



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

Initio Learning Trust is a forward-looking trust that provides supportive, creative and innovative learning opportunities, nurturing everyone as an individual.

We value excellence in learning, collaboration, respect, compassion for others and a sense of community.

Our pupils develop character through a love of learning to achieve and thrive. They are prepared to be lifelong learners and responsible citizens with a global perspective.

1.1 Defining our Culture of Behaviour

All of our schools work towards our aspiration that:

All children and young people (CYP) 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 and Aims:

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. Trust T and L principles 1).
- ☐ Staff will establish and explicitly teach routines (Trust 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.

Aims

- ☐ To encourage children to choose to use a kind, caring attitude at all times
- ☐ To ensure that all children are treated as independent individuals and are given equality of opportunity regardless of race, gender, religion or physical and mental ability
- ☐ To foster positive behaviour patterns and a sense of self worth
- ☐ To foster an attitude and climate of care so that all feel safe, secure and respected
- ☐ To ensure that all children feel involved and know how to behave as part of a community
- ☐ To have rules that children understand and are involved in framing so that they learn to take responsibility for their actions ☐ To teach children practical strategies to solve problems and resolve conflict
- ☐ To praise children for acts of responsibility, excellence, support, perseverance, empathy, community spirit and tolerance. ☐ To train all adults in school to follow the agreed system for positive behaviour management

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 (Trust 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 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	☐ Ensure their child has access to the correct resources for school e.g. water bottle, coat, uniform, book bag. ☐ 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 (Trust , 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 and at the start of the day ☐ 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 ☐ 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	☐ Speak to all calmly and fairly ☐ Listen to others when they are talking ☐ Use language that is inclusive and non derogatory ☐ Be welcoming and open to new pupils, parents and visitors ☐ Use technology 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 with all in the school and wider community ☐ Use whole school teaching to demonstrate respectful relationships	☐ 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

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 (Trust , T and L principles, 1)

How?

As a minimum,

Staff will:	Pupils will:	Senior leaders will:	We would like Parents to:
☐ Model engagement when pupils are addressing others including giving appropriate responses ☐ Teach active listening to pupils ☐ Make themselves aware of individual pupil's needs ☐ Ensure that lessons are adapted to cater for pupils' needs in line with SEND 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	☐ Look at a speaker whilst they are speaking ☐ Do not distract others ☐ Be ready to answer questions and/or contribute to discussions ☐ Respond to feedback ☐ Where appropriate, participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports leader etc ☐ Attend school regularly and on time	☐ Communicate the expectations clearly to all staff, pupils and parents ☐ Reinforce expectations through their behaviour system ☐ Provide regular reminders and opportunities for teaching of the expectations ☐ Support staff to teach, model and enforce the expectations through thorough CPD ☐ Track pupil engagement in extracurricular activities ☐ Ensure there is an appropriate range of extracurricular activities on offer ☐ Monitor attendance and support leaders to support families where attendance is not as expected	☐ Model engagement with their children ☐ Encourage engagement in extracurricular activities (School Parliament, Eco Warriors, Librarians, Sports Leaders, visits etc), where possible, 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

☐ Promote pupils to participate in extracurricular activities e.g. School Parliament, Eco Warriors, Librarians, Sports Leaders etc). ☐ Model good attendance			
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2.2 Mobile phones and personal devices

Hillside First School recognises the educational and safeguarding benefits of minimising access to personal mobile phones and similar devices during the school day. The school expects a mobile phone-free environment by default: pupils must not have access to personal mobile phones or smart devices during lessons, between lessons, at breaktimes or at lunchtime, unless an individual exemption is agreed in writing (for example for medical or specific SEND reasons). Any such exemptions will be time-limited and clearly recorded.

When a mobile phone is brought into school in breach of this policy it will be confiscated and returned to the pupil's parent or carer, or to the pupil at the end of the school day, depending on the circumstances and the age of the pupil. Repeated breaches will be treated under the school's behaviour consequence framework and may lead to further action in line with Sections 5.0 — 5.5. Staff will apply the policy consistently and fairly, taking account of individual needs and reasonable adjustments for pupils with SEND.

The school will communicate this expectation to pupils, parents and staff, publish the policy on the school website and display clear signage at main entrances. The policy is intended to support learning, reduce distraction and promote pupil wellbeing. The approach taken by the school to prohibit or restrict device use will be kept under regular review.

The only exception to this rule is for a medical condition or a SEND need. This would be reviewed on a case by case basis and relevant risk assessment implemented where appropriate.

3.0 Types of Behaviour

Hillside 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 prosocial behaviour can be (but are not limited to):

- ☐ Helping others with tasks
- ☐ Lending equipment

- ☐ Welcoming visitors
- ☐ Taking responsibility for a tidy school and learning environment
- ☐ Sharing
- ☐ Donating
- ☐ Co-operating
- ☐ Volunteering
- ☐ Empathy
- ☐ Adhering and displaying the school values

3.2 Un-Social behaviour

This can be defined as not seeking or giving association with others. It is characterised by being unwilling or unable to behave socially 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 listening or following instructions
- ☐ A lack or unacceptable standard of work in lessons
- ☐ Calling out
- ☐ Deliberate noise making
- ☐ Not respecting other children
- ☐ Time wasting
- ☐ Damage of property through carelessness
- ☐ Talking in class whilst the adult / another child is talking

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 own and others learning
- ☐ Absconding from the classroom
- ☐ Causing disrepute to the school
- ☐ Persistent lack of work / effort in lessons
- ☐ Bullying
- ☐ Harassment

- ☐ Refusal to follow instructions
- ☐ Swearing
- ☐ Making fun of others
- ☐ Name calling
- ☐ Not respecting property
- ☐ Swearing

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

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

Hillside First School recognises that modelling and teaching prosocial behaviour will likely result in more prosocial 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): "The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix

Respect points

- ☐ Pupils earn respect points when they show the school values (Year 1 - 4)
- ☐ Certificates will be awarded for the total number of Respect points achieved, across all 3 Values (Respect, Ambition and Perseverance):
- ☐ Bronze = 20 respect points, Silver = 40 respect points, Gold = 70 respect points, Platinum = 100 respect points, Diamond award for 120 respect points. A Headteacher award is available for those children earning 140 respect points.

Respect board / Value Display (Year 1 - 4)

- Each class has a Respect Board / Values Display based on positive recognition of the Respect Values (one for each Value). It is used to praise both individuals and the whole class.
- Learners can nominate others to be put on the board and adults acknowledge and praise children who notice the respect values in others and help everyone get their name on the board.

Stars of the Week

- ☐ Stars of the week will be chosen linked to a respect value, they will be recognised in Celebration Assembly each week. The purpose of this is to promote self-esteem and to further promote our Values. It is essential to keep a record of who this has been awarded to so that all children feel valued. All class members will be star of the week at least once in an academic year. The Stars of the week children will then have the opportunity to have a hot chocolate and biscuit (healthy alternatives available) with the Headteacher and reflect on their success with the other stars.

5.0 Consequences

All behaviour has consequences and Hillside First School recognises that part of teaching behaviour is providing proportionate, rational, timely and appropriate consequences for behaviour, including rewards, detailed above.

At Hillside 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**.

If children present behaviour that is uncharacteristic or unacceptable we will resolve the situation carefully.

We will listen and talk to the child and any others involved. At all times we seek to understand what may be the trigger for the child's behaviour. Children will be encouraged to talk about issues that arise so that they can resolve their differences using peaceful problem solving strategies. We have trained ELSAs (Emotional Literacy Support Assistants) to offer support in this area.

At all times it is the behaviour that is commented on and not the child. Adults have responsibility when reprimanding children to avoid sarcasm, belittling or any form of humiliation.

Restraint is only used when safety is at risk to prevent harm to the child, other children or damage to the school. This is in line with current DfE guidance.

Hillside Codes of Behaviour

Steps are always gone through with care and consideration, taking individual needs into account where necessary. Adults always and consistently in every lesson praise the behaviour they want to see. All learners are given “take up time” in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Learners are held responsible for their behaviour. Adults in the vast majority of situations will deal with behaviour without delegating.

Code 1 Low level disruption anywhere in school **Un-social**

Example	Adult involvement	Steps	Consequences / Action	Record
☐ Calling out ☐ Noise making ☐ Not listening / following instructions ☐ Not respecting other children ☐ A lack of work in lessons ☐ Time wasting ☐ Damage of property through carelessness ☐ Talking in class whilst the teacher / teaching assistant is talking ☐ Being unkind	Teacher deals with inappropriate behaviour. May seek advice from colleagues.	a) Gentle encouragement, a “nudge” in the right direction b) A reminder of the expectations Ready, Respectful, Engagement delivered privately wherever possible. The teacher makes the learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) Repeat reminders if necessary. De escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	Restorative conversation Making up any missed work Time out Apology (verbal or written)	No record

Code 2
Deliberate disruption of lesson/outside activities Un-Social / Anti-Social

☐ Repeating above after receiving 'Code 1' AND / OR ☐ Making fun of others ☐ Name calling ☐ Unacceptable standard of work ☐ Not respecting property ☐ Swearing ☐ Not respecting other children ☐ Rough play	Teacher deals with inappropriate behaviour. May seek advice from colleagues. Parents made aware (informed either by phone call or in person at the end of the day)	c)- A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. d)Time out Give the learner a chance to reflect away from others (separate table, area of the room). Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.	Restorative conversation / Caution Time out Making up any missed work	Teacher's own informal notes
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Code 3
Prevention of other children learning / playing in peace Unsocial/Anti-social

☐ Repeating above after receiving 'Code 2' OR ☐ Ignoring adults ☐ Intentionally not following instructions ☐ Intentionally distracting others ☐ Biting ☐ Spitting ☐ Answering back to adult ☐ Reactionary behaviour ☐ Throwing food ☐ Unsafe behaviour ☐ Not telling the truth Persistent name calling ☐ Walking out of class or hiding ☐ Swearing at someone	All adults become aware with: - ☐ Teacher/parents meet to share concerns. ☐ Start to involve SENDCO/ HT ☐ Share with adults at "Children of Concern". ☐ School interventions put into place if appropriate such as ELSA, RAG chart or weekly Behaviour log	e) Internal referral At this point the learner will be referred internally to another room in the key stage for the remainder of the lesson. f) Reparation A restorative meeting should take place before the next lesson. If the reconciliation is unsuccessful the teacher should call on support from a colleague who will support the reparation process.	Time out with another staff member	Recorded on Arbor HT SENDCO and Deputy SENDCO will be informed by email Move on to a RAG chart Link if multiple incidents within the week
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Code 4
Serious behaviour Antisocial / Dangerous Behaviour

☐ Repetition of behaviour after being given a 'Code 3'
OR
☐ Violent behaviour
☐ Fighting
☐ Stealing
☐ Graffiti
☐ Damaging property
Racism/ Bullying – more than one incident

SENDCO takes the lead and works with Class teacher, parents and other agencies:-
· use of individual reward charts
· Other agencies or interventions involved such as ELSA or Behaviour Support Service

If behaviour is consistently poor as shown by internal referrals and several reparation meetings. There will be a formal meeting with the Class Teacher Head/Deputy Head. There will then be agreed targets, with the option to be monitored over the course of two weeks.
Parents will be informed at this stage.

Regular review meetings

Behaviour Plan Option
filed on the school system in the individual child's folder
ABC Log to monitor incidences or continuation with RAG

Code 5
Extreme violence and aggression **Dangerous Behaviour**

☐ Repeating above after receiving 'Code 4' ☐ Persistent bullying ☐ Extreme aggression or violence ☐ Endangering other people ☐ Losing control of behaviour ☐ Physical violence towards an adult ☐ Intentional sexual harassment ☐ Leaving school premises ☐ Racist / homophobic/ sexist abuse ☐ Bringing weapons on site ☐ Bringing drugs or alcohol on site ☐ Wilful damage to property ☐ Swearing at an adult ☐ Inciting violence in others ☐ Child on child abuse	All agencies aware of seriousness of the problem	A serious breach is an incident that may lead to a suspension or permanent exclusion. Alternatives to suspension and permanent exclusion where appropriate, will be sought.	Possible suspension or permanent exclusion	Trust policy Suspensions logged on SIMs and My Concern ISP reviewed Notify: Trust LSC chair Dorset
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Adults Development and Support

Regular training is undertaken by all groups in the school and is shared with adults during adults meetings and INSET. Adults are supported by trained ELSAs who can offer individual and/or group sessions for children who need extra support managing their emotions. We can also access support from outside agencies including Behaviour Support Services.

Pupil Transition

We are very mindful that transitions both within school, and to and from other schools, can be a difficult and traumatic time for many young children, and therefore we plan and manage these times with care. Regular liaison meetings take place in the summer term between preschool adults and Hillside adults and there are similar handover meetings for the Middle Schools.

Children with SEND are supported with Passports to help the new school get to know them quickly. SENDCos from all the schools have a face-to face meeting to ensure the best outcomes for the children.

Adults are sensitive to children's varying needs and mindful of the Equality Act 2010 and indirect discrimination (where a policy or practice is applied in the same way to everyone, but it puts disabled people at a disadvantage).

At Hillside 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**.

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 2026](#)

<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions> 2026

<https://www.gov.uk/government/publications/behaviour-in-schools--2> 2024

<https://www.gov.uk/government/publications/alternative-provision> 2025

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> 2024

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/>

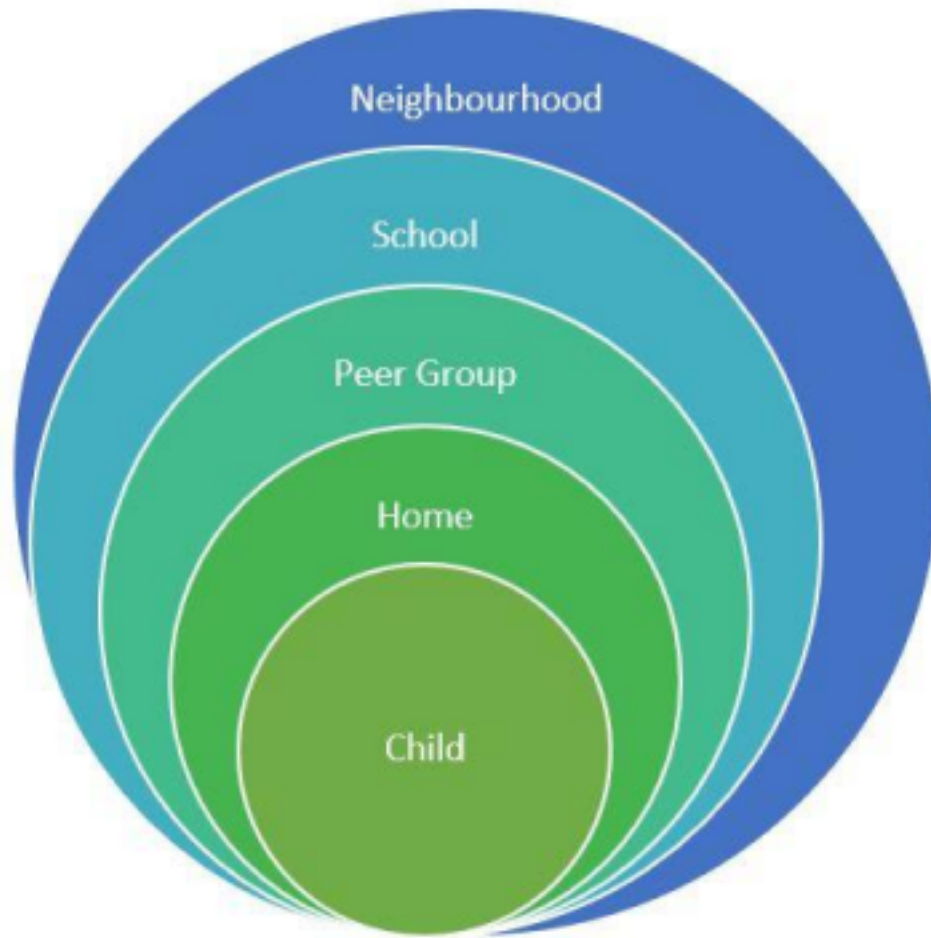
Appendix B - ABC behaviour chart:

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

