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.





As with other curriculum content, behaviour is taught using explicit teaching based on the principles of instruction from Rosenshine. Walkthrus by Tom Sherrington and Oliver Caviglioli are used to support staff CPD. Through our Behaviour Curriculum and behaviour guidance, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours.

The Early Years Foundation Stage (EYFS) framework in the UK emphasises the importance of teaching children positive behaviour from a young age. It recognises that children's personal, social, and emotional development is a prime area of learning and is crucial for their overall well-being and future success

Our Children will learn…	**FUNDAMENTALS OF LEARNING** (Attendance, citizenship/responsibilities, organisation, digital literacy, ambition and growth mindset.)	**HUMAN CONNECTION** (Inclusivity and tolerance, emotional literacy, communication, sense of justice, healthy relationships/principles of permission and 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 an effective learner looks like.* • *that making mistakes is an important part of learning.*	• *what makes them and others unique.* • *to identify and understand basic emotions.* • *how 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 (Years 1 and 2)	• *the benefits of regular attendance.* • *to self-correct their mistakes.* • *that the law is there to keep them safe and that it applies to everyone.* • *that 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 own futures.* • *how to ask for help when needed.*	• *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, understanding 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 (Years 3 and 4)	• *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 (ten Years old).* • *to work within a time frame.* • *organise themselves and know what they need for a task.* • *what is appropriate to bring to school.* • *how to begin to evaluate a safe use of technology.* • *to have pride in their work and that hard work pays off.* • *to see feedback as an opportunity to improve.*	• *to respect differences and the language surrounding diversity, as well as the importance of equity .* • *a range of strategies to understand their emotions and the emotions of others.* • *to apply a range of strategies to regulate emotions.* • *initiating communication to repair relationships.* • *that if you get things wrong you have an opportunity to get it right.* • *the impact that behaviour has on others (both positive and negative).* • *how to take care of the school environment.*

Upper Key Stage 2 (Years 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 wider community.* • *responsibility for independent learning - specifically homework.* • *to use a phone and social media platforms appropriately.* • *to persist through setbacks and not give up when they face obstacles.* • *the benefits of extracurricular enrichment and cultural capital opportunities.*	• *social responsibility around the school site and wider community.* • *to independently repair relationships with others using the taught restorative techniques.* • *the difference between negative interactions with others and bullying.* • *how to recognise and respond positively to the emotions shown by others.* • *that if they deliberately disrupt or are defiant that there will be a consequence.*
Key Stage 3 (Year 7, 8 and 9)	*the impact of punctuality and truancy on themselves 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 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 their context.* • *the importance and benefit of social enterprise.* • *that assessment is part of their permanent future.* • *the power to change is in their hands (fixed mindset).*	• *that discriminatory language is unacceptable.* • *the links between how they feel and the resulting behaviour (puberty).* • *respecting the boundaries of others (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 local context.*

Key Stage 4 **(Years 10 and 11)**	• *to independently regulate attendance without support.* • *to view themselves as role models and cast their learnt behaviour onto others.* • *be proficient in their organisational skills.* • *to disconnect from technology to connect with the real world.* • *to have drive and be ambitious for their future.* • *that effort is a pathway to mastery - they believe that hard work and dedication can lead to skill development.*	• *to actively celebrate and promote diversity.* • *to be a well rounded and empathetic young person.* • *how to communicate effectively.* • *to apply taught behaviours to future life to keep them and others safe.* • *how to evaluate the health of their relationships.* • *to add value to their community.*

Implementation

The process for teaching behaviour explicitly is as follows:

• **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 to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment - where teachers are free to teach.

Creating and Maintaining the culture within Initio

Our staff will promote high behaviour standards by:

- 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

Intent

Our children learn behaviour by school staff:

- having clear and concise rules, routines, rewards and consequences that everyone follows;
- teaching, not telling, children how to behave;
- ensuring they 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 approaches, where needed, for specific children with additional need
- following the school's behaviour guidance..

In Initio Learning Trust, we want exemplary behaviour to be an unspoken expectation.

Restorative Conversations	PACE Language
GROW	***PACE yourself to help children 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:** **Goal** - Set a target to achieve **Reality** - The behaviour we observed **Opportunities** - What could you do differently next time? **Way forward** - Commit to an action plan Example script: **G** - We expect X behaviour at Y school **R** - *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:** **Playfulness** - Create an atmosphere of lightness and interest **Acceptance** - actively communicating that we accept the child's feelings **Curiosity** - wondering about the meaning behind the behaviour **Empathy** - lets the child feel the adults compasion 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** - *I feel like that sometimes. It helps me to…*

The Sir John Colfox Academy Behaviour Guidance

1. Vision and Principles

The Initio Trust Vision

We provide supportive, creative, and innovative learning opportunities, nurturing everyone as an individual. We value excellence, collaboration, respect, compassion, and community, preparing pupils to be lifelong learners and responsible citizens with a global perspective.

Our Culture of Behaviour

We teach behaviour rather than controlling it; we analyse rather than moralise. Our goal is to foster internal discipline through curious, compassionate, calm, and consistent relationships. We aim for all students to leave as responsible, respectful, and resilient citizens.

Core Principles

- All students have the right to a studious environment free from disruption.
- Support with behaviour management is available to all who need it.
- Staff act as role models (Teacher Standard 7) and explicitly teach routines.
- High expectations combined with outstanding support maximise learning time.

2. Trust-wide Behaviour Expectations

We hold three core expectations, which phases should adapt to be age-appropriate.The Expectations

1. **Readiness to Learn:** Skills and equipment ready to accelerate learning.

2. **Respectful Relationships:** Consideration and courtesy for the school community.

3. **Engagement:** Active participation, listening, and responsiveness.

Roles and Responsibilities

Expectation	Staff Responsibility	Student Responsibility	Leader Responsibility	Parent Responsibility
Readiness	Model, provide visual guides, teach routines.	Be on time, enter quietly, have equipment.	Communicate, reinforce, provide CPD.	Ensure equipment, punctuality, support.
Respect	Model, use inclusive language, understand context.	Use respectful language, be welcoming.	Communicate,model, provide CPD.	Model respect, challenge derogatory language.
Engagement	Teach active listening, adapt lessons, monitor needs.	Look at speakers, participate, do not distract.	Track participation, monitor attendance.	Model engagement, encourage extracurriculars.

3. Classroom Routines

To ensure a calm environment, all staff must enforce these common routines:

- ● **Before Lessons:** Staff welcome students at the door. Lessons start promptly at the second bell regardless of latecomers. Late arrivals must be recorded on Arbor as ‘L’.
- **During Lessons:** Seating plans are mandatory. Teachers should use a 5:1 ratio of positive-to-negative interactions. Students should use breaks for toilets/water; exceptions require a Temporary Support Card, Medical/Toilet Pass or professional judgment.
- ● **End of Lessons:** Students tidy workspaces and stand quietly behind chairs. Dismissal occurs only after the bell sounds.

4. Types of Behaviour & Consequences

We categorise behaviour to allow for proportional responses.

Category Definition

Pro-Social	Positive, helpful, intended to promote social acceptance.
Unsocial	Not making an effort to be sociable, but not detrimental to others (e.g., homework not done).
Anti-Social	Causing harm, harassment, alarm, or distress to others or the environment
Dangerous	Imminent risk of injury, property damage, or criminal-level behaviour.

Classroom Behaviour Steps (S1–S4)

Staff: Log only the highest level of consequence given per lesson.

- **S1 (Difficulty meeting expectation):** Use script: *"Child's name, I've noticed you are having difficulty [verb]. [Imperative instruction - Listen, Write, Look]. Thank you."* Log on Arbor (–1 point).
- **S2 (Persistence):** Repeat expectation. Teacher may initiate a "Time Out" (max 5 mins outside, de-escalation focus). Log on Arbor (–2 points). *Two S2s in one day = automatic detention. Staff should avoid more than one student in the corridor at any one time.*
- **S3 (On-Call Support):** Used if S1/S2 fails or for dangerous behaviour. Teacher alerts "On Call" via Arbor. Log on Arbor (–3 points + detention).
- **S4 (Curriculum Withdrawal):** Triggered by 3x S3 incidents in a term. Log on Arbor (–4 points).

5. Specific Procedures

- **Uniform:** Staff should address uniform issues on entry/exit. Repeated breaches lead to: Uniform Awareness Cards, lunchtime detentions (max 2 weeks), and escalation to Head of Year for formal parent meetings.
- **Truancy:** Registers must be submitted within 10 minutes. Unexplained absence is a safeguarding concern; alert "Truancy" immediately via Arbor Emergency Alert
- **Mobile Phones:** Phones must not be seen or heard on premises including after the end of day bell (includes 6th form). Confiscation to the Hub (parent collection only). Defiance leads to escalated sanctions/suspension. Staff personal phone use is prohibited in front of pupils.

6. Curriculum Withdrawal Procedure

Note: Further detailed information and procedural guidance on Curriculum Withdrawal is available directly from the SEL team.

- **Route 1:** For 3 subject-specific S3s. Placement in SELS for two weeks to complete work and reflect.
- **Route 2:** Preventative "firebreak" for multiple subject removals, instigated by the SELs Team/HOY.
- **Route 3:** Short-term group extraction (max 4 students) to reset class dynamics.

7. Suspensions and Exclusions

- **Graduated Response:** We use a staged system (1-day, 3-day, 5-day, second 5-day) to ensure consistency, fairness, and transparency. This allows students and parents clear opportunities for intervention and reflection at each stage before reaching Permanent Exclusion.
- **Headteacher's Discretion:** The Headteacher reserves the right to deviate from this sequence in exceptional circumstances, such as when behaviour presents a serious risk to the safety or wellbeing of the school community.
- **Reintegration:** A meeting with parents and appropriate staff (HOY, DHT, HT, or Governors depending on stage) is mandatory after every suspension.

8. Vaping Policy

- **Scope:** This policy applies to **all students**, including those in the Sixth Form and those aged 18. Staff may search students based on "reasonable grounds" (direct observation, smell, reliable reports, or group proximity).
- **Sanctions:**
    - **1st Incident:** Confiscation, internal isolation, risk education session, S5 log, and one-week behaviour contract.
    - **2nd Incident:** 1-3 days internal/external suspension and substance use education referral.
    - **3rd Incident:** External suspension per graduated protocol and potential health service referral.