

EMS Pupil Behaviour Guidance

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

Our three core values are:

- 1) Excellence
- 2) Endeavour
- 3) Enjoyment

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 Teaching and Learning 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:
<ul style="list-style-type: none"> ● Be on time to lessons ● Provide visual, verbal and written examples of equipment needed ● Clearly indicate what level of peer interaction the learning episode requires ● Model the learning behaviour they wish to see ● Use appropriate lesson material matched to the MTP, including ways in for SEN and opportunities for stretch. ● Teach the routines for the classroom, including entry and exit and giving out resources ● Take every opportunity 	<ul style="list-style-type: none"> ● Be on time for lessons ● Enter rooms quietly ● Have the necessary equipment, checked during AM registration ● Leave the room in a tidy state ● Engage with any starter task immediately and appropriately. ● Respond to the level of peer interaction indicated by staff ● Attempt all tasks to the best of their ability ● Engage with the learning behaviours that are appropriate to the lesson 	<ul style="list-style-type: none"> ● Communicate the expectations clearly to all staff, pupils and parents ● Reinforce expectations through the behaviour system ● Provide regular reminders and opportunities for teaching of the expectations ● Monitor the implementation and impact of the trust behaviour curriculum ● Support staff to teach, model and enforce the expectations through thorough CPD 	<ul style="list-style-type: none"> ● Ensure their child has access to the correct equipment for school (<i>either from home or in arrangement with the school</i>) ● 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

<p>to catch the pupils demonstrating the three core values at EMS and award Candle Credits.</p> <ul style="list-style-type: none"> ● Reinforce expectations through the school's behaviour system 			
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2.1 b Demonstrate Respectful Relationships

What?

Respectful relationships means 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, Teaching and Learning 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:
<ul style="list-style-type: none"> ● Model respectful relationships ● Greet pupils into lessons ● Speak calmly and fairly 	<ul style="list-style-type: none"> ● Speak to all calmly and fairly ● Use language that is inclusive and non derogatory 	<ul style="list-style-type: none"> ● Communicate the expectations clearly to all staff, pupils and parents ● Reinforce expectations 	<ul style="list-style-type: none"> ● Model respectful relationships, especially when working with the school ● Use language that is

<p>to all</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>through their behaviour system</p> <ul style="list-style-type: none"> • Provide regular reminders and opportunities for teaching of the expectations • 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 	<p>inclusive and challenge language which is not inclusive or is derogatory</p> <ul style="list-style-type: none"> • Encourage their children to try their best at all tasks • Talk about members of the school community in a respectful way
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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:
<ul style="list-style-type: none">● Model engagement when pupils are addressing others including giving appropriate responses● Teach active listening to pupils● Be knowledgeable of individual pupil's needs● Ensure that lessons are adapted to cater for 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	<ul style="list-style-type: none">● Track the speaker whilst they are speaking● Answer questions and/or contribute to discussions● Respect others and do not distract them● Respond to feedback● Where appropriate, participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports leader etc● Attend school regularly and on time	<ul style="list-style-type: none">● Communicate the expectations clearly to all staff, pupils and parents● Reinforce expectations through their behaviour system● Provide regular reminders and opportunities for teaching of the expectations● Monitor the implementation and impact of the trust behaviour curriculum● Support staff to teach, model and enforce the expectations through thorough CPD	<ul style="list-style-type: none">● 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 punctual attendance at school

<p>reminders about active engagement in lessons</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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 	
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3.0 Types of Behaviour

Emmanuel Middle 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. Examples of pro-social behaviour can be but are not limited to:

- Being respectful in all interactions with pupils, staff and visitors
- Attending school regularly and on time
- **Listening carefully to the teacher and following instructions**
- Completing all work to the best of your ability
- **Walking** quietly down corridors on the left-hand side
- Arriving at and leaving collective worship quietly
- Keeping to designated areas at break and lunchtime
- Wearing uniform correctly (for more information, see uniform policy):
 - Top button done up
 - Tie - to the waist
 - Black or grey trousers (not denim) or pleated / flared skirt (not pencil).
 - Skirt – minimum length just above the knee and not rolled
 - Black leather shoes – NOT trainers
 - Shirts tucked in
 - One pair of plain stud earrings
 - Hair accessories plain in colour and small

- Being prepared with the correct equipment:
 - Homework diary
 - A pencil case with pen, pencil, highlighter, whiteboard pen, rubber, pencil sharpener, ruler, glue stick, pink, green and purple pen, coloured pencils/felt tip pens
 - Correct PE kit
 - Subject exercise books (no graffiti on the outside cover or inside)
 - Homework completed
 - Following the school's agreement for internet use
 - Being supportive of pupils and staff
 - Supporting others to de-escalate situations which may result in conflict
 - Seeking help and support from staff when you are finding situations difficult.
 - At Emmanuel, we define behaviours that don't support our community values as being unsocial or in extreme

cases, antisocial. There is no clear dividing line between unsociable and antisocial behaviours (rough guide below), but we must ensure we don't drive unsociable behaviour into being antisocial behaviour.

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:

- Answering back rudely
- Not following staff direction
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude to learning
- Not completing work to the best of your ability
- Homework not being completed
- Poor presentation
- Unwarranted comments or physical interaction with peers
- Use of derogatory language to others
- Interfering with others work or school property

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):

- Repeated un-social behaviours (as above)
- Persistent disruption of learning
- Absconding from the classroom
- Causing disrepute to the school
- Bullying
- Harassment
- Defiance – including not attending detentions
- Verbal abuse
- Theft

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 - deliberately starting, getting involved or escalating conflict
- Bringing weapons on site
- Bringing drugs or alcohol on site
- Wilful damage to property
- Inciting violence in others
- Child on child abuse

- Persistent Bullying
- Possession of prohibited items e.g. cigarettes, e-cigarettes, drugs, alcohol, weapons etc.
- Sexual assault (which is any unwanted / unwarranted sexual behaviour that causes humiliation, pain, fear or intimidation)

The school will closely monitor CYP who are displaying un-social or antisocial / 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 in order 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 and staff at the school will be aware of these CYP and monitor them closely.

4.0 Rewards

Emmanuel Middle 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
- Candle Credit for themselves, Class, Year Group or House
- Choice of reward from the E-Praise shop.
- Non-uniform day
- Head of year / house award / commendation
- Headteacher award

5.0 Consequences

All behaviour has consequences and Emmanuel Middle School recognises that part of teaching behaviour is providing proportionate, rational, timely and appropriate consequences for behaviour, including rewards, detailed above.

At times, children will behave in a way that is not in keeping with the expectations of our school. All staff follow our Behaviour Ladder, set out below.

- Consequences (demerits and interventions) are recorded in Arbor.
- Children with specific behavioural or learning needs have their behaviour managed in a way that is tailored specifically to them.
- Once a consequence (intervention) is issued it is not removed, unless it is clear that it was issued in error.
- Staff will always make every effort not to discuss a pupil's behaviour in front of other pupils. From time to time this may be necessary when addressing the behaviour of a group or if children are taking part in a practical activity where the teacher leaving the room would present a Health and Safety concern.

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

- Missing unstructured times to complete work
- Making up the work missed after school
- Apologising for not following instructions

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

- Spending some reflective time away from peers
- A loss of unstructured times, including after school detentions.
- Meeting with others through a restorative process
- Use of alternative provision

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

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

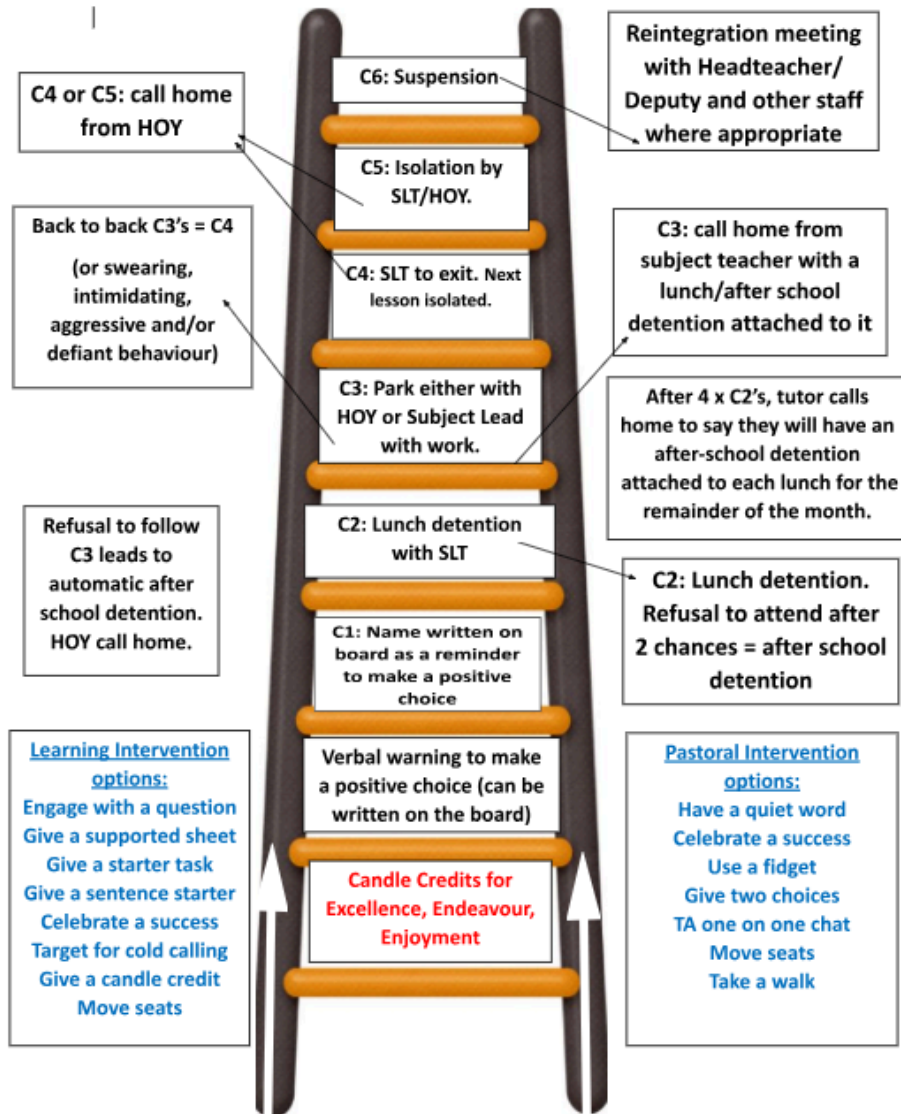
- Restorative processes
- Time spent away from peers
- Loss of social times, including after school detentions
- Suspension
- Use of managed moves
- Use of alternative provision to improve behaviour

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

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

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Behaviour Ladder 2025



All behaviours and detentions logged onto Arbor, as well as meetings with children and parents.

Escalation through the Behaviour Ladder

On occasions it may be necessary to progress through the steps outlined above by missing some stages. This escalation will take place when a pupil's behaviour falls below our expected standard. In these incidents immediate intervention by a Head of Year or member of the Senior Leadership Team will be taken.

Demerit Points and behaviour tracking

All incidents of poor behaviour are logged on Arbor through the allocation of 'demerits'.

Class teachers, with the support of the Head of Year, are responsible for monitoring the behaviour of children within their class in order to provide support and communicate effectively with parents/carers. Once a pupil receives four lunchtime detentions in a calendar month, future C2 in lessons attracts an after school detention within 48 hours. A phone call home will be made to inform parents of pupils leaving school at 4.15 and agree how the pupil will travel home and any other support required.

Report cards:

Green, Orange, Red reports:

A green report card is used as a refocus opportunity and an early identification mechanism to track parts of the curriculum that a pupil may be experiencing challenges in. This is monitored by the class teacher. A pupil might remain on this report for up to three weeks.

An orange report card is an escalation from green, and therefore more action is required. A pupil moving to orange is viewed to have failed to pass their green report. In addition, other measures may be put in place to challenge and support the pupil. This is monitored by the Head of Year. A pupil is not expected to spend more than two weeks on this report.

A red report card is the final escalation point, is a cause for concern and is managed by a member of the SLT. There are additional measures in place and the pupil is not permitted to represent the school or attend events such as a disco. At this point the school will also work with the Locality team and / or start a PSP process as the pupil is at risk of exclusion.

Positive report:

Some pupils will benefit from additional praise and recognition for the work they produce. This can be instead of a green 'refocus' report or to build self-esteem.

Class report:

If a teacher is absent or a group of staff are absent this is a good tool to monitor the whole class. There are opportunities to recognise and celebrate pupils who work hard and hold other pupils accountable for their behaviour choices in the absence of their staff.

Social report:

Some pupils require greater focus during social times, they may struggle to self-regulate. This report provides greater structure to this time. It is unlikely pupils will spend more than two weeks on this report.

Parents are notified when a child is to be placed on a report card. The student, their parent and the school will work together to identify targets and any interventions required.

Pastoral Support Programmes (PSP):

If a student's behaviour is giving significant cause for concern and they are also at risk of permanent exclusion then a Pastoral Support Programme will be written in conjunction with the parents or carers and the student. If a PSP is going to be utilised then this is to be reported to the Academy Committee. The Governors may then choose to exercise their rights to invite the parents or carers to attend a meeting with their son or daughter to discuss the implementation of the PSP, the desired outcomes and the next steps which may occur.



The EMS Way September 2025: **Be inspired to do your best.**

Outside the classroom:

Staff acknowledge when we see what we expect and redirect pupils who are not meeting our expectations.

- Walk safely and quietly around school, keeping left in busy areas
- **Uniform worn correctly** - skirts not rolled; black/grey/white socks; all black, leather, formal trainers/shoes; shirts tucked in (Mr Christopher/Mr Barker will authorise when they can be untucked due to hot weather); one pair of stud earrings; tie length to the waist; Hair length, colour and style should be reasonable and not represent extremes of fashion. For example: no shorter than grade 1 and no lines/detail cut in, natural in colour and one tone; no make-up (cover-up concealer can be used); no nail polish or false nails
- Right place, right time, right conduct
- Support and encourage others positively
- Walk to and from Worship in silence
- All children outside at breaktime and lunchtime, unless in for library or medical reasons

Start of day:

- Straight to class for 8.40am, sat down with equipment out ready for checking
- Equipment in a pencil case that will fit into tray: Blue handwriting pen, pencil, pink pen, green pen, purple pen, rubber, ruler, glue stick, whiteboard, whiteboard pen and whiteboard rubber
- Staff will replace whiteboard pens with evidence of one running out
- Staff will provide rulers and glue sticks in each classroom for children to borrow
- Tutors will provide all other equipment for children to borrow
- Reading book out, spellings out
- Water bottle and diary on the table (some classes may use a water bottles box)
- Place phone into phone box

Break-times: each year-group requires a member of staff to be on duty.

- Unwrap a healthy snack and go
- No physical play
- Cooperate with **all** adults
- End of break times - line up in year group area
- Refill water bottles
- Ask for permission to go to the toilet or to re-enter school for another reason

Excellence

Endeavour

Enjoyment

➤ **End of day:**

- Tidy classroom, leaving tables, floor and sides clear
- Stack chairs
- Stand behind place, ready to be dismissed
- Collect phone when instructed
- Walk to the school gate with the tutor (Y5 and Y6 exit via their door to the playground, passing the cage. Y7 and Y8 exit through their own outside doors, passing Y8 classrooms)

Lunchtime - after eating:

- Tuck chairs in
- Clear up any mess on tables or floor
- Stand behind chair, ready to be dismissed
- Ask for permission to go to the toilet or to re-enter school for another reason

Entering / leaving classroom: Staff present at the classroom door/front of classroom

- Line up outside the classroom quietly if your teacher is not present
- Stand behind your chair to wait to be dismissed at the end

Inside the classroom: staff acknowledge when we see what we expect and redirect pupils who are not meeting our expectations.

- No extra items out on the table to those listed above, apart from approved fidgets
- Follow the class seating plan for any adult taking the class
- Write the date and the LO and underline it using a ruler
- Check the board for a starter task
- Present work to best of ability
- Respond to adults in a respectful manner
- Make a positive contribution as an individual, to the class and your House group
- Put your hand up to gain adult attention
- Use the appropriate learning behaviour set out by the teacher

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

- [KCSiE, 2022](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022](#)
- [Behaviour in Schools, 2022](#)
- [Alternative Provision, 2016](#)
- [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](#)

[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](#)

[Miss. I don't Give a Sh*t by Adele Bates](#)

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/>

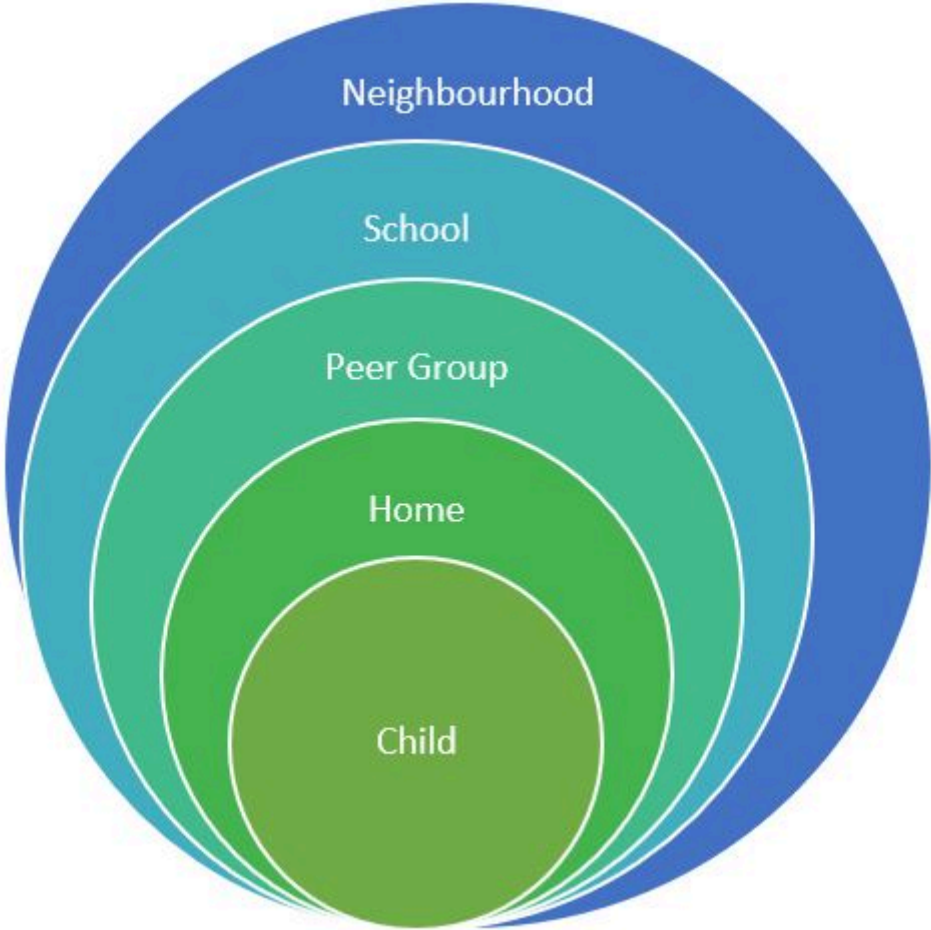
Appendix B - ABC behaviour chart:

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:



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Appendix D - Example of anxiety mapping chart

Anxiety Mapping



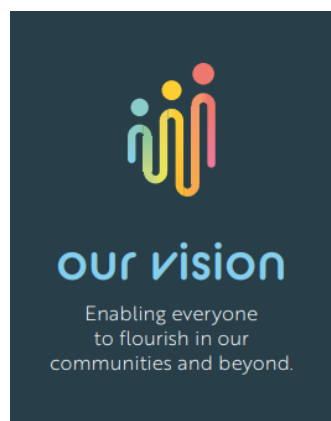
Initio Behaviour Curriculum

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.



Our common infrastructure for working together on improving schools is an enabler for:



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.

<u>Implementation</u>	<u>Creating and Maintaining the culture within Initio</u>
<p>The process for teaching behaviour explicitly is as follows:</p>	<p>Our staff will promote standards by:</p>
<ul style="list-style-type: none"> • IDENTIFY the behaviour we expect • Explicitly TEACH behaviour • MODEL the behaviour we are expecting • PRACTISE behaviour • NOTICE excellent behaviour • CREATE conditions for excellent behaviour <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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

The pupils will learn...	<u>THE FUNDAMENTALS OF LEARNING</u> (attendance, citizenship/responsibilities organisation, digital literacy, ambition, growth mindset)	<u>HUMAN CONNECTION</u> (inclusivity and tolerance, emotional literacy, communication, sense of justice, healthy relationships/principles of permission, community/environment)
EYFS (Nursery/Reception)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Upper Key	<ul style="list-style-type: none"> the importance of punctuality and timekeeping for important 	

<p>Stage 2 (Year 5 and 6)</p>	<p><i>events</i></p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
<p>Key Stage 3 (Year 7, 8 and 9)</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
<p>Key Stage 4 (Year 10 and Year 11)</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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:

<u>Restorative Conversations</u>	<u>PACE Language</u>
<p>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.</p> <p><u>GROW coaching conversation:</u></p> <p>G - set a target to achieve R - the behaviour we observed O - what could you do differently next time? W - commit to an action plan</p> <p>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?</p>	<p><i>PACE yourself to help pupils feel secure</i></p> <p>A PACE approach is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.</p> <p><u>PACE approach:</u></p> <p>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</p> <p>Example script: P - <i>(Light tone ice breaker - not linked to explicit behaviour)</i> 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.</p>