



MEREVALLEY FEDERATION

BEHAVIOUR POLICY

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Key	
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Merebrook specific	

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1 INTRODUCTION

At Emerson Valley School, we believe that children learn best when parents, the school and children work together in partnership.

2 AIM

The underlying principle of our behaviour policy follows our ethos and values of: **Community, Pride and Aspire.**

We aim to develop socially aware citizens who understand the impact of their behaviour on others. In order to do this, we need to model the correct behaviours and language as staff, praise and celebrate behaviours that fit our ethos and values and have restorative conversations with children when they have not made the right choices. Our aim is to develop children who are able to make the right choices and have strategies to support them to do this.

3 OVERVIEW OF THE BEHAVIOUR POLICY

3.1 Rewards and Consequences

We believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of rewards and consequences that we use alongside conversations about the behaviours and choices.

3.2 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.

3.3 Roles and Responsibilities of Adults

All adults in school are responsible for rewarding positive behaviour choices and applying sanctions and holding restorative conversations with the children. The adults dealing with the behaviour are responsible for logging this on CPOMS where necessary and making any phonecalls to the parents.

It is the responsibility of all adults to model our values of **Community, Pride and Aspire.** This will give the children role models of behaviour to follow.

3.4 Playtimes and Lunchtimes

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.

3.5 Principles, Aims, Ethos and Values

The underlying principle of our behaviour policy follows our ethos and values of: **Community, Pride and Aspire.**

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this.

In our federation:

- Everyone is made to feel safe and welcome;

- Staff and pupils treat one another with respect;
- Our Behaviour Policy is sustained and modelled by everything that adults do and say;
- There is a partnership between staff and parents/carers;
- There are high expectations of everybody;
- We recognise and celebrate positive behaviour;
- Pupils are equally valued;
- Anyone new is helped to settle into the school;
- Pupils are actively involved in their own learning;
- Teaching responds to different learning styles and needs;
- Collaboration is encouraged.

4 THE CLOUD BEHAVIOUR MANAGEMENT SYSTEM

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.

Our values of **Community, Pride and Aspire** should be used in the conversations that we have with the children regarding their behaviour and modelling correct behaviour.

4.1 Promoting Positive Behaviour

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

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

4.1.1 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. The names of these children are also shared with parents in our weekly newsletter 'Inform' the following week.

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.

This assembly is 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.

4.1.2 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 school. Children are awarded house points for demonstrating good behaviour or for any form of academic achievement. This may include being kind, being helpful or being a good role model to others. House points will be totalled up on a weekly basis and are shared and celebrated in our Celebration Assembly.

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
- Headteacher's award.

Those children that remain on the 'sun' will be awarded 1 house point at the end of each day. Children who demonstrate exceptional behaviour or complete outstanding work will be moved on to the 'stars' and awarded 3 house points.

4.2 Sanctions

Whilst our ethos at the Merevalley federation is based on celebrating positive behaviour, there may be times when rules are not followed and children do not make the correct choices about their own behaviour.

Our adults use restorative conversations to reinforce the impact of the child's actions and what they must do next time to ensure they are following our ethos and values of: **Community, Pride and Aspire**. A restorative conversation structure is shown in Appendix 3.

4.2.1 White Cloud Behaviour

Children will move down to the white cloud for low level disruption or distracting others' learning. This may include messing around, saying silly things, immature behaviour or not listening to staff. The consequence of this is that 5 minutes of social time will be missed, either at morning break time or lunchtime. Where possible, social time missed will be on the same day that the behaviour has occurred. This may not be possible if the behaviour has occurred during afternoon lessons. If this is the case, social time will be missed during the following day. Children will spend social time that is missed at break time by standing with a member of staff that is on duty. Children will spend social time that is missed at lunchtime with a member of staff.

4.2.2 Grey Cloud Behaviour

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 10 minutes of social time will be missed, either at morning break time or lunchtime.

4.2.3 Thunder Cloud Behaviour

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 miss 15 minutes of social time during break and lunchtimes. A phone call home will be made by a member of staff to parents of children moved down to the thunder cloud to explain what has happened and the consequence of this behaviour. The child will be notified that they are receiving a red slip. 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.

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 the restorative conversation. Use of praise and recognition of appropriate behaviour encourages children to improve their behaviour so that this can happen.

4.2.4 Persistent misbehaviour

Teachers may notice that some children will repeatedly be needing to miss social time due to white and grey cloud behaviour. Over the course of each half term, it is the Class Teacher's responsibly to monitor this and share these concerns with their team/phase leader

and at Emerson Valley, the Learning Mentor. The Class Teacher is responsible for speaking to parents about this concern and supporting the child in improving their behaviour.

4.2.5 PE Kits at Emerson Valley

We encourage children to take responsibility for their own belongings at school. It is important that they arrive at school with everything that they need for the day, including a full PE Kit. Children in Year 6 will miss 5 minutes of social time for a missing item of PE kit, and 10 minutes for not having any PE kit on the day of their PE lesson.

4.2.6 Exclusions

If a child receives 3 red behaviour slips during one half term, a meeting will be called by the year group Team Leader/Phase leader or member of Senior Leadership. Parents will be invited into school to discuss their child's behaviour.

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 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, the Headteacher may choose to issue a 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.

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.

4.3 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 missing social time. Equally, positive behaviour during social times is rewarded either with house points or by a child moving up the cloud system.

4.4 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.

4.5 A Fresh Start

At the start of each day, children's names begin on the sun, however any missed social 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 red behaviour slips are archived; the number of red slips is not rolled over to the next half term.

4.6 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 educational 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 social 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.

4.7 Confiscation

Any prohibited items including: Knives or weapons, 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](#).

5 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 *Team-Teach* 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.

6 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.

Parents will be given a leaflet explaining the school Behaviour system before their child starts the school. This leaflet explains the school's procedures and the key members of staff that are involved with this.

7 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.

8 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.

9 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, the senior teacher in charge) 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/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.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 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

 Stars	<p>Children are moved up to the stars for exceptional behaviour or outstanding work. Children are awarded 3 house points for moving to the stars.</p>
 Sun	<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.</p>
 White cloud	<p>Children move down to the white cloud for low level disruption or distracting others' learning. This may include messing around, saying silly things, immature behaviour or not listening to staff. 5 Minutes social time missed.</p>
 Grey cloud	<p>Children move down to the grey cloud if their behaviour does not improve and further white cloud behaviour is seen. 10 minutes social time missed.</p>
 Thunder	<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. 15 minutes social time missed.</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 happen so that you can move on?
- What needs to happen to fix it/put things right? What could you do?