Behaviour Policy

Approved by:	Governing Board	**Date:** September 2021
Last reviewed on:	September 2021	
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1. Aims

This policy aims to:

Aims and Ethos

- To help each child to feel happy, safe and secure in the school within a nurturing environment
- To implement attachment informed practice to help pupils overcome any adverse childhood experiences (ACEs) and support them in overcoming their potential
- To encourage children/staff, to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Behaviour Principles

- At Exeter – learning community, we recognise that behaviour is communication. This applies to all forms of behaviour, not just that we find most challenging.
- We recognise that trauma and adverse childhood experiences (ACEs) can impact upon a child's well-being and behaviour. We endeavour to support pupils through attachment informed practices.
- An appropriate curriculum and effective teaching engages learners and encourages positive behaviour.
- An environment of high challenge and low stress is most conducive to learning and positive behaviour.
- Children need access to role models who are aware of and manage their own emotional responses appropriately.
- Humiliation and shame are never appropriate responses to challenging behaviour.

- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development – we must recognise this and respond appropriately.
- Some emotions can block learning, while others promote learning. So learning to recognise and manage emotions can assist learning and help to improve standards.
- Responses to behaviour are rooted in our ethos of nurture and compassion alongside high expectations of each child as an individual.
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education (2021)
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

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 88-94 of the Education and Inxspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Attachment informed means the use of attachment informed research, including the work of John Bowlby, Mary Ainsworth and Louise Bomber. This work recognises the importance of regulate, relate, reason, repair and power of relationships in enabling children to recover from adverse childhood experiences (ACEs).

ACEs e.g. domestic violence, parental mental health and neglect have a tremendous impact on future violence victimisation and perpetration, and lifelong health and opportunity.

At Exeter, we use Track it Lights to monitor and track behaviour. Expected behaviours are identified in green and unexpected behaviours are identified in yellow, orange and red. Expected and unexpected behaviours are outlined below:

These are example behaviours and consequences that might be observed/given at each level. Professional judgement, and knowledge of the child must be exercised to ensure that appropriate responses are given. Consequences given should be logical and fair. This chart can be used in hierarchical order to respond to behaviour or by choosing the most appropriate level.		
	Behaviour	Outcome
Strengths	• Following the school rules and showing values • Showing good manners • Excellent effort in work • Good partner work • Ready to learn • Good listening • Walking sensibly around school • Good tidying • Using the 'Learning Muscles'	• Stickers • Effort Marks • Sharing work with the Phase Lead or a member of SLT • Send message home on Dojo • Pupil of the week/day • Headteacher's Award • Crew Champion
Needs Work	• Reminders needed about school rules and values e.g.: • Distracting others • Being disrespectful • Not following instructions • Not being reading to learn • Not on task • Poor listening • Talking over others • Poor manners • Not looking after school equipment	**Verbal Warning** • Use the phrase, "In our school we…." Followed by a reminder of the appropriate school rule. • Ask the child to state the relevant rule e.g. "What's the rule about…?" • You need to e.g. "You need to listen…" • Visual clues **Thinking Time at Break** 5 minutes – to include a brief discussion with the member of staff who issued the consequence to support reflection.
Concerns	• Repeated reminders of the above	**Verbal Warning** • Use the phrase, "In our school we…." Followed by a reminder of the appropriate school rule. • Ask the child to state the relevant rule e.g. "What's the rule about…?" • You need to e.g. "You need to listen…" Visual clues **Thinking Time at Break** 5 minutes – to include a brief discussion with the member of staff who issued the consequence to support reflection. •
Incidents	• Persistent disruption to the lesson • Dangerous Behaviour • Aggressive Behaviour • Violence • Damage to school property **Incident Log to be completed via 'Trackit Lights'**	**Class Teacher/Phase Leader** • Class Teacher informs parents and issues and appropriate consequence e.g. loss of break for extended periods of time/arranging for damage to be repaired, meeting with parents, Positive Intervention Plan may be introduced. • All red incidents will be discussed at phase meeting • These behaviours may be referred to

		the Phase Lead for advice, especially where there have been repeated incidents.
	Peer on peer abuse, including but not exclusively including: • Bullying • Racism • Sexual violence and sexual harassment • Online Bullying • Possession of weapon • Possession of drugs **Incident Log to be completed via 'Trackit Lights'**	**Senior Leadership Team** • SLT will direct the response to this these incidents. Class teachers and support staff may be required to support with the investigation. • Actions may include: - Meeting with parents - Loss of break and lunch for extended periods of time - Internal Exclusion - Fixed Term Exclusion - Exclusion - Positive Intervention Plan

A child friendly version of this chart is found in Appendix A to be displayed in classrooms.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We may explain this to the children as, 'several times on purpose.' Staff should use this definition when deciding how to respond to an incident that has taken place. If in doubt, staff should ask their phase leader or the SLT for advice.

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, 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 which is available on this website.

5. Roles and responsibilities

5.1 The governing board/AIB

The governing board is responsible for reviewing and approving the written statement of behaviour principles (see *IFTL Responsible Citizens and Behaviour Core Values*).

The governing board will also review this behaviour policy in conjunction with the Head of School and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

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5.2 The Head of School/Executive Headteachers

The above are responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to *IFTL Responsible Citizens and Behaviour Core Values*. The Head of School will also approve this policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and attitudes
- Developing positive relationships with the pupils in their care
- Ensuring their provision meets the needs of their pupils and seeking advice when they need support
- Recording behaviour incidents using Track it Lights, giving a clear account of the incident that took place making sure that the class teacher is aware that this has been logged (where applicable)
- Seeking advice about behaviour if they are unsure about how to respond following this process:

  Staff member → Class teacher → Phase Leader → SLT

Class teachers and SEN Provision Staff are responsible for:

- Developing positive relationships with parents
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using Track it Lights, giving a clear account of the incident that took place
- Reflecting on the behaviour in their classes to ensure that behaviour management is effective
- Following up on incidents that have occurred and reporting to parents with regards to behaviour
- Responding to parent's concerns about behaviour at home
- Seeking advice about behaviour if they are unsure about how to respond following this process:

Class teacher → Phase Leader → SLT

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. The School Rules and Values

Children are expected to follow the schools and values. Where they are unable to do this, support will be implemented to help them achieve this. This may range from practice, adult modelling and pastoral support.

School Rules

- Follow the instructions of all adults in school.
- Treat others as we would wish to be treated ourselves.
- Look after school equipment and be responsible for our own belongings.
- Listen using ears, eyes and feelings without interrupting.
- Keep our hands and feet to ourselves.
- We walk quietly through the school at all times.

School Values

Our school values were selected by the pupils through pupil voice discussions. They form the acronym, I CARE.

The values are:

- I – integrity
- C – Compassion
- A – Aspiration
- R – Respect and Responsibility
- E – Empathy

7. Rewards and consequences

7.1 Rewards

Crew Time

Crew time will be held each morning between 8:50-9:15. Each child will be allocated a 'Crew Leader' who will meet with them each morning. It is job of a key adult to build relationships with their crew and act as a 'key adult' and pastoral lead for their children. Each session will have a different SMSC focus, and will include assemblies. The timetable for this is on the staff portal.

Each week, the Crew Lead will chose a 'Crew Champion' to be awarded the certificate and crew champion jumper.

Celebration Assemblies

These are held on a Friday. Each assembly will celebrate the 'crew champion'. On the final week of every time, the 'Headteacher's Award' will be awarded. Details of the effort marks that link to this are below.

The Headteacher's Award

This will be awarded at the end of each term to a pupil from each who has shown excellent commitment to the school values. This will form part of the Friday celebration assembly. The parents/carers of children who have been chosen will be invited to this assembly.

Effort Marks

Through the use of the 'Trackit Light' system, children can be award Effort Marks. These are awarded for good effort in work, relationships with peers and all other aspects of school life such as applying the school values and 'Learning Muscles' to school life. There will be some specific weeks where certain behaviour, for instance those in relation to the school values or specific behaviours we wish to target as a school. All members of staff should feel they have equality, and are able to take part in the reward system.

Effort Marks value by reward

Effort Marks can also be awarded via the following:

- Principal's Award = 100 effort marks (5 merits)
- Star of the Day = 5 effort marks (1/4 a merit)
- Crew Champion = 20 effort marks (1 Merit)
- PE Champion = 10 effort marks (1/2 merit)

The Merit Badge System

From FS2 to Year 6, the children work towards achieving their year group merit badge. This is awarded for the achievement of 20 merits across the year.

20 effort marks = 1 merit

20 merits = year group merit badge

For information for merit badges awarded according to year group (see Appendix B).

It is expected the child will complete the badge they are on, before moving to the next one. To achieve their badge at the end of the year, children should receive on average 2-3 effort marks per day. .

Other Rewards

Other rewards may include:

- Stickers
- Sharing work with a member of SLT or another teacher e.g. partner class or previous teacher
- Sharing work with parents

Additional Support Strategies to Promote Positive Behaviour

There may be some children who, for whatever reason, find that they need additional individualised support with their behaviour - early identification and intervention being essential.

It is expected that where a child is struggling with their behaviour, the class teacher acts reflectively, and considers how to pro-actively support that child. It must be remembered that behaviour is communication. Phase Leads are the first port of call for class teachers and teaching assistants to seek and gain advice and strategies to support a child. Should problems persist, the class teacher and the year lead will arrange a meeting with parents and carers to see how best to support the child. It may be decided that a Positive Intervention Plan is the best way forward to support that child. This plan will detail individual, proactive strategies in place for the child.

It may be necessary to seek the support of external agencies, such as the Education Inclusion Partnership Team (EIPT), Maplefields Outreach or an Educational Psychologist.

Should an issue persist, a referral will be made to the SENCO using the referral form. See Inclusion Handbook for more details.

7.2 Consequences

Consequences should be developmental and logical, relating to the staff member's knowledge below. Guidance is found within the chart in section 3. Further details of the school's response to peer on peer abuse can be found below (7.2).

7.3 Zero-tolerance approach peer on peer abuse, including bullying, sexual violence, harassment and racism.

The school will ensure that all incidents of peer on peer abuse are met with a zero tolerance approach. These incidents must be treated as a safeguarding issue and reported to the SLT, in line with the chart in section 3.

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:

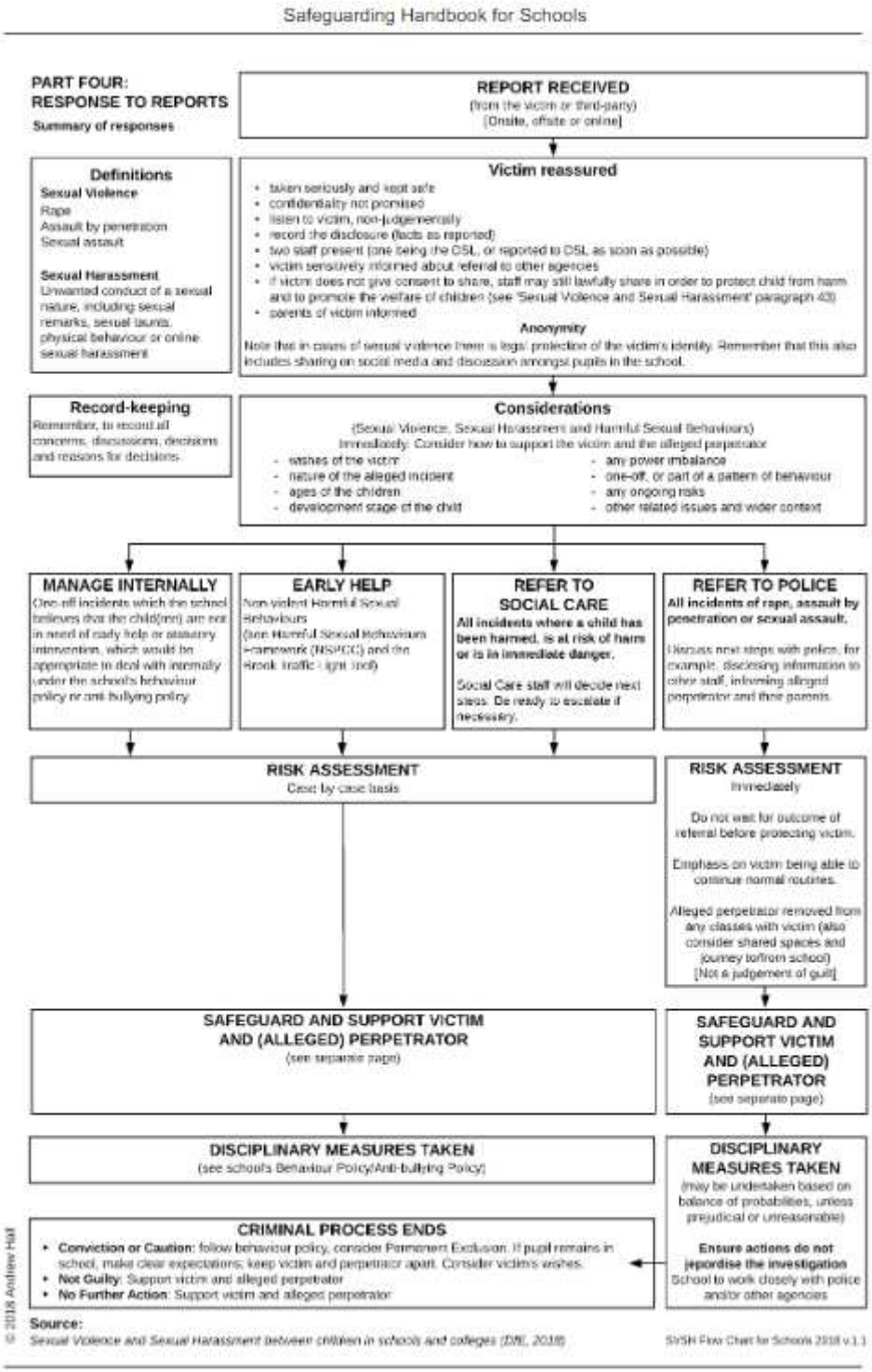
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Possible sanctions for peer on peer abuse are listed in section 3.

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

The following flowchart from Andrew Hall's Safeguarding Handbook informs our response and processes:



Please refer to our Child Protection and Safeguarding Policy for more information which is available on the school website.

7.4 Off-site behaviour

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 may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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

7.4 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 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 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, 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 the *IFTL Managing Allegations Against Staff* Policy for more information on responding to allegations of abuse against staff or other pupils.

7.5 Exclusions

Exclusions are used as a last resort at Exeter.

Pro-active strategies to support pupils at risk of exclusion will be implemented as appropriate. This may include the implementation of a Pastoral Support Plan (PSP) which specifies actions and targets for all parties involved.

Permanent or Fixed Term Exclusions

The decision to implement an exclusion, fixed term or permanent, is not taken lightly, but the school has to retain the right to exclude pupils whose behaviour impacts the right of other children to learn and play in a safe environment or on the rights of adults to carry out their roles safely.

In the event of a fixed term exclusion, the Principal will issue a letter explaining the duration and reason(s) for the exclusion. A member of the Senior Leadership Team will be available to discuss this if further clarification or detail is required. Before the child's return strategies will be put in place to support the child and ensure they can be successful on their return. These strategies will be discussed in a return to school meeting.

In the extremely unlikely event of a permanent exclusion there is a process enabling parents to appeal against any decision to exclude their child permanently. This will be detail in the letter explaining the reasons for permanent exclusion.

Internal Excluusions

There may be circumstances where an internal exclusion is appropriate. This will be decided by a member of the Senior Leadership Team, and logged with the related incident on 'Trackit Lights'.

8. Behaviour management

Good behaviour management is based on good relationships, knowing the pupils well and high quality provision to ensure that children's needs are met.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which will include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Use positive language and approaches e.g.

- Plan how to respond to, or divert, children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage.
- Use non-verbal messages
- The Look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc.
- Tactical or planned ignoring
- The teacher decides temporarily not to notice specific behaviour from a specific child. The class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.
- Description of reality:
- A simple statement of fact describing the inappropriate behaviour. This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.
- Simple direction
- Clear statement of required behaviour„ The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.
- Restate the relevant rule e.g. "In our school we…" , "What is the rule about listening?"
- Expressing disappointment or disapproval, or using humour
- Blocking or assertive statements
- If there is resistance to argument, acknowledging the child's point of view but reiterating your instruction can be effective. "Put your pen down, thank you."
- I understand that you have not finished but I need you to put your pen down now and listen, then we can talk about when you can finish"
- Choices and consequences

- Enabling a child to take responsibility for his/her own actions. Offer them clear choices and allow follow up time.

• Staff should remember to:

- Allow 'take-up time'.
- Notice as soon as the child begins to behave appropriately and giving positive feedback. "Child A, you're listening really well," or non-verbally.
- Speak in a calm, controlled voice, not raising the volume, and refusing to be drawn into argument.
- Negotiate an outcome you can live with.
- Have a quiet word with the child. Referring to the behaviour you require rather than what you don't want.
- Use gentle humour, but not sarcasm.
- Use logical consequences. These should be applied wherever possible. The consequence given should be linked to the child's behaviour e.g. Incomplete work should be completed in the child's break or lunchtime when the child has chosen not to complete it.
- Act reasonably and proportionally. Children should not be issued with excessive consequences for their actions.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 in the *Bound and Numbered Book* and reported to SLT for a counter-signature
- Be reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) 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.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

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 related 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 their induction process.

Specific staff have undertaken *Team Teach* training.

Behaviour management will also form part of continuing professional development e.g. attachment informed practice, coaching and mentoring and lesson studies.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and the governing board. At each review, the

The IFTL Responsible Citizen and Behaviour Policy.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Online Safety Policy
- IFTL Managing Allegations Against Staff Policy
- IFTL Responsible Citizen and Behaviour Policy.
- Child Protection and Safeguarding Policy

Appendix A - Trackit Lights

	Behaviour	Consequence
Strengths	• Following the school rules and showing values • Showing good manners • Excellent effort in work • Good partner work • Ready to learn • Good listening • Walking sensibly around school • Good tidying • Using the 'Learning Muscles'	• Stickers • Effort Marks • Sharing work with the Phase Lead or a member of SLT • Send message home on Dojo • Pupil of the week/day • Headteacher's Award • Crew Champion
Needs Work	• Reminders needed about school rules and values e.g.: • Distracting others • Being disrespectful • Not following instructions • Not being reading to learn • Not on task • Poor listening • Talking over others • Poor manners • Not looking after school equipment	**Verbal Warning** • Use the phrase, "In our school we…." Followed by a reminder of the appropriate school rule. • Ask the child to state the relevant rule e.g. "What's the rule about…?" • You need to e.g. "You need to listen…" • Visual clues **Thinking Time at Break** 5 minutes – to include a brief discussion with the member of staff who issued the consequence to support reflection.
Concerns	• Repeated reminders of the above	**Verbal Warning** • Use the phrase, "In our school we…." Followed by a reminder of the appropriate school rule. • Ask the child to state the relevant rule e.g. "What's the rule about…?" • You need to e.g. "You need to listen…" Visual clues **Thinking Time at Break** Additional 5 minutes – to include a brief discussion with the member of staff who issued the consequence to support reflection. •
Incidents	• Persistent disruption to the lesson • Dangerous Behaviour • Aggressive Behaviour • Violence • Damage to school property **Incident Log to be completed via 'Trackit Lights'**	**Class Teacher/Phase Leader** • Class Teacher informs parents and issues and appropriate consequence e.g. loss of break for extended periods of time/arranging for damage to be repaired, meeting with parents, Positive Intervention Plan may be introduced. • All red incidents will be discussed at phase meeting • These behaviours may be referred to the Phase Lead for advice, especially where there have been repeated incidents.
	Peer on peer abuse, including but not exclusively including: • Bullying • Racism • Online Bullying **Incident Log to be completed via 'Trackit Lights'**	**Senior Leadership Team** • SLT will direct the response to this these incidents. Class teachers and support staff may be required to support with the investigation. • Actions may include: - Meeting with parents - Loss of break and lunch for extended periods of time - Fixed Term Exclusion/Exclusion

Appendix B

Exeter Rewards

Effort Marks

Principal's Award = 100 effort marks

Star of the Day = 10 effort marks

100% attendance for a term = 20 effort marks

Crew Champion = 20 effort marks

Merit Marks

20 effort marks = 1 merit mark

20 merits = A merit badge

Reception	Blue
Year 1	Green
Year 2	Red
Year 3	Yellow
Year 4	Bronze
Year 5	Silver
Year 6	Gold
Recognition of Exceptional Effort	Platinum