



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.