

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



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, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and pupils to rehearse, model and refine these behaviours.

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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.**

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Implementation	Creating and Maintaining the culture within Initio
<p data-bbox="248 418 1117 491"><b>The process for teaching behaviour explicitly is as follows:</b></p> <ul data-bbox="248 499 1117 735" style="list-style-type: none"> <li>• <b>IDENTIFY</b> the behaviour we expect</li> <li>• Explicitly <b>TEACH</b> behaviour</li> <li>• <b>MODEL</b> the behaviour we are expecting</li> <li>• <b>PRACTISE</b> behaviour</li> <li>• <b>NOTICE</b> excellent behaviour</li> <li>• <b>CREATE</b> conditions for excellent behaviour</li> </ul> <p data-bbox="248 743 1117 963">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.</p>	<p data-bbox="1120 418 1984 464"><b>Our staff will promote standards by:</b></p> <ul data-bbox="1120 499 1984 1134" style="list-style-type: none"> <li>• being <b>inclusive</b> and <b>tolerant</b></li> <li>• <b>modeling</b> respectful relationships</li> <li>• being <b>engaged</b> and <b>engaging</b></li> <li>• <b>demonstrating care</b> for the physical school environment</li> <li>• <b>connecting</b> before <b>correcting</b></li> <li>• using <b>prosocial</b> behaviour management at all times</li> <li>• <b>meeting</b> and <b>greeting</b> pupils for every session</li> <li>• using <b>positive framing</b></li> <li>• arriving arrive <b>on time</b></li> <li>• being <b>prepared</b> at all times</li> <li>• understanding that <b>every minute matters</b></li> <li>• using <b>technology appropriately</b></li> <li>• <b>promoting</b> what they <b>permit</b></li> <li>• <b>modeling</b> being a <b>reflective</b> learner</li> </ul>

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The pupils will learn...	<p align="center"><u>THE FUNDAMENTALS OF LEARNING</u></p> <p>(attendance, citizenship/responsibilities organisation, digital literacy, ambition, growth mindset)</p>	<p align="center"><u>HUMAN CONNECTION</u></p> <p>(inclusivity and tolerance, emotional literacy, communication, sense of justice, healthy relationships/principles of permission, community/environment)</p>
EYFS (Nursery/Reception)	<ul style="list-style-type: none"> <li>● <i>the importance of coming to school.</i></li> <li>● <i>what belongs to them and what belongs to others.</i></li> <li>● <i>basic routines within a classroom environment.</i></li> <li>● <i>about parental controls on phones/devices for their safety</i></li> <li>● <i>what a learner looks like.</i></li> <li>● <i>that making mistakes is part of learning</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>what makes them and others unique.</i></li> <li>● <i>to identify and understand basic emotions.</i></li> <li>● <i>to take part in discussions, negotiate and reason.</i></li> <li>● <i>to have a growing awareness of rewards and consequences.</i></li> <li>● <i>to turn-take and share</i></li> <li>● <i>how to identify a safe adult</i></li> <li>● <i>social cues and basic manners and work alongside a partner positively</i></li> </ul>
Key Stage 1 (Year 1 and 2)	<ul style="list-style-type: none"> <li>● <i>the benefits of regular attendance</i></li> <li>● <i>that the law is there to keep them safe, and it applies to everyone</i></li> <li>● <i>everyone has a right to learn</i></li> <li>● <i>how to take care of their belongings</i></li> <li>● <i>routines within a table-based learning environment</i></li> <li>● <i>how to conduct themselves appropriately online</i></li> <li>● <i>to be responsible for their futures</i></li> <li>● <i>how to ask for help when needed</i></li> <li>● <i>to self-correct their mistakes</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>the prosocial language to manage conflict with peers</i></li> <li>● <i>explicit calming routines to manage emerging emotions (shame, guilt, aggression, hyperactivity)</i></li> <li>● <i>how to undertake a restorative conversation with the support of a key adult.</i></li> <li>● <i>the difference between mistakes and choices and that all actions have consequences</i></li> <li>● <i>about personal boundaries as an introduction to healthy relationships</i></li> <li>● <i>to work collaboratively as part of a small group</i></li> </ul>

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<p>Lower Key Stage 2 (Year 3 and 4) (7-8 age)</p>	<ul style="list-style-type: none"> <li>● <i>how to discuss their attendance with parents/ carers</i></li> <li>● <i>what prosocial, unsocial, antisocial and dangerous behaviours consist of and the impact this has on them and others</i></li> <li>● <i>about the age of criminal responsibility (10 Years old)</i></li> <li>● <i>work to a time-frame</i></li> <li>● <i>organise themselves and know what they need for a task and what is appropriate to bring to school</i></li> <li>● <i>how to begin to evaluate safe use of technology</i></li> <li>● <i>To have pride in work and know that hard work pays off</i></li> <li>● <i>to see feedback as an opportunity to improve</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>to respect differences and the language surrounding diversity and the importance of equity</i></li> <li>● <i>a range of strategies to understand their emotions and the emotions of others</i></li> <li>● <i>begin to apply a range of strategies to regulate emotions</i></li> <li>● <i>initiating communication to repair relationships</i></li> <li>● <i>if you get things wrong, you have an opportunity to get it right</i></li> <li>● <i>the impact behaviour has on others. (Both positive and negative)</i></li> <li>● <i>how to take care of the school environment</i></li> </ul>
<p>Upper Key Stage 2 (Year 5 and 6)</p>	<ul style="list-style-type: none"> <li>● <i>the importance of punctuality and timekeeping for important events</i></li> <li>● <i>what the banned and prohibited items are for school</i></li> <li>● <i>the difference between conduct and capability in the classroom and the wider community</i></li> <li>● <i>responsibility for independent learning - specifically homework</i></li> <li>● <i>to use a phone and social media platforms appropriately</i></li> <li>● <i>the benefits of extracurricular enrichment and cultural capital opportunities</i></li> <li>● <i>to persist through setbacks and not give up when they face obstacles</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>recognise and respond positively to the emotions shown by others</i></li> <li>● <i>To independently repair relationships with others using the taught restorative techniques</i></li> <li>● <i>that if they deliberately disrupt or are defiant that there will be a consequence</i></li> <li>● <i>to learn the difference between negative interactions with others and bullying</i></li> <li>● <i>social responsibility around the school site and the wider community</i></li> </ul>
<p>Key Stage 3 (Year 7, 8 and 9)</p>	<ul style="list-style-type: none"> <li>● <i>the impact of punctuality and truancy on the individual and the wider school community, including parents/ carers</i></li> <li>● <i>the impact of attendance and timekeeping on future careers and life chances</i></li> <li>● <i>to confidently stand up for the rights of others</i></li> <li>● <i>to independently and safely regulate their time in school and the wider community</i></li> <li>● <i>effective self-study techniques and the ability to work to a set goal (examinations)</i></li> <li>● <i>that not all information seen/sent online is accurate and that posting online is permanent</i></li> <li>● <i>the importance of dressing appropriately for your context.</i></li> <li>● <i>the importance and benefit of social enterprise</i></li> <li>● <i>assessment is part of their permanent future</i></li> <li>● <i>the power to change is in their hands</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>pupils will know that discriminatory language is unacceptable.</i></li> <li>● <i>the links between how they feel and the resulting behaviour, including increased emotions surrounding puberty</i></li> <li>● <i>respecting the boundaries of others and the concept of consent</i></li> <li>● <i>to use the appropriate language and nonverbal communication to suit their context</i></li> <li>● <i>that there are escalated consequences for repeated or extreme behaviours</i></li> <li>● <i>how to stand up to peer influence and social pressures</i></li> <li>● <i>that there is wider support available, in addition to in-school trusted adults</i></li> <li>● <i>to understand their immediate environment and the local context</i></li> </ul>
<p>Key Stage 4</p>	<ul style="list-style-type: none"> <li>● <i>to independently regulate attendance without support</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>actively celebrate and promote diversity</i></li> </ul>

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<b>(Year 10 and Year 11)</b>	<ul style="list-style-type: none"><li>• <i>to view themselves as role models and consistently model their learnt positive behaviours for others</i></li><li>• <i>be proficient in their organisational skills</i></li><li>• <i>disconnect from technology to connect with the real world</i></li><li>• <i>have drive and be ambitious for their future</i></li><li>• <i>see effort as a path to mastery: understand that hard work and dedication can lead to skill development</i></li></ul>	<ul style="list-style-type: none"><li>• <i>be a well-rounded and empathetic young person</i></li><li>• <i>communicate effectively</i></li><li>• <i>apply taught behaviours to future life to keep themselves and others safe</i></li><li>• <i>evaluate the health of their relationships</i></li><li>• <i>to add value to their community</i></li></ul>
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Examples:

Restorative Conversations	PACE Language
<p>A restorative conversation is a <b>structured discussion that helps people resolve conflict and repair harm</b>. 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.</p> <p><b><u>GROW coaching conversation:</u></b></p> <p><b>G</b> - set a target to achieve  <b>R</b>eality - the behaviour we observed  <b>O</b>pportunities - what could you do differently next time?  <b>W</b>ay forward - commit to an action plan</p> <p><b>Example script:</b>  <b>G</b> - We expect X behaviour at Y school  <b>R</b> - Staff say what they saw then ask pupils what happened? How did you feel at the time?  <b>O</b> - What do you think needs to happen to make things right?  <b>W</b> - What will you do to make things right?</p>	<p><b><i>PACE yourself to help pupils feel secure</i></b></p> <p>A PACE approach is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.</p> <p><b><u>PACE approach:</u></b></p> <p><b>Playfulness</b> - create an atmosphere of lightness and interest  <b>Acceptance</b> - actively communicating that we accept the child's feelings  <b>Curiosity</b> - wondering about the meaning behind the behaviour  <b>Empathy</b> - lets the child feel the adults' compassion</p> <p><b>Example script:</b>  <b>P</b> - <i>(Light tone ice breaker - not linked to explicit behaviour)</i>  <b>A</b> - I can see that you're upset; let's go for a walk together  <b>C</b> - I wonder why that happened?  <b>E</b> - That must be hard to cope with such bog feelings. Maybe it would help to... let's try.</p>