



Behaviour Guidance

This guidance provides further information about how we apply the Initio 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

It is the aspiration of our trust 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**.

Teaching behaviour forms part of our curriculum. The initio behaviour curriculum supports our behaviour guidance within our classrooms. A link can be found on our website

1.2 Trust-wide Behaviour Principles:

- Everyone has the right to an open, friendly and studious classroom environment free from disruption or aggression
- All CYP will be supported through a range of behaviour management strategies if they need them



- 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 through our three Trust-wide behaviour expectations which 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) Ready to Learn
- 2) Respectful Relationships
- 3) Safe and engaged in learning



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: |
|--|---|---|--|
| <ul style="list-style-type: none"> ● Be on time to lessons ● provide equipment needed for the lesson ● Ensure that visual timetables are present in class ● Have visuals/supports in place for pupils who need it ● model the behaviour they wish to see ● have the learning ready for the pupils ● teach the routines for the classroom, including entry | <ul style="list-style-type: none"> ● Be on time for lessons ● Enter rooms quietly ● Sit on chairs provided correctly ● Listen to instructions and participate in the learning ● Leave water bottle in the demarcated area ● Bring reading book to and from school ● Place anything from home into the teachers | <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 ● Support staff to teach, | <ul style="list-style-type: none"> ● 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 |



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| <p>and exit</p> <ul style="list-style-type: none"> ● Reinforce expectations through the school's behaviour system | <p>cupboard or in designated space decided by teacher</p> | <p>model and enforce the expectations through thorough CPD</p> | |
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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: |
|--|---|---|--|
| <ul style="list-style-type: none"> ● Model respectful relationships ● Greet pupils at the beginning of day, after break or lunch ● 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 | <ul style="list-style-type: none"> ● Speak to all calmly and fairly to all ● Use language that is inclusive and kind ● Be welcoming and open to new pupils, parents and visitors | <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 | <ul style="list-style-type: none"> ● Model respectful relationships, especially when working with the school ● Use language that is inclusive and challenge language which is unkind |



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| <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● Be open to trying all learning and giving new opportunities a try. | <p>opportunities for teaching of the expectations</p> <ul style="list-style-type: none"> ● 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>or offensive</p> <ul style="list-style-type: none"> ● Talk about members of the school community in a respectful way ● Encourage their children to try their best with new experiences. |
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2.1c Be safe and show 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,



| Staff will: | Pupils will: | Senior leaders will: | We would like Parents to: |
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| <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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 <p>-Consider safety when using equipment both in and out of the school building -Use equipment safely -Consider the safety of others make sure others are feeling</p> | <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 ● 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 | <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 <ul style="list-style-type: none"> -Communicate with adults in school if an unsafe situation arises at home or at school -Support the school with decisions made around safety in school -Avoid using the school car park at busy times of the day to prevent accidents. |



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| <ul style="list-style-type: none"> ● Encourage pupils to participate in extracurricular activities ● Model good attendance ● Ensure lessons are safe and well-planned ● Keep children's safety at the heart of all you do ● Ensure risk assessments for trips are followed and understood by all ● Encourage children to keep their feelings safe and the feelings of other people ● Keep pupils safe by passing on their worries or concerns to DSLs ● Keep pupils safe by implementing the behaviour and anti-bullying policies. | <p>safe</p> <ul style="list-style-type: none"> -Protect other children's feelings help them to feel safe -Talk to an adult if you feel unsafe at school or at home | <p>support families where attendance is not as expected</p> <ul style="list-style-type: none"> ● Consider the safety of all when planning for unknown events or emergencies ● Think of the safety of adults and children or installing more equipment ● Follow health and safety guidance and ensure it is followed by staff, pupils and parents ● Follow procedure when following safeguarding procedures. ● Keep pupils safe by following the anti-bullying and behaviour guidance. | |
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3.0 Types of Behaviour

Bridport St. Mary's generally divides behaviour into following four categories, defining it as:

3.1 Valued behaviour

This is the behaviour that we wish for all of our pupils 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
- Holding the door open for others
- Welcoming visitors
- Helping a friend
- Saying please and thank you

3.2 Detrimental behaviour



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
- Flipping water bottles

Behaviours which do not 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 do not drive un-social behaviours into anti-social behaviours.

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
- Causing disrepute to the school
- Bullying
- Harassment

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
- Wilful damage to property
- Inciting violence in others
- Child on child abuse
- Persistent Bullying

The school will closely monitor pupils 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 pupils will never need to be subject to any consequences for anti-social or dangerous behaviour.

However, there may be one or two pupils 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 pupils who can be missed from planning as their behaviours do not trouble anyone and staff at the school will be aware of these pupils and monitor them closely.

4.0 Rewards

Bridport St. Mary's 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
- Email or phone call home
- Dojo points
- Choice of activity as a dojo award
- Presentation award
- Certificate in celebration assembly

5.0 Consequences

All behaviour has consequences and Bridport St. Mary's recognises that part of teaching behaviour is providing proportionate, rational, timely and appropriate consequences for behaviour, including rewards, detailed above.

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

- Missing break/ lunch to complete work



- Making up the work missed
- Apologising for not following instructions

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
- Re- imagining how social time is spent-
- Alternative location within school

Anti-social / difficult behaviour which is of a more serious nature 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 Bridport St. Mary's Primary School, we have a system for consequences which teachers use but we acknowledge that there may be some pupils who sit outside of any formal system and we will apply our knowledge of the pupils and their context when making decisions about consequences to ensure **equity**.

| Adult Strategies to Develop Excellent Behaviour: | | | |
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| IDENTIFY the behaviour we expect Explicitly TEACH behaviour MODEL the behaviour we expect PRACTISE behaviour NOTICE & PRAISE excellent behaviour CREATE conditions for excellent behaviour | | | |
| Unexpected behaviours | | | |
| Level 1 | Level 2 | Level 3 | Level 4 |
| <p>Low level disruption</p> <ul style="list-style-type: none"> - Swinging on chair - Wandering around - Unhelpful noises- including tapping/banging - Bringing in chewing gum/sweets from home - Abrupt one-word responses (yeh, no!) to questions from an adult - Dropping Litter - Calling out or shouting - Lolling over desks - Fidgeting or rummaging - Making faces/noises - Antisocial, crude behaviour (passing wind, spitting and belching) <p>Uniform issue</p> | <ul style="list-style-type: none"> -Repeated behaviours after warning given -Disagreeing or arguing with an adult -Throwing or flicking objects without hurting anyone -Making unkind remarks/banter (first time, not repeated, could be unintentional) -Misusing another child's property -Teasing or deliberately 'winding up' other children | <p>-Prohibited item (not appropriate for school)</p> <ul style="list-style-type: none"> -Non-permanent graffiti or defacing walls, equipment etc. -Throwing stones or sticks not aiming at people <p>-Poor behaviour around school</p> <ul style="list-style-type: none"> -Intimidating behaviour (without intention) -Accidentally hurting children with thrown item -Play fighting/rough play with friends -Leaving classroom without permission -Swearing as part of general conversation with other children-including 'other types of swearing' -mis-use of bathrooms (non-permanent/less dangerous) <p>Persistent disruption (Arbor level 3)</p> | <p>Disrespectful to adult, pupil, staff</p> <ul style="list-style-type: none"> -Repeated refusal to engage with SLT/adults -Swearing at an adult <p>Unsafe behaviour</p> <ul style="list-style-type: none"> -Serious incidents involving online safety -High level sexual behaviour (Red on BT) -Prohibited item (unsafe and inappropriate) -Damage or vandalism (permanent) -Intentional serious damage to property -Theft -Discrimination Sexism -Discrimination Racism -Discrimination Homophobic -Discrimination Disabilist -High level sexual behaviour (Red Brook tool) <p>Bullying behaviour</p> |



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| <ul style="list-style-type: none"> - Jewelry/fake nails/make up - No PE kit - Wrong footwear - Incorrect uniform <p><u>-Homework issue</u> <u>Poor classroom engagement</u> <u>Equipment issue</u> <u>Chewing gum</u></p> | | <p>-Repeating level 1 and 2 behaviours</p> | <p>-Repeated and Intentionally threatening or intimidating behaviour</p> <p>-Repeated intentional behaviour such as name calling, isolation</p> <p>-Swearing <u>at</u> an adult or a child in anger</p> <p>-Intentionally spitting at or on someone</p> <p><u>Truancy</u></p> <p>-Leaving the school grounds without permission</p> <p><u>-Fighting/physical behaviour</u></p> <p>-Physically violent behaviour (fights and attacks on others)</p> |
| <p><u>Educational consequences could include:</u></p> <ul style="list-style-type: none"> -Social stories around expected behaviour -Comic strip conversations -Social stories around expected behaviour -Litter picking for dropping litter -Ensure that child completes the educational task that was disrupted Rehearsing/modelling situations through intentional teaching of prosocial behaviour <ul style="list-style-type: none"> • Providing the child with an opportunity to ‘put things right’ through a process of reflecting, repairing, and restoring relationships. <p>Heart smart lessons for pupils</p> <p><u>Protective consequences could include:</u></p> <ul style="list-style-type: none"> -Repositioning of seating in the classroom | <p><u>Educational consequences will include:</u></p> <ul style="list-style-type: none"> -Social stories around expected behaviour -Comic strip conversations -Ensure that child completes the educational task that was disrupted -Rehearsing/modelling situations through intentional teaching of prosocial behaviour <ul style="list-style-type: none"> • Intentionally provide educational opportunities for the child to learn about the impact of certain actions and behaviours • Providing the child with an opportunity to ‘put things right’ through a process of reflecting, repairing, and restoring relationships. -Teaching new playground games -Cleaning, tidying, mending and ‘making right’ | <p><u>SLT informed-SLT to assist with de-escalation</u></p> <p><u>Educational consequences will include:</u></p> <ul style="list-style-type: none"> -Social stories around expected behaviour -Comic strip conversations -Social stories around expected behaviour -Triple R (Reflect, repair and restore) with SLT to discuss behaviour and consequences -Restorative conversations around impact of behaviour and responsibility for actions to be had <p><u>Protective consequences could include:</u></p> <p>All protective consequences should run alongside educational consequences to support long-term behavioural change.</p> | <p><u>Educational consequences:</u></p> <ul style="list-style-type: none"> -Safer Schools team educational lessons provided <ul style="list-style-type: none"> • Ensuring the child assists with repairs where they have caused damage (when possible and practical) -Revisiting heartsmart/behaviour curriculum lessons <p><u>Protective Consequences:</u></p> <ul style="list-style-type: none"> -Time spent with SLT -SLT to decide on protective/logical consequences -Triple R (reflect, repair and restore) meeting held with Head teacher -meeting with parents held -Anti-bullying policy followed |



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| <p>-Request that the object causing distraction be put away</p> <p>-Use of the in class meteor system to support behaviour for learning</p> <p>-Further class rewards put in place to encourage correct behaviour</p> | <p>Protective consequences could include:</p> <p>-Rearranging of seating or location of pupils in certain lessons</p> <p>-lesson to be completed in alternative location</p> <p>-Use of the in class meteor system to support behaviour for learning</p> <p>-Polite Removal of objects causing distraction</p> <p>-Changes to whole class rules to limit distraction</p> | <p>-Parents informed</p> <p>-Separation of the children involved</p> <ul style="list-style-type: none"> • Arrangements to access outside space e.g. playground/field. • Differentiated teaching space; hall, outdoor area, use of the Den <p>-Anti-bullying action plan set up (if needed- see anti-bullying policy)</p> <p>Alternative lunch time support available such as lunch club offered/increased supervision</p> | <p>Lunchtimes spent off site</p> <ul style="list-style-type: none"> • Increased staff ratio • Change of timetable • Appropriate use of exclusion (using the time to reflect, amend plans and identify other appropriate interventions to support the pupil upon return) <p>Outside agencies contacted for future planning (Contact FSAL with parent's permission)</p> <p>Internal exclusion for ½ a day or a day</p> <p>External exclusion for a ½ a day or a day up to a maximum of 2 days</p> <p>As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice within the behaviour management plan.</p> |
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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



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[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:](#)



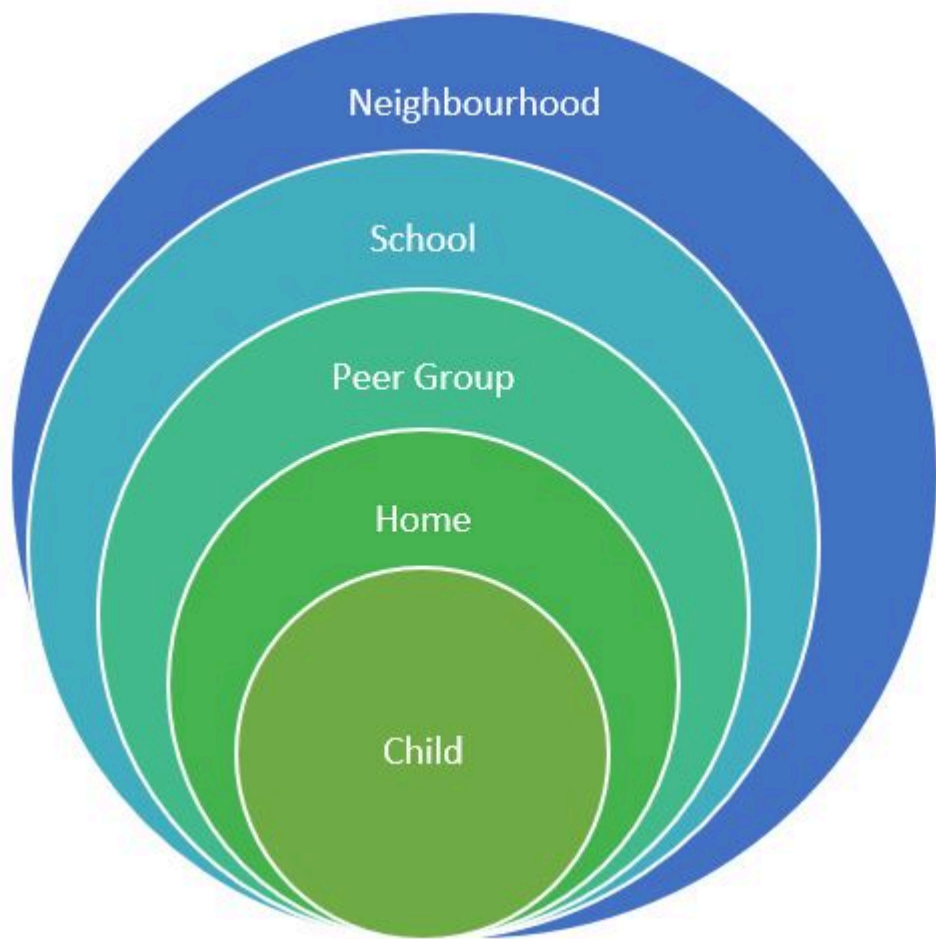
Name: _____

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:







Appendix D - Example of anxiety mapping chart

