Aspire where children have** mutual respect, self-control and proper regard for others. The aim is to create a safe, happy and secure environment in which children learn consideration and respect for others. In all of this, strong emphasis is placed on fostering positive relationships between staff and pupils and on the co-operation and support of parents as the attitude of parents can have strong influence on the pupil's response to authority and rules in school.

The purpose of our school's policy for behaviour and citizenship is to:

- Encourage and praise good behaviour;
- Prevent and discourage inappropriate behaviour;
- Deal with inappropriate behaviour in a fair and consistent manner;
- Develop behavioural skills in the pupils that will benefit both them and the community in which they live and learn.
- Develop socially aware citizens who understand the impact their behaviour has on others.
- Encourage children to be reflective of their behaviour and the impact it has on others.

3 Basic Aims

- To develop in our pupils a sense of self-discipline, and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly community in which effective learning can take place and in which there is mutual respect between all members.
- To build positive pupil/teacher relationships as the key to classroom control and a positive teaching and learning environment for all pupils.
- To establish good standards of behaviour. This is a whole school matter - a corporate responsibility of staff, in partnership with parents and pupils themselves.
- To implement and review a clear policy which is fair and consistently implemented. The policy should be understood and endorsed by the whole staff and has been properly and fully communicated to pupils and parents.
- The SLT gives a strong lead in taking a positive view of pupils;
- That pastoral care is an integral part of all teachers' work.
- To devise and implement a curriculum that has been reviewed and deliberately structured towards the more active involvement of pupils in their learning and in planning their learning.
- The curriculum should teach pupils to have an acceptance of more responsibility for their own progress and more opportunities for positive achievement in all aspects of school life.
- That sanctions are clear and communicated to all involved, but subject to constant review; in particular staff are encouraged to appreciate the objectives underlying the rules and to apply them fairly and equitably;
- That special emphasis is placed on dealing with problems at their point of origin;
- That behaviour patterns are monitored and regularly assessed to identify and address any particular trends by SLT and the pastoral team.

4 Expectations

Expectations of Staff

We expect every adult to:

- Refer to our values of: Community, Pride & Aspire
- Model positive behaviours and build relationships
- Consistently follow our Cloud Behaviour Management System
- Plan lessons that engage, challenge and meet the needs of all children
- Visibly recognise and praise positive behaviours
- Be calm and implement restorative conversations with pupils
- Engage in reflective dialogue with children
- Communicate with the parents/carers if and when issues arise
- Never ignore or walk past children who are behaving badly.
- Record incidences of behaviour on CPOMs
- Record and track positive behaviour on our Rewards Log
- Model our values of Community, Pride and Aspire. This will give the children role models of behaviour to follow.
- Teach a behaviour curriculum that reflects our school values and ethos where children are taught how to behave.

Expectations of Parents/carers

We expect every adult to:

- Support the school in ensuring excellent behaviour in school is a shared expectation
- Support the class teacher, SLT and Pastoral team in any sanctions deemed necessary
- Maintain open lines of communication with the school
- Refer to our values of Community, Pride and Aspire
- Model positive behaviours and build relationships.

Expectations of Leaders

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

We expect senior leaders to:

- Meet and greet children at the beginning of the day on the gate
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning children to learning by sitting in on meetings and supporting staff in conversations
- Regularly celebrate staff and children whose efforts go above and beyond
- Encourage positive communication with parents (notes & phone calls)
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions.

Senior Leaders will:

- Take time to welcome children at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share good practice;
- Support teachers in managing children with more complex or entrenched negative behaviours;
- Regularly review provision for children who fall beyond the range of written policies.

5 Promoting Positive Behaviour

We recognise and promote good behaviour as we believe that this will develop an ethos of kindness, respect and cooperation.

We praise and reward children for demonstrating positive behaviours in school in a variety of different ways:

5.1 Celebration Assembly

At Emerson Valley, once a week, the whole school meet to celebrate positive behaviour across all year groups. During this assembly a child/children from each class receive a Gold Award, chosen by the Class Teacher. Class Teachers share the reasons for the award with the school and children collect a certificate. Each week, the PE and Music team also choose a child from each year group to receive a certificate. The names of these children are also shared with parents in our weekly newsletter 'Inform' on that Friday..

At Merebrook, once a week, the whole school meet to celebrate positive behaviour and achievements across all year groups. During this assembly, children are rewarded for being on the star 3 times during the week and being in the school Golden Book. The PE and Music team will nominate a child from each year group to go in the Golden Book.

These assemblies are also a time to celebrate any achievements outside of school. These may include music examinations or sports awards. Children are encouraged to share these achievements with the rest of the school during this assembly.

5.2 House Points

When children join our federation, they will be allocated a 'House' (Neptune, Mars, Saturn or Jupiter). Each house will have children from every class across the schools. Children are awarded house points for demonstrating good behaviour or for any form of academic achievement. This may include demonstrating our core values of **Community, Pride and Aspire** (See Appendix 1 for examples of this behaviour). Children that remain on the 'sun' will be awarded 1 house point at the end of each day. Children who consistently and independently follow our three core values of Community, Pride and Aspire will be moved to the 'Rainbow' and will receive 2 house points. Children who demonstrate exceptional behaviour or complete outstanding work will be moved on to the 'star' and awarded 3 house points. Examples of such behaviour can be found in Appendix 1.

House points will be logged throughout the week on the **Rewards Log**. During Celebration Assembly, the winning house for that week will be announced. The winning house each half-term will receive a reward which will be launched at the beginning of each half-term. Children can earn house points to achieve individual rewards. When children earn a certain amount of house points, they will receive a certificate which can be exchanged for Merevalley Money and used to buy items from our school vending machine. Children can choose to save up their House Points to buy a larger reward. (See Appendix 6).

In addition to the above, children may also receive the following rewards for demonstrating good learning behaviour:

- Verbal praise;
- Being sent to another member of staff to reinforce praise given;
- A conversation with the parent or carer at the end of the day;
- Stickers
- Positive Phone call home
- Pencils for getting on the star 3 times per week
- Class Rewards

5.3 Roles & Responsibilities

Another way in which we promote positive community values is by giving our children the opportunity to apply for roles and responsibilities within the Merevalley Community.

A selection of some of the opportunities available to our children include:

- School Councillors
- Junior Road Safety Officers
- Prefects
- Mental Health Champions
- Librarians
- House Captains
- Young Leaders
- Antibullying Ambassadors

6 Sanctions

Sometimes it is necessary to discourage pupils from making poor choices about their behaviour. We do this through a system of logical consequences or sanctions. It is very important that these are used fairly and consistently and with regard to the underlying principles outlined. These sanctions must be applied alongside a **restorative conversation** about the child's behaviour choice.

6.1 The Cloud Behaviour Management System

At the heart of managing behaviour effectively is a strong partnership between parents and the school staff, as recognised in our 'Home / School Agreement'. For the vast majority of our children a gentle reminder is all that is needed. However, there are some occasions when it is necessary for a child to have reflection time.

Staff will praise the behaviour they wish to see and will not pander to attention seeking behaviour.

Our school behaviour management system is based on a cloud system as detailed in Appendix 1 - The Cloud System. At each stage there is a reward or sanction as a result of a child's behaviour. These symbols are visually displayed in all classrooms and learning areas. All children have a name label that is then moved up or down depending on their behaviour.

Merevalley Federation staff aim to support children that get moved down to the clouds on their journey back to the Sun during the day. This is following a restorative conversation. Use of praise and recognition of appropriate behaviour encourages children to improve their behaviour so that this can happen.

Our values of **Community, Pride and Aspire** are used in the restorative conversations that we have with the children regarding their behaviour.

Children will be held accountable for their behaviour and staff will endeavour to teach responsibility as a life value. Staff will use the stages below for dealing with poor conduct.

At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. In these cases, the individual needs of the child may explain their behaviour, but it does not excuse it. Such adjustments will be discussed with the Senior Leadership Team and the child's parents or guardian but will not distract from the ultimate purpose of this policy. Individual Behaviour Plans may be used for children with special educational needs.

6.1.1 Staying on the sun (Stage 1)

We expect everyone to be on Stage 1 and while on Stage 1 a child can access all the wonderful rewards for following our school rules and displaying our school values. This stage is exemplified by children being ready to learn, respectful and safe in their behaviour. We recognise that everyone might need a reminder from time to time – a positive

encouragement to follow our school rules.

From time to time on this stage, children may need a gentle reminder.

If needed, this script will be used, by all staff, at Stage 1:

Script: <Name>, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are following our school values of Community, Pride & Aspire. (refer to the value they are now showing here).

Thank you.

6.1.2 White Cloud Behaviour (Stage 2)

Children will move down to the white cloud for low level disruption or distracting others' learning. This may include (but is not limited to) calling out, running when they are supposed to be walking, choosing not to listen, interrupting other's learning, distracting themselves or others during learning time, refusing to follow instructions or complete work. The consequence of this is that 5 minutes of reflection time will need to be completed. This can be completed during social times or at a time that is more suitable. Where possible, reflection time will be on the same day that the behaviour has occurred. If this is not possible, reflection time will be completed the following day.

6.1.3 Grey Cloud Behaviour (Stage 3)

Children move down to the grey cloud if their behaviour does not improve and further white cloud behaviour is seen. The consequence of this is that a 10-minute reflection time will be carried out at a suitable time.

6.1.4 Thunder Cloud Behaviour (Stage 4)

Merevalley Federation has a zero-tolerance policy on physical or verbal-abusive behaviour and children failing to adhere to this will be immediately moved down to the thunder cloud and will consequently complete a 15-minute reflection time at a suitable time. At Emerson Valley, children will be expected to complete a written reflection. (See appendix 4). A phone call home will be made by a member of staff to the parents of children moved down to the thunder cloud to explain what has happened and the consequence of this behaviour. An electronic log of this behaviour will be made by the member of staff dealing with the incident, unless otherwise agreed that another member of staff will do this. Following a discussion between the staff member and SLT, a decision will be made as to whether a member of the SLT needs to have a conversation with the child.

6.2 Persistent misbehaviour

Teachers may notice that some children will repeatedly be completing reflection time due to white and grey cloud behaviour. Over the course of each half term, it is the Class Teacher's responsibility to monitor this on the Rewards Log and share these concerns with their team/phase leader during team meetings and at Emerson Valley, the Learning Mentors. The Class Teacher is responsible for speaking to parents about this concern and supporting the child in improving their behaviour.

6.3 Exclusions (Stage 5)

If a child displays thunder cloud behaviour three times during one half term, a meeting will be called by the year group Team Leader/Phase leader or a member of Senior Leadership. Parents will be invited into school to discuss their child's behaviour and a Report Card (See Appendix 5) will be put in place (agreed by the staff member, child and parent) for one week to allow the child opportunities to turn their behaviour around.

If the behaviour has occurred during lesson times, an internal exclusion may be given. This will take the form of the child spending 1 hour during the next school day working in a class in a different year group to their own.

If behaviour has occurred during lunchtimes the Headteacher may choose to issue the child with an internal lunchtime exclusion for up to 5 days. During this time the child will not be allowed to take part in lunchtime social time with their peers and instead will spend their time with a member of the Senior Leadership Team. At this stage a conversation will be had with parents, a report card will be put in place and a meeting may be organised to support the child and family and help to avoid a formal lunchtime exclusion. However, if behaviour does not improve using the report card, the Headteacher may choose to issue an external lunchtime exclusion of up to 5 days. This will be discussed with parents and will take effect from the next school day. Parents will be asked to collect their child at the start of lunchtime and return them back to school for the start of afternoon lessons. Following this period of lunchtime exclusions, a reintegration meeting will be held with a parent or carer before the child is allowed to spend lunchtimes in school again.

We have a Zero Tolerance policy for Bullying, violence or threatening behaviour to pupils or staff and any such incidents will immediately trigger a meeting with parents and an internal exclusion. Children may also be internally excluded for purposefully using inappropriate sexual behaviour, Racist, homophobic or sectarian language. The child will be put on a report card to support them in making the right choices.

The Headteacher reserves the right to exclude children for fixed periods of time or permanently. Fixed Period Exclusions or Permanent Exclusions are the ultimate sanction of the school. The decision to invoke these most serious of disciplinary measures will not be taken lightly and, in most cases, will not be used unless a range of support and other sanctions have been exhausted.

6.4 Sporting events, school events and residentials

The school reserves the right to exclude a child from taking part in sporting events, school events organised by the school and Friends of EVS (e.g. Sleepovers, Prom & Discos) and residentials if the school believes the child has been choosing and demonstrating behaviours that do not follow our school vision and values. If an event is taking place during a half-term and the child has received an internal exclusion or fixed term exclusion as a result of their behaviour, they will not be allowed to attend any such event during that half-term. It is at the discretion of the Headteacher and SLT to decide upon whether or not they feel a child can attend an event outside of school particularly if the behaviours shown by the child, whilst in school, are inappropriate and/or unpredictable enough that their own or others' safety may be at risk if they attend the event. Children who are choosing negative behaviours are choosing not to be part of the wider school community.

6.5 Bullying

Bullying is defined as the repetitive, intentional harming of 1 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 Bullying

can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

6.6 Pupils absconding from school

If a pupil was to leave the school premises via any exit door, window or gate, then the member of staff responsible for that child would alert a member of the pastoral or SLT team or the SENCO. The alert would be made using a ‘walkie-talkie’. If the member of staff did not have a ‘walkie-talkie’ then they would need to stop the lesson urgently and alert a member of staff to ensure the safety of the child. This includes if the child is safe and can be seen by the responsible adult but has still left the school premises. The child’s parent would be notified and/or the police depending on the child’s state of wellbeing and willingness to come back into the school premises. A restorative conversation would take place and the dangers of leaving the school premises would be discussed with the child and an action plan put in place to try and stop this from happening again. A sanction will be put in place at the discretion of the Headteacher. This could result in the child going on the thunder cloud or in more severe cases, receiving an internal exclusion. This would be logged on our online monitoring system: CPOMs.

6.7 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

6.8 Social Times

In our Merevalley Federation, we recognise the importance of consistency across all areas of school life. All morning break times are supervised by Teachers or Teaching Assistants working within each year group. Lunchtimes are supervised by Midday supervisors/Teaching assistants. At Emerson Valley, the Learning Mentors are also on hand to support with behaviour. Any inappropriate behaviour will result in children moving down clouds and having reflection time. This time can be completed during the social time. Equally, positive behaviour during social times is rewarded either with house points or by a child moving up the cloud system. This will be communicated to the child's class teacher so the Rewards Log can be updated.

Sometimes children find playtimes and breaks difficult to manage. There are a lot of issues that can impact upon the success of playtime and the positive experiences children can gain from. We are sensitive to the needs of all children and aim to provide children with opportunities for positive play and develop their social interaction skills. Senior Leaders may need to consider alternative lunchtime provision, for example by offering structured lunchtime clubs, for children that repeatedly do not seem able to manage 'free play' at these times. If we feel this is a necessary step for a child, it will be communicated to the parents/carers.

6.9 Partnership with Parents

In our Merevalley Federation, we aim to work closely with Parents in order to support children's social and emotional development and their behaviour both in school and at home.

We recognise that positive relationships with Parents are an integral part of supporting a child's development and expect Parents to support and work in conjunction with the school in order to improve their child's behaviour.

At Merebrook, Class Teachers and Teaching Assistants are available to support parents with their children's behaviour at home and work alongside to support and encourage positive behaviour in school.

At Emerson Valley, our Learning Mentors are available to support parents with children's behaviour at home and work alongside Class Teachers and parents in order to support and encourage positive behaviour in school.

6.10 A Fresh Start

At the start of each day, children's names begin on the sun, however any reflection time that was not able to be taken during the previous day will be missed during that day. At the end of each half term, any thunder cloud behaviour is archived; the number of times the child got on the thunder cloud is not rolled over to the next half term. Students will be supported where necessary through conversations and restorative practice with their teacher, learning mentor or another member of school staff, in order to change their behaviour decisions.

6.11 Educational visits

The Merevalley Federation reserves the right to ask parents or carers to accompany their child on an educational visit if the School considers the child's behaviour at school to be inappropriate and/or unpredictable enough that their own or others' safety may be at risk if they attend the visit unaccompanied. In discussion with Senior Leaders, visit leaders may also request that a child does not accompany their class on an education visit, and instead remains in school under the supervision of another year group, if their presence on the visit endangers other children or staff. During educational visits, school staff have the right to continue to enforce the school's behaviour policy with the same sanctions regarding reflection time. If children choose behaviour on a trip that endangers the safety of themselves or others, the staff on the trip may decide to bring the child back to school or contact their parents to collect them.

6.12 Confiscation

Any prohibited items including: Knives, weapons or sharp objects, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7 Positive Handling

The aim of positive handling is to bring temporary assisted control to a pupil who has lost self-control and is engaged in behaviour that is dangerous or damaging to self, others or the environment. A selected number of staff has had appropriate training in this using the *TeamTeach* Method.

Across our federation, positive handling will only be carried out by trained staff and this will be done in a sympathetic way that provides a caring and safe situation for the pupil. The methodologies which are taught are highly effective and underpinned and set in the context of maintaining and sustaining positive relationships with children. In particular, the focus on personalised de-escalation strategies means that physical restraint will only be carried out as a last resort in a manner that preserves the dignity of the pupil; where possible, it must not take place in public. All positive handling that takes place in school must be recorded and reported by staff involved in the process. This process is overseen by the SENCo. Parents will also be informed that these measures have had to take place to ensure the safety of their child.

Children that demonstrate behaviour that may need positive handling will have a Positive Behaviour Plan in place. This will be organised by the SENCo and put together with the parents of the child. School staff working with the child will also be involved in putting together the plan so that appropriate strategies are suggested. The plan will be reviewed as often as needed, but at least once per half term.

On the rare occasion where a child is endangering themselves or others in school and a positive handling plan is not in place, trained Team-Teach staff may need to restrain this child without a plan being in place. Following this incident, the parents will be invited in so that a Positive Handling Plan can be drawn up with the school so that strategies are in place for any future incidents.

Reasonable force may be used by any member of school staff in exceptional circumstances, where staff trained to use Team-Teach are not available, in line with Section 93 of the Education & Inspections Act 2006 which allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

This policy has been written in line with DFE 'Use of reasonable force' advice for Headteachers, staff and governing bodies July 2013.

8 Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. This can include children moving to secondary school or a new school.

9 Communication with Parents

The Behaviour Policy is available on the school website. The school values its partnership with parents and expects parents to support the school in maintaining its high standards of behaviour. The Behaviour Policy and any relevant sanctions set by the Headteacher will be applied fairly and consistently.

10 Safeguarding, Special Educational Needs and the Equality Act 2010

In relation to the Behaviour Policy, the school acknowledges its legal duties with regard to safeguarding and in respect of students with Special Educational Needs. The school will have due regard for the promotion of equality and ensure that its policies, expectations and sanctions do not unlawfully discriminate.

11 The Harassment of Staff

The harassment, abuse or intimidation of staff, both on and off the premises, including via the use of technologies such as mobile phones and the Internet, is considered a serious breach of the school's Behaviour Policy. The school will discipline a student who breaches the school Behaviour Policy in this way with a sanction, including exclusion decided upon by the Headteacher.

If a student is found to have made a malicious allegation against a member of the school staff, the Headteacher may exclude the student from school either for a fixed term or permanently. This does not affect a parent or child's right to raise a complaint against a member of staff in good faith.

The Staff Code of Conduct and the Parental Code of Conduct should also be read alongside this policy.

12 Exclusion

The ultimate sanction available to the Headteacher is exclusion – including permanent exclusion.

The decision to exclude is never taken lightly. Only the Headteacher (or, in their absence, a member of the Senior Leadership Team) can exclude a student. Other exclusion-related activities, including the investigation, may be delegated to other staff.

There are four types of exclusion which the school may use:

- Internal exclusion – this is where a child is not permitted to work in their usual class. They may work alongside an adult on a one to one basis or work in another class away from their peers;
- Lunch time exclusion – this may be used where the behaviour is confined to incidents within the lunch time period;
- Fixed term exclusion – a child may be excluded for a period of up to six school days. During this period the school sets work for the child to complete, and arrangements will be made to mark any work returned. The parents have a duty to ensure the supervision of their child during a fixed term exclusion and the child is not permitted to come onto the school premises for the period of the exclusion. Where a child is excluded for 6 days or more or where the number of excluded days in any one term exceeds 15 the governing body must meet to review the use of exclusion. Statutory regulations apply to exclusions of this kind;
- Permanent exclusion - this is a very serious step and is very much a last resort. Statutory regulations apply to permanent exclusions and the governors must meet within a specified time to decide whether or not to uphold the exclusion. Reference must be made to the relevant government guidance.

Please refer to the following link for the statutory guidance with which the school will comply:







https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

A student may be excluded after being involved in a single or 'one off' incident that is a serious breach of the code of behaviour. Examples of such an incident can include:

- Drug and alcohol related incidents;
- Incidents involving cigarettes, tobacco, cigarette lighters or matches;
- incidents involving offensive weapons;
- Stealing;
- Swearing at teachers or other staff; threatening staff;
- Serious actual or threatened violence against another student or member of staff;
- Destructive behaviour;
- Deliberate damage to school property or the property of other members of the school community;
- Incidents impacting on the health and safety of other students or members of staff
- Malicious allegations against a member of staff;
- Bringing the reputation of the school into disrepute.

All exclusions will be made in line with local and statutory guidance.

Appendix 1 THE CLOUD SYSTEM

 <p>Star</p>	<p>Children are moved up to the star for exceptional behaviour or outstanding work. This is when children go 'Over and above' what is expected of them. Children are awarded 3 house points for moving to the stars.</p>
 <p>Rainbow</p>	<p>Children can be moved up to the Rainbow for displaying our school values of Community, Pride & Aspire e.g. helping out a friend or looking after our school community, taking pride in their presentation, aspiring to do their best in a piece of work.</p>
 <p>Sun</p>	<p>STARTING POINT: At the beginning of every day children start on the sun. If they remain on the sun all day they are awarded 1 house point at the end of the day. Children remain on the sun for following our school rules and expectations.</p>
 <p>White cloud</p>	<p>Children move down to the white cloud for low level disruption or distracting others' learning. This may include (but is not limited to): calling out, talking at inappropriate times, running when they are supposed to be walking, choosing not to listen, interrupting other's learning, distracting themselves or others during learning time, refusing to follow instructions or complete work and making unkind remarks. 5 Minutes Reflection Time.</p>
 <p>Grey cloud</p>	<p>Children move down to the grey cloud if their behaviour does not improve and further white cloud behaviour is seen. 10 minutes Reflection time.</p>
 <p>Thunder</p>	<p>Children move down to the thunder cloud if their behaviour still does not improve and further white cloud behaviour is seen. Children are also immediately moved down to the thunder cloud from any other stage for any of the following behaviours: swearing, hitting, punching or being verbally abusive to other children or adults as well as damage to school property, spoiling another pupil's work, persistently goading another child, using inappropriate language, taking property that does not belong to them, showing threatening behaviour and throwing equipment at another child or adult. 15 minutes Reflection time. Children at EVS have to fill out a Reflection Form which is kept by the class teacher and referred to if the child was to ever display such behaviour again.</p>

Appendix 2 *WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES*

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board every year.

Appendix 3 RESTORATIVE CONVERSATION STRUCTURE

Restorative Conversation Structure

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and how?
- How could things have been done differently?
- What needs to have happened so that you can move on?
- What needs to happen to fix it/put things right? What could you do?

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

What is being restored?

This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

However, something may also be restored within an individual – for example:

- A sense of security; Self-confidence; Self-respect; Dignity. Overall, the process often results in the restoration of someone's sense of belonging to a community;

Appendix 4 Behaviour Reflection



COMMUNITY, PRIDE, ASPIRE.

Behaviour Reflection

You have made a choice to do something that does not follow our school values of Community, Pride & Aspire. This means you need to stop and think about the following things:

1. What behaviour did you display?

2. What were the reasons for me behaving like this?

3. Who did my behaviour have an impact on and how did my behaviour affect them?

4. What's my plan to improve my behaviour?

5. Is there anything else I need to do?

Signed: _____

Appendix 5 Behaviour Report Card



Pupil Name:	
Class:	
Date started:	
Expected Completion date:	
Behaviours shown to receive this card:	

Please put an X if the pupil does not behave and a tick if there have been no problems.

Time/Lesson	Day/date:	Day/date:	Day/date:	Day/date:	Day/date:
Early work/ Assembly					
Lesson 1					
Lesson 2					
Break					
Lesson 3					
Lunch					
Lesson 4					
Lesson 5					

Comments:

Appendix 6 House Points Rewards System

Bronze Certificate	100 House Points
Silver Certificate	250 House Points
Gold Certificate	350 House Points
Platinum Certificate	500 House Points

Examples of what children can buy with their Merevalley Money	
Small chocolate bars & sweets – up to 50 HPs	Pens/Pencils & Stationery– up to 100 HPs
Choose your seat in class – 100 HPs	Extra break – 150 HPs
Fidget Toys – 250 HPs	Mini Games – 300 HPs
Work in the School Office for an afternoon – 400 HPs	Lunch with the Headteacher – 500 HPs

