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.

our vision

Enabling everyone to flourish in our communities and beyond.

Our common infrastructure for working together on improving schools is an enabler for:

1. **Standardisation** — Standardising practice to build and strengthen school capacity
2. **Alignment** — Collaboration to align school practice
3. **Autonomy** — Individual schools to develop their own practice

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.

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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.

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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.

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Implementation	Creating and Maintaining the culture within Initio
The process for teaching behaviour explicitly is as follows:	**Our staff will promote high behaviour 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 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.	● 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.

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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…*