MERSEY VALE PRIMARY SCHOOL

BEHAVIOUR POLICY

At Mersey Vale Primary School, we are committed to ensuring equality of education and opportunity for all irrespective of race, gender, ability, religion, socio-economic factors and disability. The achievement of all pupils is monitored and we use this data to raise standards and ensure inclusive teaching and learning.

We aim to provide our pupils with a firm foundation which will enable them to fulfil their potential. We seek to eliminate unlawful discrimination. At Mersey Vale we believe that diversity and inclusion are strengths, which should be respected and celebrated by all those who learn, teach and visit here.

We firmly believe that every child who wishes to come to our school, and who has a successful application based on our admissions criteria, should be admitted, regardless of sex, race, belief or physical disability.

Date approved and adopted by Governing Board	01/12/25
Signed : _M. lawte ._ Chair of Governors	
Date for next review	December 2028

Contents

1. Aims

This policy, alongside our Behaviour Blueprint, aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
> Outline the expectations and consequences of behaviour
> Provide a consistent approach to behaviour management that is applied equally to all pupils
> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

> Behaviour in schools: advice for headteachers and school staff 2024
> Searching, screening and confiscation: advice for schools 2022
> The Equality Act 2010
> Keeping Children Safe in Education
> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
> Use of reasonable force in schools
> Supporting pupils with medical conditions at school
> Special Educational Needs and Disability (SEND) Code of Practice
> Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

> Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
> [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes
> Non-completion of classwork or homework
> Poor attitude
> Incorrect uniform

Serious misbehaviour is defined as:

> Repeated breaches of the school rules
> Any form of bullying
> Sexual violence
> Sexual harassment
> Vandalism
> Theft
> Fighting
> Smoking or vaping
> Racist, sexist, homophobic or discriminatory behaviour
> Possession of any prohibited/banned items.

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for:

> Reviewing and approving the written statement of behaviour principles (appendix 1)
> Reviewing this behaviour policy in conjunction with the headteacher
> Monitoring the policy's effectiveness
> Holding the headteacher to account for its implementation

4.2 The headteacher

The headteacher is responsible for:

> Reviewing this policy in conjunction with the governing board.
> Giving due consideration to the school's statement of behaviour principles (appendix 1)
> Approving this policy
> Ensuring that the school environment encourages positive behaviour
> Ensuring that staff deal effectively with poor behaviour
> Monitoring that the policy is implemented by staff consistently with all groups of pupils
> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
> Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

4.3 Staff

Staff are responsible for:

> Creating a calm and safe environment for pupils
> Establishing and maintaining clear boundaries of acceptable pupil behaviour
> Implementing the behaviour policy consistently
> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
> Modelling expected behaviour and positive relationships
> Providing a personalised approach to the specific behavioural needs of particular pupils
> Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
> Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
> Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate
> Support their child in adhering to the school's behaviour policy
> Inform the school of any changes in circumstances that may affect their child's behaviour
> Discuss any behavioural concerns with the class teacher promptly
> Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
> Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
> Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

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: • 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)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our **Anti Bullying Policy.**

6. Responding to behaviour

6.1 "The Mersey Vale Way"

Kind
Responsible
Inclusive
Resilient
Collaborative
Life-long learners

Working Together for a Brighter Future

Mersey Vale Primary School

At Mersey Vale, our Values guide everything we do. We aim to instil these qualities in all our children, preparing them not only for success at school, but also for life beyond.

"The Mersey Vale Way"

As part of the Mersey Vale Family we are *'working together for a brighter future'* using our values to create a welcoming environment where everybody is happy, enjoys learning and achieves their own full potential. Everyone has the right to feel safe, included and respected. Our Behaviour Policy fosters strong relationships and a culture of care, while upholding clear and consistent expectations.

Our Key Principles

Behaviour is Communication – We approach all behaviour with curiosity

Non-Judgemental Acceptance – We separate the behaviour from the child

We Prioritise Our Relationships – Behaviour is rooted in connection and trust

Structure and Predictability – Children thrive and feel safe with clear boundaries and expectations

Consistent, Fair and Proportionate – Our response is meeting needs, not matching treatment

We are Always Restorative – Encouraging growth through repair and reparation, not shame

Leading by Example is Powerful – Adults demonstrate emotional regulation and respect in their interactions

SEND Aware – Behaviour strategies are inclusive and respond to everyone's needs

RELATIONSHIPS AND BEHAVIOUR ARE EVERYONE'S BUSINESS AT HOME AND AT SCHOOL – *'working together for a brighter future'*

In life we all make mistakes. What matters most is the learning that follows, helping children to reflect, improve, and avoid repeating them. At Mersey Vale, we see mistakes as stepping stones to progress. We encourage children to see mistakes as opportunities to grow, build resilience, and develop the confidence to persevere.
Talking to our children and guiding them through difficult situations is the most valuable way to support them in making positive changes to their own behaviour and take ownership of their actions.
We aim to help children learn to repair the damage and strengthen their relationships.

Recognition

Verbal praise

Dojo Points

Name remains on the sun

Name is moved to the rainbow

Stickers, stamps and value cards

Communication home

Prizes and certificates

Values badge

Privileges linked to reaching 50 Dojo Points

Weekly Values Time

Consequences

Verbal warning (not recorded)

Visual warning (name moved to cloud)

2nd visual warning (name moved to the storm)

Moved within the classroom/playground

Moved to partner classroom/playground – recorded on SIMs and followed up with restorative discussion to repair harm.

Communication home

Loss of playtime/lunchtime

SLT involvement – recorded on SIMs and followed up with restorative discussion to repair harm, including Listen, Lin Learn.

Value time will replace Golden Time.
The aim is to give all children the opportunity to socialise positively together. Time to enjoy rewards and to strengthen existing friendships, while also giving children time to foster new ones. Value time will be quality social time for our children, promoting positive communications and interactions.

Our Approach to Supporting Behaviour at Mersey Vale

- Keep a cool head and a warm heart.
- **Stay curious** about what a child's behaviour is really communicating.
- Use strategies that are reasonable, proportionate and necessary, **tailored to the individual.**
- Begin with the least intrusive approach, such as gentle encouragement and reminders.
- Use **'zones of regulation'** to build emotional regulation and behavioural skills for life.
- Give learners **'take up time'** to respond before moving on to the next step.
- Use **restorative approaches** to help children reflect upon and learn from their behaviour.
- **Consistency is key** – use a common language, including 'help scripts'.
- Ensure consequences are linked to our **Values** and focused on repairing any harm done.

RECONNECT AND REPAIR

Reasonable Adjustments

Some behaviour may be linked to a child's identified special educational needs or unmet needs. We will make reasonable adjustments to support the child with any specific needs and when dealing with incidents we will take these specific needs into account when deciding how to respond. We will always ensure that our response is a proportionate measure to achieve a legitimate aim, in line with the Equality Act 2010.

In the case of school behaviour, a legitimate aim is to ensure that we maintain a safe and productive learning environment for all pupils.

If a child has a My Plan designed to reduce the number of incidents of challenging behaviours and the need for positive handling, staff refer to this document as a first step of support.

6.2 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)
> Travelling to or from school
> Wearing school uniform
> In any other way identifiable as a pupil of our school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

6.3 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil
> It could have repercussions for the orderly running of the school
> It adversely affects the reputation of the school
> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6.4 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
If a decision is made to report the matter to the police, a member of the Senior Leadership Team (SLT) will make the report.
The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.5 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 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:
    o Manage the incident internally
    o Refer to early help
    o Refer to children's social care

        o   Report to the police

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

6.6 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

7. Use of physical intervention

7.1 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder
> Hurting themselves or others
> Damaging property
> Committing an offence

Incidents of reasonable force must:

> Always be used as a last resort
> Be applied using the minimum amount of force and for the minimum amount of time possible
> Be used in a way that maintains the safety and dignity of all concerned
> Never be used as a form of punishment
> Be recorded and reported to parents/carers and reported to Governors on a termly basis.
> When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.2 Team Teach
The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication and both verbal and non-verbal de-escalation strategies for dealing with challenging behaviour which reduce the need for physical intervention. As a last resort, staff are trained to use positive handling techniques to resolve conflicts in ways that are safe and which provide opportunities for repair and reflection for everyone involved. Team Teach enables us to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, helping reduce the number of serious incidents involving physical controls and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling. We see positive handling as just one part of a whole-setting approach to behaviour management. *"Team teach techniques seek to avoid injury to the service user, but it is*

possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe." (George Matthews – Director, Team Teach)

7.3 Risk assessments for challenging behaviour

Some pupils may display challenging behaviour that requires an individual '*My Plan*' in order to minimise risks, protect pupils and staff. This plan is linked directly to the six stages of a crisis as identified in the school's Team Teach training. For each stage, potential causes of distress are identified, along with what the pupil and staff members can do to better manage the situation. The stages are:

1. Anxiety Led Behaviours
2. Defensive Behaviours
3. Crisis Behaviours
4. Recovery
5. Depression
6. Follow up/ Listen, Link, Learn

8. Pupils with Special Educational Needs and/or Disabilities (SEND)

8.1 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

> The pupil was unable to understand the rule or instruction
> The pupil was unable to act differently at the time as a result of their SEND
> The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

8.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9. Pupil 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour as part of our yearly cycle of training. Team Teach and the correct use of restraints is updated in line with current Team Teach practice. Additional support and further bespoke training is available from the Stockport Inclusion Team and accessed by school staff as required.

11. Recording and reporting

In addition to the schools own reporting procedures, Mersey Vale Primary School also follows the Local Authority's guidance for recording and reporting particular types of incidents. The reports the school sends to the Local Authority are:

Accident/Near Miss Report Form – the school is required to complete a form following every accident or near miss that occurs in school and return a copy to the Health and Safety Team at the Local Authority.

Suspension Notification – notification of a suspension is made to the Local Authority who monitors all suspensions.

Hate Incident Report Form – the school completes a report form and returns this to the Local Authority following any incident which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on one of the following: Ethnicity/Race; Religion/Faith/Belief; Sexual Orientation; Disability/SEN; Gender Identity. No information that may identify the perpetrator or victim will be included on this form.

Physical Intervention Reporting Form – a report form is completed and returned to the Local Authority following every occasion where a member of staff has physically intervened with a child.

The school ensures that completed forms and any photocopies containing personal information are kept secure as required by the Data Protection Act and that only authorised persons can view the information.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher and Chair of Governors.

13. Links with other policies

This behaviour policy is linked to the following policies Exclusions policy:
- Mersey Vale Primary School Safeguarding Policy
- Suspension and Permanent Exclusion Policy
- Anti-Bullying Policy
- Mobile phone Policy

Mersey Vale Primary School

At Mersey Vale, our Values guide everything we do. We aim to instil these qualities in all our children, preparing them not only for success at school, but also for life beyond.

"The Mersey Vale Way"

As part of the Mersey Vale Family we are *'working together for a brighter future'* using our values to create a welcoming environment where everybody is happy, enjoys learning and achieves their own full potential. Everyone has the right to feel safe, included and respected. Our Behaviour Policy fosters strong relationships and a culture of care, while upholding clear and consistent expectations.

Our Key Principles

Behaviour is Communication – We approach all behaviour with curiosity

Non-Judgemental Acceptance – We separate the behaviour from the child

We Prioritise Our Relationships – Behaviour is rooted in connection and trust

Structure and Predictability – Children thrive and feel safe with clear boundaries and expectations

Consistent, Fair and Proportionate – Our response is meeting needs, not matching treatment

We are Always Restorative – Encouraging growth through repair and reparation, not shame

Leading by Example is Powerful – Adults demonstrate emotional regulation and respect in their interactions

SEND Aware – Behaviour strategies are inclusive and respond to everyone's needs

RELATIONSHIPS AND BEHAVIOUR ARE EVERYONE'S BUSINESS AT HOME AND AT SCHOOL – *'working together for a brighter future'*

In life we all make mistakes. What matters most is the learning that follows, helping children to reflect, improve, and avoid repeating them. At Mersey Vale, we see mistakes as stepping stones to progress. We encourage children to see mistakes as opportunities to grow, build resilience, and develop the confidence to persevere.
Talking to our children and guiding them through difficult situations is the most valuable way to support them in making positive changes to their own behaviour and take ownership of their actions.
We aim to help children learn to repair the damage and strengthen their relationships.

Recognition

Verbal praise

Dojo Points

Name remains on the sun

Name is moved to the rainbow

Stickers, stamps and value cards

Communication home

Prizes and certificates

Values badge

Privileges linked to reaching 50 Dojo Points

Weekly Values Time

Consequences

Verbal warning (not recorded)

Visual warning (name moved to cloud)

2nd visual warning (name moved to the storm)

Moved within the classroom/playground

Moved to partner classroom/playground – recorded on SIMs and followed up with restorative discussion to repair harm.

Communication home

Loss of playtime/lunchtime

SLT involvement – recorded on SIMs and followed up with restorative discussion to repair harm, including Listen, Lin Learn.

Value time will replace Golden Time.
The aim is to give all children the opportunity to socialise positively together. Time to enjoy rewards and to strengthen existing friendships, while also giving children time to foster new ones. Value time will be quality social time for our children, promoting positive communications and interactions.

Our Approach to Supporting Behaviour at Mersey Vale

- Keep a cool head and a warm heart.
- **Stay curious** about what a child's behaviour is really communicating.
- Use strategies that are reasonable, proportionate and necessary, **tailored to the individual.**
- Begin with the least intrusive approach, such as gentle encouragement and reminders.
- Use **'zones of regulation'** to build emotional regulation and behavioural skills for life.
- Give learners **'take up time'** to respond before moving on to the next step.
- Use **restorative approaches** to help children reflect upon and learn from their behaviour.
- **Consistency is key** – use a common language, including 'help scripts'.
- Ensure consequences are linked to our **Values** and focused on repairing any harm done.

RECONNECT AND REPAIR

Reasonable Adjustments

Some behaviour may be linked to a child's identified special educational needs or unmet needs. We will make reasonable adjustments to support the child with any specific needs and when dealing with incidents we will take these specific needs into account when deciding how to respond. We will always ensure that our response is a proportionate measure to achieve a legitimate aim, in line with the Equality Act 2010.
In the case of school behaviour, a legitimate aim is to ensure that we maintain a safe and productive learning environment for all pupils.

If a child has a My Plan designed to reduce the number of incidents of challenging behaviours and the need for positive handling, staff refer to this document as a first step of support.

Appendix 2

Staff trained in Team Teach – November 2022/January 2023

Aleck Aspinall   Sarah Dillon   Kate Bunting

Amanda Cropper Sarah Edwards   Mat Ellis   Rachael Mather

Chris McDonagh   Alison Mobbs   Claire Varetto

Catherine Whitehead   Dani Lansdale   Tracy Wilding

Jennifer Ranson   Darren Kingsley   Fahima Begum

Staff who have not received Team Teach training still have a responsibility to support and promote positive behaviour management. All staff have a duty of care to intervene if there is a risk of harm to a child or an adult. Initially this should be in the form of a verbal instruction e.g. "stop and move away" but it may require physical intervention e.g. guiding a child to safety or in more extreme circumstances separating children who are fighting. This should involve getting Team Teach trained staff to assist with any issues, particularly when it is necessary to use positive handling strategies/ holds.

At Mersey Vale we have agreed that the following positive handling strategies/ holds were most appropriate to use if necessary;

- **Friendly hold**
- **Single elbow hold**
- **Single elbow two person hold**

For further information see our Behaviour Policy, Team Teach Workbook and DfE Use of Reasonable Force advice document.

Staff should also be aware of My Plans for certain children. This information is available from Catherine Whitehead.