



## 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

Our vision: Enabling everyone to flourish in our communities and beyond.

Our values: Collaboration, Ambition, Respect

#### **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. T and L principles 1*)
- Staff will establish and explicitly teach routines ( *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 (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"><li>• be on time to lessons</li><li>• provide visual and written examples of equipment needed</li><li>• clearly indicate what level of peer interaction the learning episode requires</li><li>• model the behaviour they wish to see</li><li>• have the learning ready for the pupils</li><li>• teach the routines for the classroom, including entry and exit</li><li>• Reinforce expectations through the school's behaviour system</li></ul>	<ul style="list-style-type: none"><li>• be on time for lessons</li><li>• enter rooms quietly</li><li>• have the necessary equipment</li><li>• leave the room in a tidy state</li><li>• respond to the level of peer interaction indicated by staff</li></ul>	<ul style="list-style-type: none"><li>• Communicate the expectations clearly to all staff, pupils and parents</li><li>• Reinforce expectations through their behaviour system</li><li>• Provide regular reminders and opportunities for teaching of the expectations</li><li>• Support staff to teach, model and enforce the expectations through thorough CPD</li></ul>	<ul style="list-style-type: none"><li>• Ensure their child has access to the correct equipment for school (<i>either from home or in arrangement with the school</i>)</li><li>• Ensure their child is on time for school and follow the correct protocols in case of absence / lateness</li><li>• Support the school with the expectation of readiness to learn</li></ul>

## 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 (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"><li>• Model respectful relationships</li><li>• Greet pupils into lessons</li><li>• Speak calmly and fairly to all</li><li>• Ensure the vocabulary used is inclusive</li><li>• Be tolerant of pupil's needs and ensure their needs are catered for</li><li>• Seek to understand the wider context of a pupil's life</li><li>• Teach social cues, where appropriate</li><li>• Challenge any</li></ul>	<ul style="list-style-type: none"><li>• Speak to all calmly and fairly</li><li>• Use language that is inclusive and non derogatory</li><li>• Be welcoming and open to new pupils, parents and visitors</li><li>• Use social media with respect for all other users</li><li>• Attempt all tasks to the best of their ability</li></ul>	<ul style="list-style-type: none"><li>• Communicate the expectations clearly to all staff, pupils and parents</li><li>• Reinforce expectations through their behaviour system</li><li>• Provide regular reminders and opportunities for teaching of the expectations</li><li>• Support staff to teach, model and enforce the expectations through thorough CPD</li><li>• Model respectful</li></ul>	<ul style="list-style-type: none"><li>• Model respectful relationships, especially when working with the school</li><li>• Use language that is inclusive and challenge language which is not inclusive or is derogatory</li><li>• Encourage their children to try their best at all tasks</li><li>• Talk about members of the school community in a respectful way</li></ul>

language that seeks to be derogatory to an individual or a group <ul style="list-style-type: none"> <li>• Be open and welcoming to parents and visitors</li> <li>• Encourage all pupils to try their best</li> </ul>		relationships with all in the school and wider community <ul style="list-style-type: none"> <li>• Use whole school teaching to demonstrate respectful relationships</li> </ul>	
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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 (T and L principles, 1)

### **How?**

As a minimum,

<b>Staff will:</b>	<b>Pupils will:</b>	<b>Senior leaders will:</b>	<b>We would like Parents to:</b>
<ul style="list-style-type: none"> <li>• Model engagement when pupils are addressing others including giving appropriate responses</li> <li>• Teach active listening to pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Look at a speaker whilst they are speaking</li> <li>• Do not distract others</li> <li>• Be ready to answer questions and/or contribute to discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate the expectations clearly to all staff, pupils and parents</li> <li>• Reinforce expectations through their behaviour system</li> </ul>	<ul style="list-style-type: none"> <li>• Model engagement with their children</li> <li>• Encourage engagement in extracurricular activities, either during school time or outside of the school day</li> </ul>

<ul style="list-style-type: none"> <li>• Make themselves aware of individual pupil's needs</li> <li>• Ensure that lessons are adapted to cater for pupils' needs in line with SEN and behaviour support plans where appropriate.</li> <li>• Make lessons relevant with an appropriate level of challenge</li> <li>• Use visual and verbal reminders about active engagement in lessons</li> <li>• Use feedback to gauge the engagement in lessons and beyond</li> <li>• Encourage pupils to participate in extracurricular activities</li> <li>• Model good attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to feedback</li> <li>• Where appropriate, participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports leader etc</li> <li>• Attend school regularly and on time</li> </ul>	<ul style="list-style-type: none"> <li>• Provide regular reminders and opportunities for teaching of the expectations</li> <li>• Support staff to teach, model and enforce the expectations through thorough CPD</li> <li>• Track pupil engagement in extracurricular activities</li> <li>• Ensure there is an appropriate range of extracurricular activities on offer</li> <li>• Monitor attendance and support leaders to support families where attendance is not as expected</li> </ul>	<ul style="list-style-type: none"> <li>• Use staff feedback to understand how engaged their child is in school life</li> <li>• Ensure regular and punctual attendance at school</li> </ul>
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### 3.0 Types of Behaviour

Witchampton C of E 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):

- Lending equipment
- Helping others with tasks / in the playground (not necessarily just their friends)
- Lending / sharing / turn taking / tidying equipment (respect)
- Welcoming visitors / greeting adults / good manners (please and thank you)
- Being a member of a club / having a role of responsibility
- Consistent behaviour throughout the day for all adults
- Ready to learn
- Good talk partner
- Being on time everyday
- Considering / sympathetic / empathetic towards others
- Look at the person talking
- Move safely and calmly around school
- Acting out our values



### 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):

- Not following instructions
- A lack of work in lessons
- Not actively engaged in lessons or socially - passive
- Work avoidance eg: sharpening pencils, getting a drink, wandering around
- Lack of meaningful relationships
- Poor talk partner work
- Not engaging in conversations
- Don't realise they can benefit others / others can benefit them
- Self centred
- Alone at breaks but not unhappy about it
- Not wearing the correct uniform
- Going to the toilet unnecessarily

### 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 eg: calling out, not following instructions after reminders, making noises
- Absconding from the classroom
- Deliberate choice not to follow school expectations (oppositional defiance)
- Poor manners / lack of respect for others / foul language
- Disrespectful of equipment / shared spaces / resources
- Not lining up when asked or causing disruption in the line
- Preventing others from learning
- Not moving calmly or safely around school
- Answering back
- Causing disrepute to the school
- Bullying
- Harassment
- Not respecting the opinions / beliefs of others

### **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/cyberbullying
- Physical violence (towards themselves or others)
- Acting unsafely in shared spaces - inc. running around the classroom, unsafe use of scissors, lack of self control etc.
- Graffiti

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**

Witchampton C of E 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
- Values stickers and tokens
- Star of the Week certificates (one awarded to each class on a weekly basis)

- Emphasising - pride in achievement
- Class points (fox cubs, worms etc)- 20 class points = whole class treat
- Headteachers Awards
- STAR Time - 5 minutes of STAR time can be earned each day by the class for being ready to learn and demonstration of good learning behaviours (one minute per a session) STAR Time Activities (chosen by the children) take place at 2.35 p.m on Friday afternoons.

\*Once a child has earned something they cannot have it taken away

## **5.0 Consequences**

All behaviour has consequences and Witchampton C of E First 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
- Apologising for not following instructions or disrupting others
- Completing uncompleted work after school or at home

### **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 (lunchtimes and playtimes)
- Meeting with others through a restorative process
- Use of alternative provision to improve behaviour

**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
- 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 Witchampton C of E 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**.

Our behaviour expectations at Witchampton C of E First School are underpinned by our Christian Values of Love, Courage, Inspiration and Respect. The acronym STAR will be used to remind pupils of the behaviour expectations in class (S - sit up, T - track, A - attend, R - respond).

Our School Values (WOWs)	Expectations	All the time	In the classroom	In the playground	Going to the toilet	In the hall/church
Love Courage Inspiration	<b>Readiness to Learn</b>	Be on time for every lesson Look at the person talking Have the equipment you	Listen to others Ask questions Share ideas Challenge yourself Take pride in your learning and	Use the playground safely Listen and respond to the adults Tell an adult when you go to the toilet	Walk to the toilets Go to the toilet at playtimes and lunchtimes when possible Leave the toilets as	Enter the hall /church calmly and quietly Stay in your chair unless instructed to move at lunchtime

Respect		need with you	achievements Try something new Act on advice Try your best	or need first aid When the whistle blows stand still Wait for instructions and then walk to your line	quickly as possible	
	<b>Respectful Relationships</b>	Be polite -say please and thank you Hold the door open for others Move around safely and calmly Feel safe in school and know to talk to someone when worried or upset Use an indoor voice when indoors	Help others to understand and solve problems Care about others feelings Celebrate others successes and be pleased for them Look after property Work respectfully with others	Listen to each other Respect the rules of a game Use equipment appropriately Speak to all calmly and fairly Allow others to join games Help others who are hurt Be kind	Respect others who are using the toilets and do not look under or over the doors Do not climb on the toilets One person in a cubicle at a time Remember to flush Remember to wash hands Put the paper towels in the bin Use quiet voices if a voice is needed	In PE use equipment safely and sensibly At lunchtime eat only your own food and do not touch other peoples food If something drops on the floor tell an adult or pick it up
	<b>Engagement</b>	Look at others Encourage others Stay positive Join in	Be ready to answer questions and join in discussions Value everyone's contributions Encourage each other	Enjoy being with friends Play fairly	Go back to class quickly	Join in with p.e and activities in the hall sensibly and with respect

	<b>Un-social behaviours</b>	<b>Anti-social behaviours</b>	<b>Anti-social behaviours Reported to SLT</b>	<b>Dangerous Behaviours</b>
<b>Readiness to Learn</b>	Not following instructions A lack of work in lessons Unacceptable standard of work Not wearing the correct uniform Going to the toilet unnecessarily	Disrespectful of equipment / shared spaces / resources Not lining up when asked or causing disruption in the line Not moving calmly or safely around school	Persistent disruption of learning eg: calling out, not following instructions after reminders, making noises Absconding from the classroom Deliberate choice not to follow school expectations	Damage to property Graffiti Pupil losing control of their behaviour
<b>Respectful Relationships</b>	Lack of meaningful relationships Poor talk partner work Not engaging in conversations Don't realise they can benefit others / others can benefit them Alone at breaks but not unhappy about it	Poor manners / lack of respect for others / foul language Not respecting the opinions / beliefs of others Answering back	Physically hurting others Persistent verbal abuse Biting, Spitting, Stealing, Swearing, Throwing food, Exposing private parts, Looking over/under toilet door	Inciting violence in others Child on child abuse Persistent Bullying/cyberbullying Racist / homophobic/ sexist abuse Physical violence (towards themselves or others) Acting unsafely in shared spaces - inc. running around the classroom, unsafe use of scissors, lack of self control etc.
<b>Engagement</b>	Not actively engaged in lessons or socially - passive Work avoidance eg: sharpening pencils, getting a drink, wandering around	Not following instructions	Preventing others from learning Refusing to participate in learning	Not listening or responding to the adults to stay safe

	Not having a go Giving up quickly Unwilling to ask for help			
<b>Consequences</b>	All staff will share the Behaviour expectations through developing positive relationships, using clear systems to establish and understand the behaviour expectations, use positive framing techniques and use agreed choices and consequences.			
	Time to complete learning during unstructured parts of the day	<ol style="list-style-type: none"> <li>1. Positively reframing</li> <li>2. Give a positive choice to correct the behaviour using the words and/ or</li> <li>3. Adult action-(eg: positive move away from a person, take whiteboard pen away, in 4 minutes I will...) supporting them to make the positive choice</li> <li>4. In the lesson at the time 1:1 discussion as to why that behaviour needs to be corrected</li> <li>5. Provide thinking time in the classroom to enable the child to reflect and make a positive choice</li> <li>6. Pupil will be moved to another class/space for the remainder of the lesson to complete their work (optional step when appropriate but pupil</li> </ol>	Reflection time with SLT and reflection form completed. Behaviour logged on school spreadsheet and parents informed. My Concern will be used if the behaviour is persistent.	Time away from peers (use of Nest for co-regulation) Loss of social time Safe plays away from playground (if appropriate) Restorative approaches Use of alternative provision Suspension or Exclusion



		<p>must be informed that this option is a possibility)</p> <p>7. Restorative time at playtime/lunchtime with teacher for 5 minutes</p> <p>8. If a child is persistently on 7 then the anti - social behaviour will be referred to SLT.</p>		
<b>Strategies to support</b>	<p>Our School Vision of ' Live a Life of Love Just as Jesus Loved Us' Ephesians 5 verse 2, Our Christian Values (WOWs) and the Heartsmart resource are at the heart of our approach to promoting high expectations for all pupils in school.</p> <p>Positive re - framing language to direct pupils what to do (instead of what not to do) and acknowledges pupils' positive choices and the meeting of expectations</p> <p>Restorative Discussion sentence starters using I can Problem Solve language:</p> <p>1 I understand that you are.....(angry/upset)</p> <p>2 I need you to.....(come with me so that we can resolve this properly)</p> <p>3 Maybe you're right.....(maybe I need to speak to them too) ,</p> <p>4 Be that as it may.....(I still need you to join in with the activity)</p> <p>5 I've often thought the same.....</p> <p>6 I hear you.....</p> <p>Choose a restorative 5 from these: 1 What happened? 2 What were you thinking at the time? 3 What have you thought since? 4 How did this make people feel? 5 Who has been affected? 6 How have they been affected? 7 What should we do to put things right? 8 How can we do things differently in the future?</p> <p>Class teachers will seek to understand the reason for the behaviour by arranging a meeting with parents and carers.</p> <p>An Emotional Support Plan may be created by the class teacher and parents/carers and in some cases with the headteacher or SENCo. Support through pastoral support and possibly placed on SEND register. An ABC log may be used.</p> <p>Support from external agencies eg: Early help, GP, behaviour support, Educational Psychologist, outreach.</p>			
<b>Rewards</b>	<ul style="list-style-type: none"> <li>Verbal recognition</li> </ul>			

	<ul style="list-style-type: none"> <li>• Contact with home</li> <li>• Choice of activity</li> <li>• Values stickers and tokens</li> <li>• Star of the Week certificates (one awarded to each class on a weekly basis)</li> <li>• Emphasising - pride in achievement</li> <li>• Class points (fox cubs, worms etc)- 20 class points = whole class treat</li> <li>• Headteachers Awards</li> <li>• Some pupils may have rewards (eg: reward charts) that are specific to them</li> <li>• STAR Time - 5 minutes of STAR time can be earned each day by the class for being ready to learn and demonstration of good learning behaviours (one minute per a session) STAR Time Activities (chosen by the children) take place at 2.35 p.m on Friday afternoons.</li> </ul> <p>*Once a child has earned something they cannot have it taken away</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 Wimborne Academy Trust
- Wimborne Academy 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/>

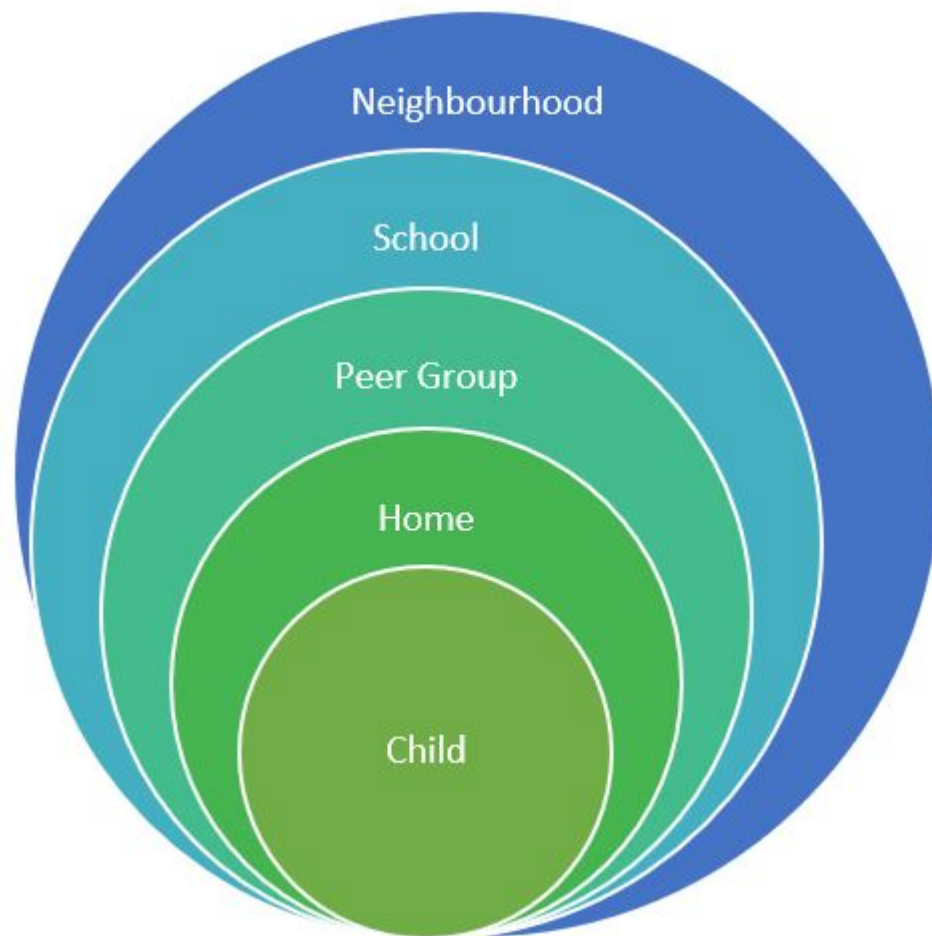
Appendix B - ABC behaviour chart:

Name:

ABC CHART

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

## Appendix C - Contextual Circle:



## Appendix D - Example of anxiety mapping chart

