



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
(Teacher standard 7. Initio T and L principles 1)
- Staff will establish and explicitly teach routines (Initio T and L principles, 1)



- 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 that have been agreed by all of our schools to teach, model and insist upon. Each expectation may look slightly different at each stage of a pupil's development so phases will need to agree how the teaching, modelling and encouragement of the expectations is developed in their phases.

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?

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, including entry and exit - Reinforce expectations	- 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 and opportunities for teaching of the expectations - Support staff to teach, model and enforce the expectations through thorough CPD	- 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



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, T and L principles, 1)

How?

As a minimum,

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



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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	best of their ability	• 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	• 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?

As a minimum,



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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 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	• 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 council / tours for visitors / shows / sports leader etc • Attend school regularly and on time	• 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 • 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	• 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



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participate in extracurricular activities Model good attendance		expected	
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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. 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 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

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- an opportunity to reflect on the choices made and emotions involved.
- The whole school shared language to support the 3 step system.

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

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

- Meeting with others through a restorative process
- Spending some reflective time away from peers
- A loss of unstructured times
- 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 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 and 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 Mobile Phones

Merley First School is a mobile phone-free environment. In alignment with [Department for Education \(DfE\) guidance](#) students are strictly not permitted to bring or use mobile phones on the school premises.

If students who require a smart device for documented medical monitoring purposes, we will ensure appropriate exemptions remain in place. Please contact the headteacher through the school office if you feel your child requires this.

7.0 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



- **Keeping Children Safe in Education (KCSIE)**
[Keeping children safe in education - GOV.UK](#)
 - **Suspension and Permanent Exclusion**
[School suspensions and permanent exclusions - GOV.UK](#)
 - **Behaviour in Schools Guidance**
[Behaviour in schools guidance - GOV.UK](#)
 - **Alternative Provision Guidance**
[Alternative provision statutory guidance - GOV.UK](#)
 - **The Equality Act**
[Equality Act 2010: guidance - GOV.UK](#)
 - **SEND Code of Practice**
[SEND code of practice: 0 to 25 years - GOV.UK](#)
- 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:

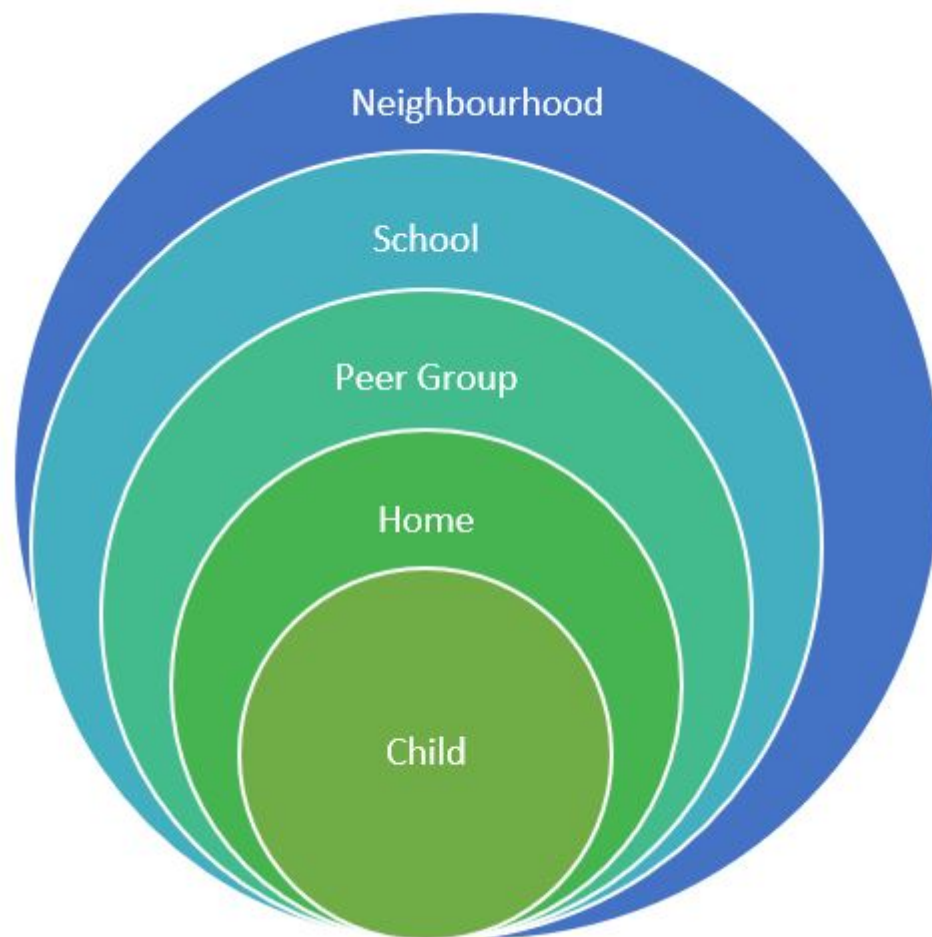
Name: _____

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:





Appendix D - Example of anxiety mapping chart

