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

The three Lockyer's behaviour expectations are:

1) Ready
2) Respectful
3) Safe

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.

Behaviour Guidance

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 through the school's behaviour system	• 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 *(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

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 wider context of a pupil's life • Teach social cues, where appropriate	• 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 best of their ability	• 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	• 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 • Talk about members of the school community in a respectful way

• 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		• Model respectful relationships with all in the school and wider community • Use whole school teaching to demonstrate respectful relationships	

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,

Staff will:	**Pupils will:**	**Senior leaders will:**	**We would like Parents to:**
• Model engagement	• Look at a speaker	• Communicate the	• Model engagement with

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 participate in extracurricular activities • Model good attendance	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	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 expected	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

3.0 Types of Behaviour

Lockyer's 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):

- Helping others with tasks
- Lending equipment
- Welcoming visitors
- Being respectful in all interactions with pupils, staff and visitors
- Respecting school facilities and property
- Attending school regularly and on time
- Listening carefully to the teacher and following instructions
- Completing all work to the best of your ability
- Walking sensibly in between buildings
- Arriving at and leaving assembly quietly
- Keeping to designated areas at break and lunchtime
- Keeping table and area neat and tidy
- Wearing uniform correctly (for more information see uniform guidance on our website)

- Being prepared with the correct equipment:
- Homework diary (signed weekly by parent and tutor)
- A pencil case with pen, pencil, highlighter, whiteboard pen, rubber, pencil sharpener,ruler, glue stick, 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
- Seeking help and support from staff when you are finding situations difficult.

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 instructions
- A lack of work in lessons
- Homework not being completed
- Not participating in group activities effectively
- Not participating in extracurricular activities effectively
- 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
- Poor presentation
- Unwarranted comments or physical interaction with peers
- Use of derogatory language to others
- Interfering with others' work or school property

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
- Defiance – including not attending detentions
- Preventing others from learning
- Verbal abuse
- Fighting/physical abuse
- Intentional damage or vandalism of school property
- Vandalism
- Online Misuse - Inappropriate use of social media, inappropriate use of online messaging,
- Inappropriate sexualised behaviour / language
- Theft
- Repeated unsocial behaviours (as above)

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
- Truanting from the school building
- Possession of prohibited items e.g. cigarettes, e-cigarettes, nicotine based substances, drugs, alcohol, weapons etc…
- Dangerous behaviour online - sexting, sharing extremist views, interacting with strangers, sharing inappropriate images, engaging in online criminal activity 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

Lockyer's 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
- Recognition board
- Contact with home
- Merits
- Choice of Merit prizes / rewards

- ‘Always’ letters
- Postcards

5.0 Consequences

All behaviour has consequences and Lockyer’s Middle School 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 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) :

- Meeting with others through a restorative process
- Spending some reflective time away from peers
- A loss of unstructured times
- Loss of social times, including after school detentions
- 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
- Support from external agencies
- Use of alternative provision to improve behaviour

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

Any pupil who persistently fails to meet the school's behaviour expectations, or is involved in a significant behaviour incident, may be suspended or permanently excluded from the school. At Lockyer's 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**.

Our lesson behaviour **Blueprint** (see Appendix E) expects all members of staff to teach good behaviour and to ensure that they adhere to the following steps:

Stage 1 – Verbal Warning
At this stage, a member of staff will quickly and simply state the expectation that is not being met, using an agreed vocabulary contained within the school's 'Behaviour Blueprint'.

Stage 2 – 30 Second Cool-Down
Any further behaviour issues will result in the teaching staff asking the child to step outside of the classroom for a brief but more detailed discussion, without alerting the other children in the class to the details of the conversation or interrupting them from their learning activities. During this brief discussion, the teaching staff will explain to the child that they have breached the expectations for behaviour, invite them to use 30 seconds to gather themselves together and return to the class, ready to meet the expectation for the remainder of the lesson.

Stage 3 - Lunch Detention - Reflection Time
Should the child still fail to meet our school's expectations, they will be **issued a lunch detention** and *may* be asked to complete work in another classroom. The detention is to be served during the subsequent lunchtime. Detentions will last for half of the total lunch period. The teacher will carry out restorative conversation before their next lesson with the child and log detention on E-Praise.

Stage 4 – Lesson Removal & After-School Detention (Red Card)
This is used when a child has had to be asked to leave the class because of high-level disruption, or they are taking away others' rights to learn or teach. This can also be used when a child has been removed to your room and continues to be disruptive. A member of the senior leadership team will be sent for, to support. The pupil will remain with SLT for the remainder of that lesson. Teacher to log on Arbor and **issue after-school detention** and contact home. Restorative discussion with the teacher before their next lesson with the student.

Escalation through our Behaviour Blueprint
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. Please be aware that the use of mobile phones on the school site is prohibited and will result in an after school detention.

Demerits and behaviour tracking
All incidents of poor behaviour are logged on Arbor through the allocation of 'demerits'. All demerits are communicated with home via Arbor. Tutors and Year Leads will monitor the number of behaviour points a pupil receives and communicate with home accordingly.

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. 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.

Behaviour Reports
Having followed steps outlined in our Behaviour Blueprint for learning, Heads of Year will closely monitor pupils' behaviour points and assess the need to place a pupil on report to support their behaviour in lessons. A pupil will only be placed on report following a discussion between the child, their parents/carer, their tutor and their Head of Year. Staff, parents and sometimes students will be asked to contribute to behaviour reports.

Monitoring Reports can be issued at three levels:

- Tutor report - This report 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 tutor. A pupil might remain on this report for up to three weeks.

- Positive Report - Some pupils will benefit from additional praise and recognition for the work they produce. This can be instead of a Tutor report to rebuild self-esteem.

- Head of Year Report - This report card is an escalation from the tutor report, and therefore more action is required. A pupil moving to Head of Year Report is viewed to have failed to pass their Tutor 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.

- SLT report - An SLT report card is the final escalation point for Behaviour Reports, 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 suspension.

Parents are notified when a child is to be placed on a report card. The student, their parents 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 Local Schools Committee. The LSC Members 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.

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

- 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



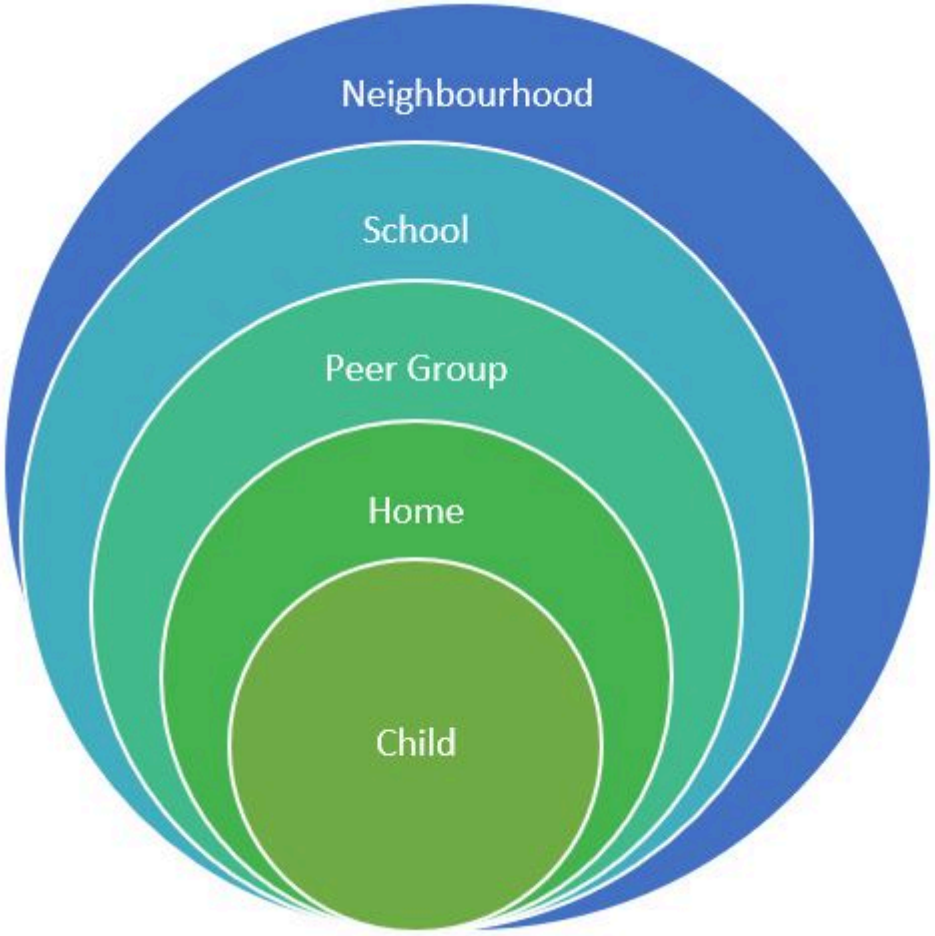
https://prezi.com/view/CaD3hB25Sv8kYtAeqr8m/

Appendix B - ABC behaviour chart:

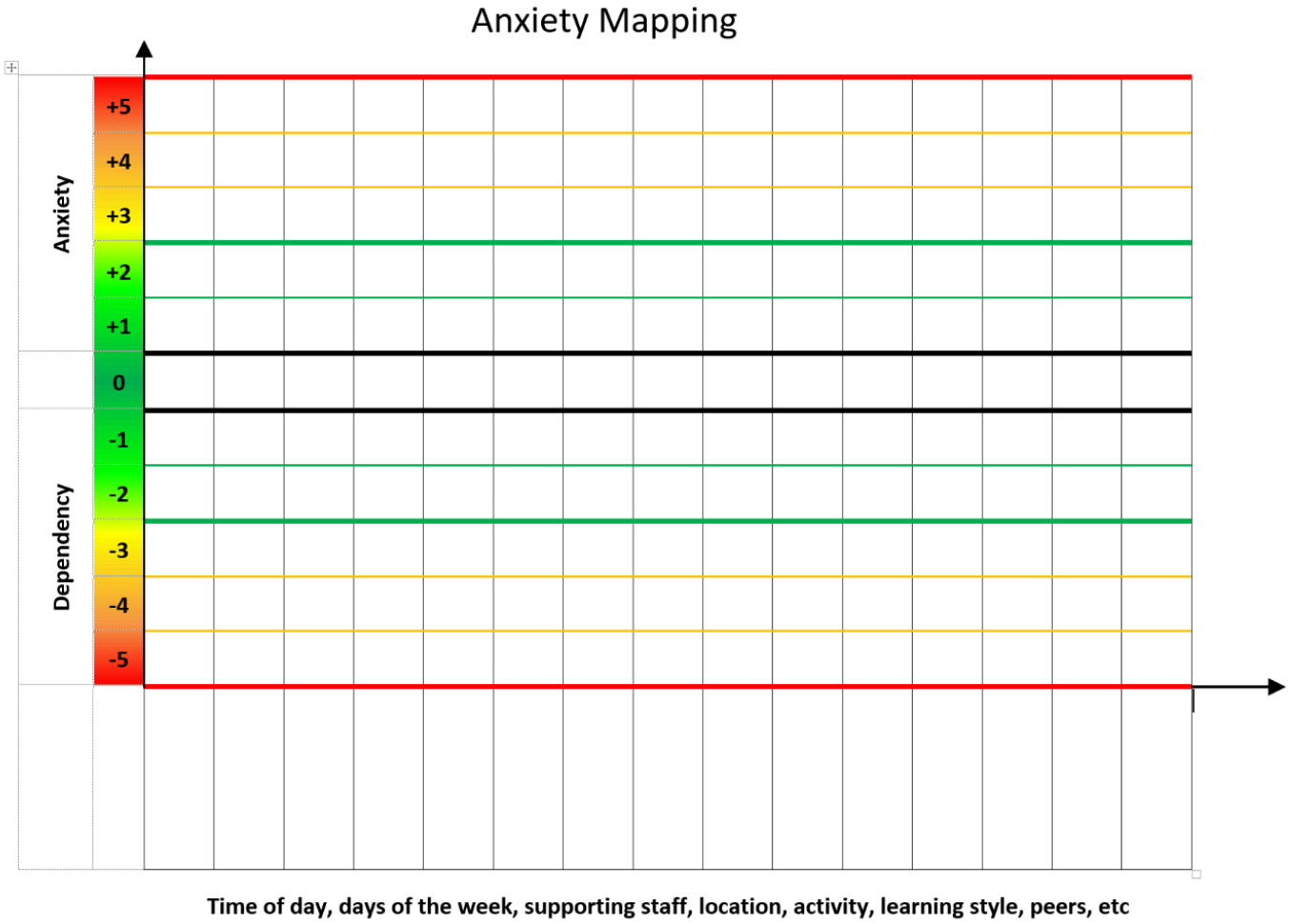
Name: ABC CHART

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



Appendix E - Lockyer's Middle School Blueprint



Behaviour Guidance

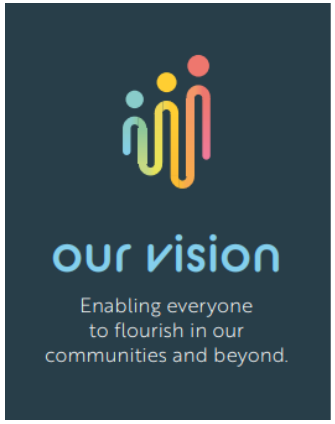
Initio Behaviour Curriculum

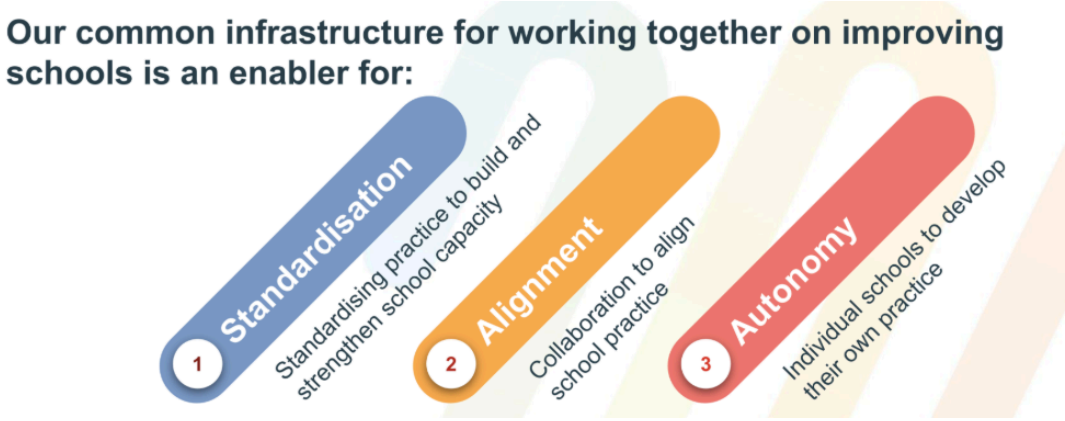
Mission statement - Defining our culture of behaviour

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.





Updated September 2026

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

initio Learning Trust

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:** **G**oal - set a target to achieve **R**eality - the behaviour we observed **O**pportunities - what could you do differently next time? **W**ay 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:** **P**layfulness - create an atmosphere of lightness and interest **A**cceptance - actively communicating that we accept the child's feelings **C**uriosity - wondering about the meaning behind the behaviour **E**mpathy - 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.