Trust-wide guidance for those with responsibilities in relation to behaviour and discipline

This **guidance** is designed to sit at school level and act as the guide to how we apply the policy in our school.

1.0

Initio Learning Trust Vision:

Enabling everyone to flourish in our communities and beyond

Values:

COLLABORATION - We are a family of schools working closely together, supported by an experienced team.

AMBITION - We are ambitious in our drive for educational excellence, offering outstanding opportunities for our pupils and our staff.

RESPECT - We respect all of our pupils and staff and invest in every member of our community.

1.1 Defining our Culture of Behaviour

All of our schools work towards our aspiration that:

All children and young people will leave us as **responsible**, **respectful** and **resilient** citizens who are able to flourish and thrive in society.
Behaviour will be **taught** not controlled; **analysed** not moralised so that behaviour becomes an **internal** not external discipline. We will do this by creating **respectful** relationships that are **curious** about context, **compassionate**, **calm** and **consistent**.

1.2 Trust- wide Behaviour Principles:

All of our schools work towards the principles that:

- Everyone has the right to an open, friendly and studious classroom environment free from disruption or aggression
- All CYP will have support with behaviour management if they need it
- Staff are role models for behaviour and will manage behaviour effectively to ensure a good and safe learning environment
- Staff will establish and explicitly teach prosocial behaviour and routines
- Schools that offer outstanding appropriate support alongside relentlessly high expectations for pupils will see excellent behaviour demonstrated and, therefore, will maximise learning time

2.0
Trust-wide Behaviour Expectations

We embed our culture by our three Trust-wide behaviour expectations to teach, model and insist upon. Each expectation may look slightly different at each stage of a pupil's development; schools will follow the trust behaviour curriculum to ensure that explicit teaching of prosocial behaviour is embedded.

2.1 The three Trust behaviour expectations are:

1) Readiness to Learn
2) Respectful Relationships
3) Engagement

2.1a Demonstrate Readiness to Learn

What?

Readiness to learn is the expectation that we have of our pupils at the start of learning episodes, be that formal or informal. It is having the correct skills and equipment to accelerate learning.

Why?

Being ready to learn is an important life skill; showing respect for those around you and the environment and demonstrating organisational skills. Readiness to learn means that pupils are able to make the most of the learning, becoming rapidly engaged in thinking about key learning (Initio T and L principles, 1)

How?

Readiness to learn is taught explicitly through the '**fundamentals of learning**' strand in the trust behaviour curriculum.

As a minimum,

Staff will:	**Pupils will:**	**Senior leaders will:**	**We would like Parents to:**
• be on time to lessons • provide visual and written examples of equipment needed • clearly indicate what level of peer interaction the learning episode requires • model the behaviour they wish to see • have the learning ready for the pupils • teach the routines for the classroom,	• be on time for lessons • enter rooms quietly • have the necessary equipment • leave the room in a tidy state • respond to the level of peer interaction indicated by staff	• Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders of the expectations for pupils and staff • Monitor the implementation and impact of the trust	• Ensure their child has access to the correct equipment for school *(either from home or in arrangement with the school)* • Ensure their child is on time for school and follow the correct protocols in case of absence/ lateness • Support the school with the expectation of readiness to learn

including entry and exit • Reinforce expectations through the school's behaviour system • Teach the trust behaviour curriculum line with the school's system		behaviour curriculum • Support staff to teach, model and enforce the expectations through thorough CPD	

2.1 b Demonstrate Respectful Relationships

What?

Respectful relationships mean building considerate and courteous relationships with all members of the school and wider community.

Why?

We want all pupils in our Trust to leave us as responsible, respectful and resilient individuals. Learning how to foster respectful relationships is key to being confident in wider society and in whichever place of work our pupils decide to enter. Excellent relationships can motivate CYP to achieve (Initio, T and L principles, 1)

How?

Respectful relationships is taught explicitly through the '**human connection**' strand in the trust behaviour curriculum.

As a minimum,

Staff will:	**Pupils will:**	**Senior leaders will:**	**We would like Parents to:**
• Model respectful relationships • Greet pupils into lessons	• Speak to all calmly and fairly • Use language that is inclusive and non	• Communicate the expectations clearly to all staff, pupils and parents	• Model respectful relationships, especially when working with the school

• Speak calmly and fairly to all • Ensure the vocabulary used is inclusive • Be tolerant of pupil's needs and ensure their needs are catered for • Seek to understand the wider context of a pupil's life • Teach social cues, where appropriate • Challenge any language that seeks to be derogatory to an individual or a group • Be open and welcoming to parents and visitors • Encourage all pupils to try their best • Teach the trust behaviour curriculum line with the school's system	derogatory • Be welcoming and open to new pupils, parents and visitors • Use social media with respect for all other users • Attempt all tasks to the best of their ability	• Reinforce expectations through their behaviour system • Provide regular reminders of the expectations for pupils and staff • Monitor the implementation and impact of the trust behaviour curriculum • Support staff to teach, model and enforce the expectations through thorough CPD • Model respectful relationships with all in the school and wider community • Use whole school teaching to demonstrate respectful relationships	• Use language that is inclusive and challenge language which is not inclusive or is derogatory • Encourage their children to try their best at all tasks • Talk about members of the school community in a respectful way

2.1c Demonstrate Engagement

What?

Engagement is the expectation that all members of the school will be actively involved in the school community, whether that is in a learning episode or something more informal. Engagement is showing that you are listening, actively participating and ready to respond.

Why?

Engagement fosters motivation to participate in school activities and allows pupils to have a strong sense of belonging which is important as they grow and mature. Engagement in learning maximises every learning opportunity by minimising low level distractions (Initio, T and L principles, 1)

How?

Engagement is taught explicitly through the '**fundamentals of learning**' and **'human connection'** strands in the trust behaviour curriculum.

As a minimum,

Staff will:	**Pupils will:**	**Senior leaders will:**	**We would like Parents to:**
• Model engagement when pupils are addressing others including giving appropriate responses • Teach active listening to pupils • Make themselves aware of individual pupil's needs • Ensure that lessons are adapted to cater for	• Look at a speaker whilst they are speaking • Do not distract others • Be ready to answer questions and/or contribute to discussions • Respond to feedback • Where appropriate, participate in extracurricular activities such as clubs/ school	• Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders of the expectations for pupils and staff • Monitor the	• Model engagement with their children • Encourage engagement in extracurricular activities, either during school time or outside of the school day • Use staff feedback to understand how engaged their child is in school life • Ensure regular and

pupils' needs in line with SEN and behaviour support plans where appropriate. • Make lessons relevant with an appropriate level of challenge • Use visual and verbal reminders about active engagement in lessons • Use feedback to gauge the engagement in lessons and beyond • Encourage pupils to participate in extracurricular activities • Model good attendance • Teach the trust behaviour curriculum line with the school's system	council / tours for visitors / shows / sports leader etc • Attend school regularly and on time	implementation and impact of the trust behaviour curriculum • Support staff to teach, model and enforce the expectations through thorough CPD • Track pupil engagement in extracurricular activities • Ensure there is an appropriate range of extracurricular activities on offer • Monitor attendance and support leaders to support families where attendance is not as expected	punctual attendance at school

3.0 Types of Behaviour

Merley First School generally defines behaviour into the following four categories:

3.1 Pro-Social behaviour

This is the behaviour that we wish for all of our CYP to aspire to. It is defined as behaviour which is positive, helpful, and intended to promote social acceptance.
It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society. This is explicitly taught through our trust behaviour curriculum.

Examples of pro-social behaviour can be (but are not limited to):

- Helping others with tasks
- Lending equipment
- Welcoming visitors
- Allowing others to join in with games and activities

3.2 Un-Social behaviour

This can be defined as not seeking or giving to association with others. It is characterised by being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It can sometimes present as not doing as instructed, but not to the detriment of self or others. Examples of un-social behaviour can be (but are not limited to):

- Homework not being completed
- Not following instructions
- A lack of work in lessons
- Saying unkind words to others

Behaviours that don't support our community values are defined as being unsocial or, in extreme cases, antisocial. There is no clear dividing line between un-social and antisocial behaviours (rough guide below), but we must ensure we don't drive un-social behaviour into being anti-social behaviour.

3.3 Anti-Social Behaviour

This can also be classed as 'Difficult' behaviour when it is anti-social but not dangerous (*see 3.4*)

This can be defined as behaviour that causes harm to an individual, the community or to the environment. It is characterised by behaviour that is likely to cause injury, harassment, alarm or distress or that violates the rights of another person or is contrary to the laws and customs of society. Examples of anti-social behaviour can be (but are not limited to):

- Persistent disruption of learning
- Absconding from the classroom/ refusing to enter the classroom / truancy
- Causing disrepute to the school
- Bullying
- Harassment
- Physically hurting another child

3.4 Dangerous behaviour

This can be defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility. Examples of dangerous behaviour can be (but are not limited to):

- Racist / homophobic/ sexist abuse
- Physical violence
- Bringing weapons on site
- Bringing drugs or alcohol on site
- Wilful damage to property
- Inciting violence in others
- Child on child abuse
- Persistent Bullying

The school will log and closely monitor CYP who are displaying un-social or anti-social/ difficult behaviour and ensure that checks have been made about their specific learning needs, safeguarding needs and where interventions may be needed to ensure provision throughout the curriculum and school is appropriate *(see roadmap appendix A)*

Most CYP will never need to be subject to any consequences for anti-social or dangerous behaviour or any bribes to behave pro-socially or achieve academically; they will simply need a dynamic and engaging education experience.

However, there may be one or two CYP in each class who may be at risk of harming themselves either physically or by withdrawing, hiding etc. These are often the very quiet or withdrawn CYP who can be missed from planning as their behaviours do not trouble anyone. Staff at the school will be aware of these CYP and monitor them closely.

4.0 Rewards

Merley First School recognises that modelling and teaching pro-social behaviour will likely result in more pro-social behaviours being shown. CYP can be recognised for their pro-social behaviour with a system of rewards.
Rewards will be genuine and specific, allowing the reward to be a teaching opportunity. Rewards can include (but are not limited to):

- Verbal recognition
- Contact with home
- Choice of activity
- Dojo point
- Oak Leaf
- Star Learner award
- Headteacher award

5.0 Consequences

All behaviours have consequences and Merley First School recognises that part of teaching behaviour is providing proportionate, rational, timely and appropriate consequences, including rewards detailed above.

5.1 Supporting pupils to change unwanted behaviour

- The use of a 3 step system
    - Reminder - Verbal reminder of positive behaviours previously seen.
    - Caution - Explicit identification of behaviour - short warning for consequence if needed.
    - Repair - Restorative conversation providing an opportunity to reflect on the choices made and emotions involved.
- The whole school shared language to support the 3 step system.

5.2 Consequences for un-social behaviour could include (but are not limited to):

- Missing part of an unstructured time
- Making up work in an unstructured time
- Apologising

5.3 Consequences for anti-social/ difficult behaviour could include (but are not limited to) :

- Meeting with others, staff and children, through a restorative process
- Spending some reflective time away from peers in lesson or unstructured time
- A loss of unstructured times
- Use of alternative provision

Anti-social/ difficult behaviour may also result in suspension or exclusion from the school.

5.4 Consequences for dangerous behaviour could include (but are not limited to) :

- Restorative processes
- Time spent away from peers
- Loss of social times, including after-school detentions
- Suspension
- Use of managed moves
- Use of alternative provision to improve behaviour

Dangerous behaviour may also result in a Permanent Exclusion from the school.

At Merley First School, we have a system for consequences but we acknowledge that there may be some CYP who sit outside of any formal system; we will apply our knowledge of the CYP and their context when making decisions about consequences to ensure **equity**.

We use De-escalation plans as a way of supporting pupils who the above statement applies to.

6.0
Further reading:

Useful policies and documents to be read in conjunction with this guidance:

Policies / Guidance

- The Equalities Policy
- Schools SEND policy
- The Child Protection Policy
- The Attendance Policy
- Exclusions Policy
- Anti Bullying Policy
- Mental Health Guidance

DfE guidance and legislation

Behaviour Guidance

- KCSiE, 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2024
- Behaviour in schools, 2024
- Alternative provision, 2025
- Equalities Act, 2010
- SEN Code of Practice, 2015

and;

- The vision, values and strategic outcomes of Initio Learning Trust
- Initio Learning Trust's Principles of Teaching and Learning

Useful books:

Know Me to Teach Me by Louise Bomber

Inside I'm Hurting by Louise Bomber

Conversations that matter: Talking with Children and Teenagers in Ways That Help by Margot Sunderland

Dealing with Feeling by Tina Rae

When the Adults Change, Everything Changes by Paul Dix

Behaviour Guidance

After the Adults Change, Achievable Behaviour Nirvana by Paul Dix

My Hidden Chimp by Prof Steve Peters
The Behaviour Guru: Behaviour Management Solutions for Teachers
by Tom Bennett

Teach Like a Champion (3.0) by Doug Lemov

Beyond Discipline: From Compliance to Community by Alfie Kohn

Useful websites:

https://www.teachervision.com/teaching-strategies/behavior-management

https://beaconschoolsupport.co.uk/resources.php

https://www.nhs.uk/conditions/baby/babys-development/behaviour/dealing-with-child-behaviour-problems/

https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools

Appendix A - roadmap of support

Please right-click on the picture below and select ‘open link’ to view the roadmap of support

https://prezi.com/view/CaD3hB25Sv8kYtAeqr8m/

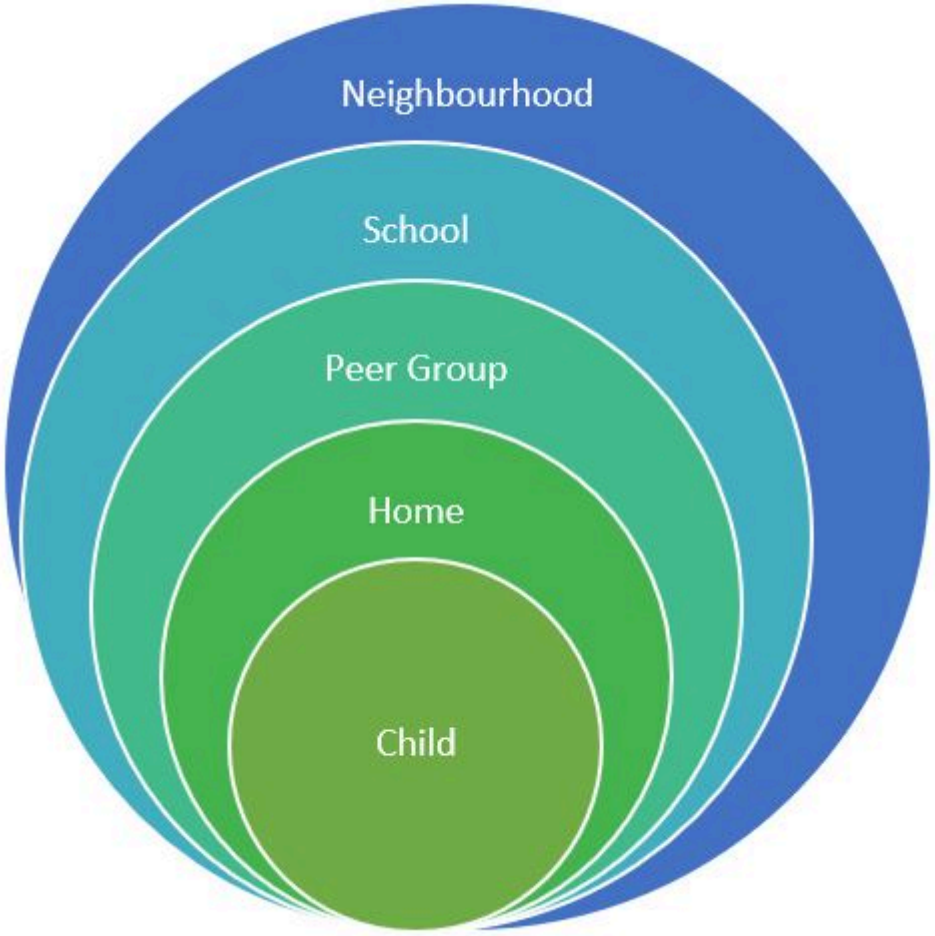
Appendix B - ABC behaviour chart:

Name:

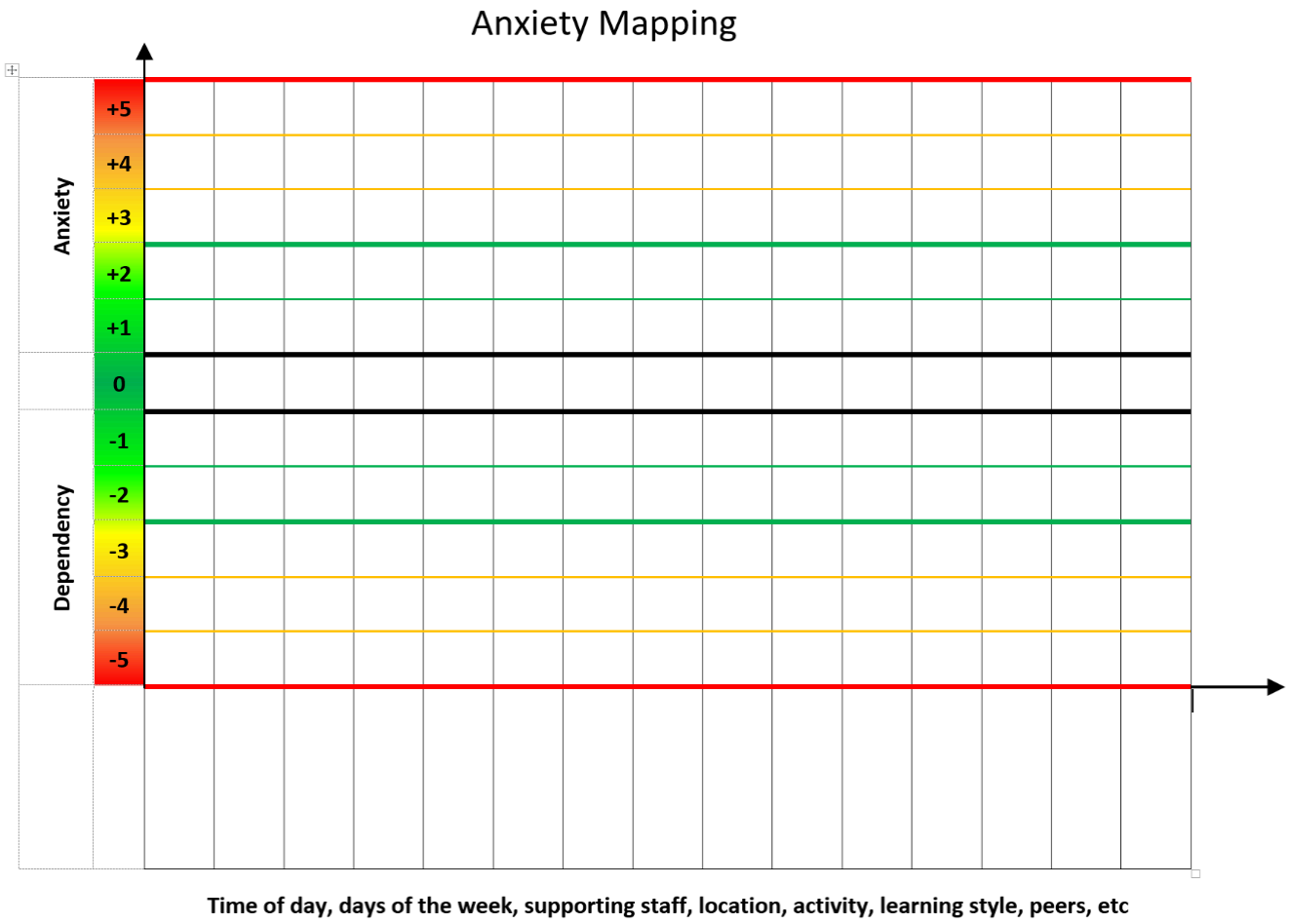
ABC CHART

Date / time	ANTECEDENT Location, activity, people	BEHAVIOUR Describe what you saw	CONSEQUENCE What did you do/how did the person react.	Possible purpose/reason

Appendix C - Contextual Circle:



Appendix D - Example of anxiety mapping chart



Appendix E - Merley First School Behaviour Blueprint

Merley First School Blueprint for Learning

Respectful, Engaged, Ready

Visible Consistencies

- Adult language
- Transition routines
- Classroom display support
- Cold calling
- Lesson starters
- Behaviour teaching
- Deliberate notice

Restorative Conversation 'Stage 3 Repair'

What happened?
What were you thinking at the time?
Who has been affected?
How do they feel?
How do we put this right?
How can we do things differently?

3 Step System

Lessons are well planned and sequenced with 'Ways In' considered to promote an optimal learning environment for all.

Step 1 - Reminder
Verbally given by staff member to the child

Step 2 - Caution
To be noted on Arbor - children aware of this caution

Step 3 - Repair
To be noted on Arbor - Reflection time with SLT

Reflection time where possible, to be completed on the day of event if it is prior to 13:00.
Where behaviour is repeated/ dangerous, a child may be removed from the lesson prior to the 'repair' stage happening.

Microscript Support

Step 1 - Reminder
We are Respectful/ Engaged/ Ready at MFS. I have seen you ____ yesterday/ last week. This is what I need. (Positive behaviour seen previously)

Step 2 - Caution
We do not___ at MFS. We are Respectful/ Engaged/ Ready. Use ____ to be Respectful/ Engaged/ Ready. Next time, time out.

Step 3 - Repair
I noticed that you are still___. It was the value of _____ that you have not followed after my reminders. You have chosen to ____. You will now have time out.

Behaviour Support
Where the explicit behaviour teaching and microscripts is not deemed to be working, an individualised de-escalation plan will be implemented for children.

A supportive Visual prompt Repair sheet is available for use with all children.

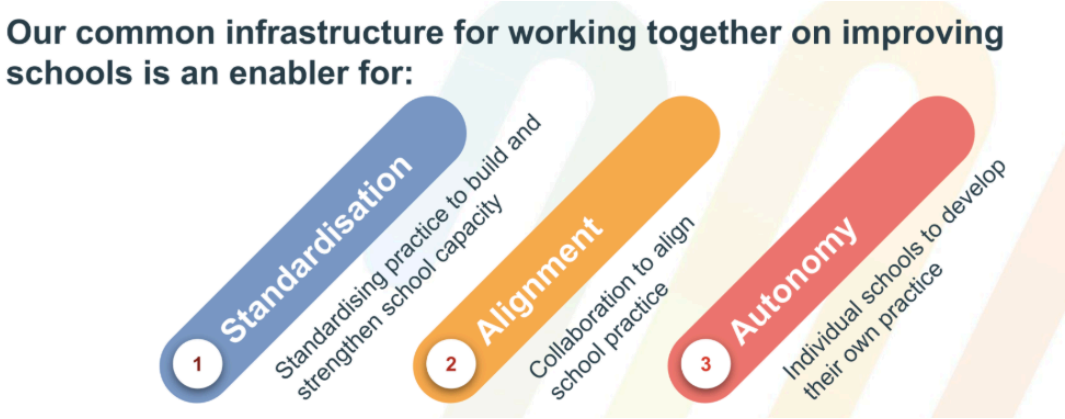
Initio Behaviour Curriculum

Mission statement - Defining our culture of behaviour

Our Behaviour Curriculum is designed to promote **collaboration**, nurture **ambition**, and instill **respect**. We believe that positive behavior is essential for academic success and personal growth. Through explicit teaching, modeling, and reinforcement, we strive to equip students with the social-emotional skills and character traits necessary to thrive in school and beyond.

Behaviour will be analysed, not moralised so that behaviour becomes an internal, not external discipline.

Our Behaviour Curriculum addresses **the fundamentals of learning** and explicitly teaches the importance of **human connection** at each developmental point.



Behaviour Guidance

As with other curriculum content, behaviour is taught using explicit teaching based on the principles of instruction from Rosenshine. WE follow Initio Learning Trust's Teaching Standards. Walkthrus by Tom Sherrington and Oliver Caviglioli are used to support staff CPD. Through our Behaviour Curriculum, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and pupils to rehearse, model and refine these behaviours.

The Early Years Foundation Stage (EYFS) framework in the UK emphasises the importance of teaching pupils positive behaviour from a young age. It recognises that pupils' personal, social, and emotional development is a prime area of learning and is crucial for their overall well-being and future success.

Intent
Our pupils learn behaviour by:
• Having clear and concise rules, routines, rewards and consequences that everyone follows; • **Teaching**, not telling, pupils how to behave; • Ensuring all adults are calm, consistent and fair in their response to behaviour; • Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see; • Adapting our approaches, where needed, for specific pupils with additional needs. **In all Initio Learning Trust schools, exemplary behaviour is an unspoken expectation.**

Implementation	Creating and Maintaining the culture within Initio
The process for teaching behaviour explicitly is as follows:	**Our staff will promote standards by:**
• **IDENTIFY** the behaviour we expect • Explicitly **TEACH** behaviour • **MODEL** the behaviour we are expecting • **PRACTISE** behaviour • **NOTICE** excellent behaviour • **CREATE** conditions for excellent behaviour It is important that all school staff know the details of this curriculum; we must teach it explicitly daily to pupils and continuously maintain the high standards we set. By doing so, we support each other to create a culture where pupils feel safe, where teachers are free to teach their subjects, and learners are free to learn.	• being **inclusive** and **tolerant** • **modeling** respectful relationships • being **engaged** and **engaging** • **demonstrating care** for the physical school environment • **connecting** before **correcting** • using **prosocial** behaviour management at all times • **meeting** and **greeting** pupils for every session • using **positive framing** • arriving arrive **on time** • being **prepared** at all times • understanding that **every minute matters** • using **technology appropriately** • **promoting** what they **permit** • **modeling** being a **reflective** learner

Behaviour Guidance

The pupils will learn…	THE FUNDAMENTALS OF LEARNING (attendance, citizenship/responsibilities, organisation, digital literacy, ambition, growth mindset)	HUMAN CONNECTION (inclusivity and tolerance, emotional literacy, communication, sense of justice, healthy relationships/principles of permission, community/environment)
EYFS (Nursery/Reception)	• *the importance of coming to school.* • *what belongs to them and what belongs to others.* • *basic routines within a classroom environment.* • *about parental controls on phones/devices for their safety* • *what a learner looks like.* • *that making mistakes is part of learning*	• *what makes them and others unique.* • *to identify and understand basic emotions.* • *to take part in discussions, negotiate and reason.* • *to have a growing awareness of rewards and consequences.* • *to turn-take and share* • *how to identify a safe adult* • *social cues and basic manners and work alongside a partner positively*
Key Stage 1 (Year 1 and 2)	• *the benefits of regular attendance* • *that the law is there to keep them safe, and it applies to everyone* • *everyone has a right to learn* • *how to take care of their belongings* • *routines within a table-based learning environment* • *how to conduct themselves appropriately online* • *to be responsible for their futures* • *how to ask for help when needed* • *to self-correct their mistakes*	• *the prosocial language to manage conflict with peers* • *explicit calming routines to manage emerging emotions (shame, guilt, aggression, hyperactivity)* • *how to undertake a restorative conversation with the support of a key adult.* • *the difference between mistakes and choices and that all actions have consequences* • *about personal boundaries as an introduction to healthy relationships* • *to work collaboratively as part of a small group*
Lower Key Stage 2 (Year 3 and 4) (7-8 age)	• *how to discuss their attendance with parents/ carers* • *what prosocial, unsocial, antisocial and dangerous behaviours consist of and the impact this has on them and others* • *about the age of criminal responsibility (10 Years old)* • *work to a time-frame* • *organise themselves and know what they need for a task* • *and what is appropriate to bring to school* • *how to begin to evaluate safe use of technology* • *To have pride in work and know that hard work pays off* • *to see feedback as an opportunity to improve*	• *to respect differences and the language surrounding diversity and the importance of equity* • *a range of strategies to understand their emotions and the emotions of others* • *begin to apply a range of strategies to regulate emotions* • *initiating communication to repair relationships* • *if you get things wrong, you have an opportunity to get it right* • *the impact behaviour has on others. (Both positive and negative)* • *how to take care of the school environment*

Behaviour Guidance

Upper Key Stage 2 (Year 5 and 6)	• *the importance of punctuality and timekeeping for important events* • *what the banned and prohibited items are for school* • *the difference between conduct and capability in the classroom and the wider community* • *responsibility for independent learning - specifically homework* • *to use a phone and social media platforms appropriately* • *the benefits of extracurricular enrichment and cultural capital opportunities* • *to persist through setbacks and not give up when they face obstacles*	• *recognise and respond positively to the emotions shown by others* • *To independently repair relationships with others using the taught restorative techniques* • *that if they deliberately disrupt or are defiant that there will be a consequence* • *to learn the difference between negative interactions with others and bullying* • *social responsibility around the school site and the wider community*
Key Stage 3 (Year 7, 8 and 9)	• *the impact of punctuality and truancy on the individual and the wider school community, including parents/ carers* • *the impact of attendance and timekeeping on future careers and life chances* • *to confidently stand up for the rights of others* • *to independently and safely regulate their time in school and the wider community* • *effective self-study techniques and the ability to work to a set goal (examinations)* • *that not all information seen/sent online is accurate and that posting online is permanent* • *the importance of dressing appropriately for your context.* • *the importance and benefit of social enterprise* • *assessment is part of their permanent future* • *the power to change is in their hands*	• *pupils will know that discriminatory language is unacceptable.* • *the links between how they feel and the resulting behaviour, including increased emotions surrounding puberty* • *respecting the boundaries of others and the concept of consent* • *to use the appropriate language and nonverbal communication to suit their context* • *that there are escalated consequences for repeated or extreme behaviours* • *how to stand up to peer influence and social pressures* • *that there is wider support available, in addition to in-school trusted adults* • *to understand their immediate environment and the local context*
Key Stage 4 (Year 10 and Year 11)	• *to independently regulate attendance without support* • *to view themselves as role models and consistently model their learnt positive behaviours for others* • *be proficient in their organisational skills* • *disconnect from technology to connect with the real world* • *have drive and be ambitious for their future* • *see effort as a path to mastery: understand that hard work and dedication can lead to skill development*	• *actively celebrate and promote diversity* • *be a well-rounded and empathetic young person* • *communicate effectively* • *apply taught behaviours to future life to keep themselves and others safe* • *evaluate the health of their relationships* • *to add value to their community*

Examples:

Restorative Conversations	PACE Language
	PACE yourself to help pupils feel secure
A restorative conversation is a structured discussion that helps people resolve conflict and repair harm. The aim is to make the outcome fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to be accountable. Once the child is regulated, establish they are ready to talk. **GROW coaching conversation:** **Goal** - set a target to achieve **Reality** - the behaviour we observed **Opportunities** - what could you do differently next time? **Way forward** - commit to an action plan **Example script:** **G** - We expect X behaviour at Y school **R** - *Staff say what they saw* then ask pupils what happened? How did you feel at the time? **O** - What do you think needs to happen to make things right?' **W** - What will you do to make things right?	A PACE approach is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. **PACE approach:** **Playfulness** - create an atmosphere of lightness and interest **Acceptance** - actively communicating that we accept the child's feelings **Curiosity** - wondering about the meaning behind the behaviour **Empathy** - lets the child feel the adults' compassion **Example script:** **P** - *(Light tone ice breaker - not linked to explicit behaviour)* **A** - I can see that you're upset; let's go for a walk together **C** - I wonder why that happened? **E** -That must be hard to cope with such bog feelings. Maybe it would help to… let's try.