



# **The ‘Mereside Way’ Curriculum Behaviour Policy**

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|--------------------|---------------|
| Policy written by: | J. McDonald   |
| Implemented from:  | January 2026  |
| Review date:       | December 2026 |

| Overview of Content                       |   |                             |   |                             |   |                             |
|---|---|-----------------------------|---|-----------------------------|---|-----------------------------|
|   | Autumn 1  | Autumn 2                    | Spring 1  | Spring 2                    | Summer 1  | Summer 2                    |
| <b>All Year Groups From Nursery to Y6</b> | Explicit teaching of the full 'Mereside Way' curriculum content | Ongoing revision of content | Longer recap of 'Mereside Primary Way' curriculum | Ongoing revision of content | Longer recap of 'Mereside Primary Way' curriculum | Ongoing revision of content |

## Introduction

At Mereside Primary we develop children's character through the 'Mereside Way' curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

## Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside your traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Mereside Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

## Adaptations

While this curriculum is for **all** pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum. This will be dependent on our teacher's professional discretion.

## Curriculum Content

### Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

#### Behaviour

Know that there are three values in school. These are to

- **be safe,**
- **be kind,**
- **be ready to learn.**

Know the following examples of these **three values** –

| <b>Be Safe</b>  | <b>Be Kind</b>   | <b>Be Ready to Learn</b>  |
|---|--|---|
| <ul style="list-style-type: none"><li>- Move sensibly and quietly around school (no running indoors).</li><li>- Use equipment and resources properly and carefully.</li><li>- Follow adult instructions straight away, especially in emergencies.</li><li>- Keep hands, feet and objects to yourself.</li><li>- Tell an adult if you feel unsafe or see unsafe behaviour.</li></ul> | <ul style="list-style-type: none"><li>- Speak politely and respectfully to everyone.</li><li>- Use kind words and actions; no name-calling, bullying or teasing.</li><li>- Listen to others without interrupting.</li><li>- Include others in games and activities where possible.</li><li>- Look after school property and the environment.</li></ul> | <ul style="list-style-type: none"><li>- Arrive on time, in correct uniform, and prepared to learn.</li><li>- Have the right equipment and complete homework on time.</li><li>- Listen carefully, follow instructions and try your best.</li><li>- Persevere when learning is challenging and ask for help appropriately.</li><li>- Take responsibility for your actions and learning.</li></ul> |

Know that we walk around school using the '**Mereside Walking**'

Know that Mereside Walking means -

- facing forwards,
- walking at a slow and steady pace,
- in a straight line,
- with hands at the side,
- without talking.

Know that we use Mereside Walking to keep everyone safe in school and to make sure the learning of other pupils is not disrupted as pupils move around school. Know that pupils who do not follow the Mereside Walking will have a consequence for this.

Know that we use '**Mereside Listening**' in class and around school. This means that we -

- face the teacher,

- listen to our teacher at all times,
- never interrupt,
- track the speaker.

Know that we all do Mereside Listening to ensure everybody is able to learn without distractions.

Know that pupils who do not follow the Mereside Listening will have a consequence for this.

## **Promoting Positive Behaviour**

Staff will:

- Explicitly teach and model “Be Safe, Be Kind, Be Ready” in lessons, assemblies and around school.
- Use positive language and praise to reinforce good choices.
- Apply expectations and consequences calmly, fairly and consistently.

Positive behaviour will be recognised through:

- Verbal praise and specific feedback.

Whole-class rewards may include:

- Extra story time.
- Class treats agreed with the teacher (e.g. games afternoon, biscuits).

## **Responding to Inappropriate Behaviour**

When behaviour does not follow “Be Safe, Be Kind, Be Ready”, staff will use a stepped approach. Wherever possible, restorative conversations will be used to repair relationships and support better choices.

### **Step 1: Reminder**

- Clear, calm reminder of the rule and expected behaviour.
- Opportunity to correct behaviour without consequence.

### **Step 2: Warning**

- Formal warning and explanation of next step if behaviour continues.

- Name may be recorded on the board.
- Record of continued inappropriate behaviour – Class Dojo

### **Step 3: Time Out / Reflection**

- Short, age-appropriate time away from the activity (in class or agreed space) or consequence at an agreed time.
- Brief discussion about what happened and what to do next time.
- Record of continued inappropriate behaviour – Class Dojo
- Parents may be informed if this happens repeatedly.

### **Step 4: Removal**

- Pupil may be moved to another classroom or supervised area.
- Parents/carers informed and, if necessary, invited to a meeting.
- Record of continued inappropriate behaviour – Class Dojo
- Individual behaviour plan may be put in place if patterns persist.

### **Step 5: Persistent Incidents**

- Discussion with SLT around concerns of repeated and persistent behaviour
- Advice offered by SLT to class teacher
- Parental meeting to take place with class teacher and SLT
- Behaviour plan put in place with agreed focus and timescales
- Incident recorded on CPOMs with actions

### **Serious Incidents:**

Serious incidents include:

- Physical aggression (hitting, kicking, biting, etc.).
- Bullying, including online bullying.
- Deliberate damage to property.
- Threatening or abusive language.
- Discriminatory behaviour (e.g. racist, homophobic or sexist comments).

Responses may include:

- Senior leader informed and restorative conversation held.

- Immediate removal from class or playground.
- Recording on the school behaviour system - CPOMs
- Meeting with parents/carers.
- Fixed-term internal or external exclusion, in line with statutory guidance.
- Involvement of external agencies where appropriate.

The Headteacher retains the right to make decisions on exclusions in line with legal requirements.

## **Bullying**

Bullying is:

- Repeated, deliberate behaviour that hurts another person physically or emotionally. Often involves an imbalance of power.

We will:

- Take all reports of bullying seriously.
- Investigate promptly and sensitively.
- Support both the victim and the child displaying bullying behaviour to change patterns.
- Record incidents and inform parents/carers as appropriate.
- Teach anti-bullying messages through the curriculum, assemblies and PSHE.

## **Manners**

Know that you should always say '**please**' when you are asking for something.

Know that you should always say '**thank you**' when you receive something or someone does something nice for you.

Know that you should always say '**you're welcome**' when someone thanks you for something.

Know that you should let any waiting adults through a doorway before walking through yourself.

Know that you should say '**good morning/afternoon**' to adults if spoken to.

Know that it is important to show '**gratitude**' to others by thanking people for what they have done for you.

## Playtime Behaviour

Know that you must walk from your classroom to the playground using Mereside Walking.  
Know that you must play safely without hurting anyone.  
Know that we do not 'play fight' because we may hurt someone by accident.  
Know that you must be **kind**, by including people in your games and sharing equipment.  
Know that someone who is kind behaves in a gentle, caring and helpful way towards other people.  
Know that, when called, you must line up in your lining up order quickly and carefully.

## Classroom routines

Know the order that you always line up in.  
Know who you stand in front of and who is behind you.  
Know that you should line up without leaning against the walls while moving around school.  
Know the routine for entering the classroom and getting ready to work.  
Know where you sit in class during lessons.  
Know the routine for handing out exercise books in the classroom.  
Know where to hang up your coat in the classroom.  
Know to get equipment out ready for the lesson and to look after it.  
Know how to put your hand up silently to answer a question or participate in discussion.  
Know that it is important to speak clearly in class when sharing answers so that everyone can hear.  
Know that answers should usually be given in full sentences e.g. Who was Christopher Columbus? Christopher Columbus was a famous explorer.

## Lunchtime

Know where you line up for lunchtime when you are called.  
Know where you sit in the dinner hall during lunchtime.  
Know that you should use a quiet voice in the dinner hall.  
Know that you should try to use a knife and fork correctly.  
Know that you should finish what you are eating before leaving your seat.  
Know that you should ask to eat your dessert.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.

### **Completing work in books**

Know that each piece of work needs a date and title.

Know that you must use 'one square, one digit' when writing in maths books.

Know how to underline titles.

Know how to correct mistakes by drawing a straight line through your work.

### **End of the day routine**

Know that they must stand behind the teacher at the meeting point/classroom door.

Know that they must not go home until the teacher has checked that the correct adult is picking them up.

Know that these procedures are put in place to keep all pupils safe at home time.

### **Attendance and Punctuality**

Know that you must attend school every day.

Know that you must arrive at school on time every day.

Know that attending school on time every day is important so that you don't miss important learning.

### **Expectations outside of school**

Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.

Know that you should be considerate of other people arriving and leaving school.

Know that being considerate means thinking about other people's needs, wishes and feelings.

## Appendix 1.0

## **Uniform**

There will be an expectation that uniform should be appropriate in accordance with uniform policy. Pupils will be encouraged to wear the correct uniform. As a school we actively seek and help those families who may need any additional support with their child's uniform needs.

## **Restorative Justice**

Mereside Primary takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. It allows pupils and staff to move forward and avoid any repeat of the behaviour.

## **Equal Opportunities**

Mereside Primary provides equal opportunities regardless of gender, disability, sexual orientation, ethnic background, colour, nation of origin, age, transgender status and religion. We strive to promote equality and diversity through the ethos of the school.

## **Trauma Informed**

As part of our trauma informed approach to behaviour we try our best to understand the communication behind the behaviour. Our staff are aware of different stress responses and how to respond appropriately to these. We offer support to pupils to help them regulate their behaviour through a variety of ways such as nurture intervention and counselling. A trauma informed approach also requires boundaries to be in place to help pupils feel psychologically safe.

## Appendix 1.1

# **Suspensions**

Any fixed term suspensions will be discussed with parents/carers before a formal letter of suspension is delivered. All Mereside Primary fixed term suspensions will require a reintegration meeting with pupils and parents to work together to avoid further suspensions. The decision to suspend will be a balanced account of the incident without prejudice.

# **Permanent exclusion**

Only the Headteacher can exclude a pupil in line with the statutory guidelines recommended by the DFE.

Permanent Exclusions must be upheld by governors. The decision to permanently exclude is a very carefully considered decision that follows DFE guidance on this issue.

A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and were allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## Appendix 1.2

Mereside Primary has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions. These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is the case
- comprehensive records of all allegations are kept

- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture led, whole school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them. Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks to support pupils to understand what constitutes a healthy relationship (online and offline)

#### Appendix 1.4

#### Prohibited Items and Searches

## **Prohibited Items**

The items below must NOT be brought into school or seen in school. Any pupils with any of the following items that could be considered dangerous or a weapon will be sanctioned according to Mereside's behaviour system.

- Stink bombs
- Fire Crackers
- Aerosol cans
- Fizzy drinks/Energy drinks
- Any type of sprays
- Lasers
- Knives, screwdrivers or tools of any kind
- Guns, fake/toy guns
- Metal combs
- Any objects that could be used as a weapon
- Cigarettes
- Drugs
- Alcohol
- E-Cigarette/Vapes
- Lighters and matches
- Any sharp objects

## **Searches**

In the case of pupils bringing prohibited items into school staff do have the right to search pupils. This will be carried out by a senior member of staff in the presence of a witness. The school does not have to seek parental consent for a search to take place.