

Behaviour Guidance

Trust-wide guidance for those with responsibilities in relation to behaviour and discipline

This **guidance** is designed to apply at school level and act as the guide to how we apply the Behaviour policy in our school.

This guidance has been adapted for use at Allenbourn Middle 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 will leave us as **responsible**, **respectful** and **resilient** citizens who are able to flourish and thrive in society.
- Behaviour will be **taught** not controlled and **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. Initio T and L principles 2*).
- Staff will establish and explicitly teach routines (*Initio T and L principles 2*).
- Schools that offer outstanding appropriate support alongside relentlessly high expectations for pupils will see excellent behaviour demonstrated and, therefore, will maximise learning time.

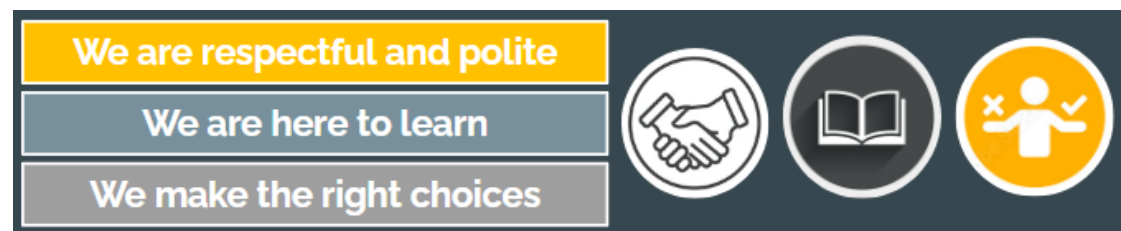
2.0 Trust-wide Behaviour Expectations

We embed our culture through 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.

Our three Allenbourn Middle School rules are:



These three rules support our three core values:



Our core values and rules are designed to underpin our Trust behaviour expectations:

Readiness to learn

We are here to learn

Academic Excellence

Respectful Relationships

We are respectful and polite

All Inclusive

Engagement

We make the right choices

Responsible Individuals

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, whether 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 (*Initio T and L principles 2*).

How?

Staff will:	Pupils will:	Senior leaders will:	We would like parents to:
• Be on time to lessons. • Provide visual and written examples of 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 classroom routines 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 condition. • 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 the expectations. • Support staff to teach, model and enforce the expectations through thorough CPD.	• Ensure their child has access to the correct equipment for school, either from home or in arrangement with the school. • Ensure their child is on time for school. • Follow the correct protocols in case of absence / lateness. • Support the school with the expectation of readiness to learn.

2.1b 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 (*Initio, T and L principles 2*).

How?

Staff will:	Pupils will:	Senior leaders will:	We would like parents to:
• Model respectful relationships. • Welcome pupils into lessons. • Speak calmly and fairly to all. • Use inclusive vocabulary. • 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 derogatory	• Speak calmly and fairly to all. • Use language that is inclusive and non derogatory • Be welcoming and open to new pupils, parents and visitors. • Use social media 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 CPD. • Model 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.

language. • Be open and welcoming to parents and visitors • Encourage all pupils to try their best.		with all in the school and wider community. • Use whole school teaching to demonstrate respectful relationships.	
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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 (*Initio, T and L principles 2*).

How?

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. • Be aware of individual pupil's needs. • Ensure that lessons are adapted to cater for pupils' needs in line with SEN 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. • Encourage pupils to participate in extracurricular activities. • Model good attendance.	• Look at a speaker whilst they are speaking. • 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 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, 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.

3.0 Types of Behaviour

Allenbourn Middle School generally categorises behaviour in the following way.

3.1 Prosocial 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
- being respectful in all interactions with pupils, staff and visitors
- respecting school facilities and property
- attending school regularly and on time
- listening carefully to the teacher and following instructions
- completing all work to the best of ability
- walking sensibly and with purpose around our school site and between lessons.
- arriving at and leaving assembly quietly
- keeping to designated areas at break and lunchtime
- keeping table and area neat and tidy
- wearing uniform correctly
- completing homework
- following school's internet use agreement
- being supportive of pupils and staff

- seeking help and support from staff in difficult situations.
- Being prepared with the correct equipment:
 - a pencil case with handwriting pen, pencil, highlighter, whiteboard pen, rubber, pencil sharpener, ruler, glue stick, purple pen, coloured pencils and pens;
 - correct PE kit;
 - subject exercise books (no graffiti on the outside cover or inside).

3.2 Unsocial behaviour

This can be defined as not seeking or given 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 unsocial behaviour can be (but are not limited to):

- not completing homework
- not following instructions
- lack of work in lessons
- not participating in group activities effectively
- not participating in extracurricular activities
- being unable to fully communicate reasoning
- answering back rudely
- causing disruption in lessons, in corridors between lessons, and at break and lunchtimes
- demonstrating poor attitude to learning
- not completing work to the best of ability
- poor presentation
- damage to school property as a result of inappropriate behaviour.

3.3 Antisocial Behaviour

This can also be classed as 'difficult' behaviour when it is antisocial 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
- absconding from the classroom
- causing disrepute to the school
- bullying
- harassment
- defiance – including not attending detentions
- preventing others from learning
- verbal abuse
- deliberately starting, getting involved with or escalating conflict
- fighting/physical abuse
- intentional damage to school property
- vandalism
- smoking
- using derogatory or discriminatory language to others
- unwarranted comments or physical interaction with peers
- inappropriate sexualised behaviour / language
- inappropriate use of social media and online messaging.

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
- discriminatory behaviour including online
- physical violence or inciting violence in others
- bringing weapons on site
- bringing drugs or alcohol on site
- wilful damage to property
- child on child abuse
- persistent bullying
- truanting from the school building
- dangerous behaviour online, e.g. sexting, sharing extremist views, interacting with strangers, sharing inappropriate images, engaging in online criminal activity
- sexual assault, i.e. any unwanted / unwarranted sexual behaviour that causes humiliation, pain, fear or intimidation.

The school will closely monitor CYP who are displaying unsocial 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 antisocial or dangerous behaviour or any bribes in order to behave prosocially 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. Staff at the school will be aware of these CYP and monitor them closely.

4.0 Rewards

We are dedicated to preparing pupils for their futures and to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

Allenbourn Middle School recognises that modelling and teaching prosocial behaviour will likely result in more prosocial behaviours being shown. CYP can be recognised for their prosocial 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):

- **house points:** Epraise and Rewards Shop, Aspire@AMS Cards;
- **verbal recognition:** Praise in Public;
- **contact with home:** AMS postcards, Always children letters, termly certificates;
- **academic awards:** termly awards.

At Allenbourn Middle School, we have a **House System**. This helps strengthen relationships between pupils and teachers, fostering a shared interest in achieving a goal or completing an activity. One of the main strengths of the House system is giving students of all ages the opportunity to work together, creating a truly cohesive environment and ensuring that age is not a barrier to friendship and collaboration.

We have four houses:



Throughout the year, a pupil's achievement totals; their participation in community based activities; and successes in enrichment activities are documented and points allocated to Houses.

5.0 Consequences

All behaviour has consequences and **Allenbourn Middle 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 unsocial behaviour could include (but are not limited to):

- Apologising for not following instructions.
- Missing unstructured times by completing any missed work - remaining in at breaktime or attending lunchtime detentions.
- Making up the work missed after school - after school detentions.

5.2 Consequences for antisocial behaviour could include (but are not limited to)

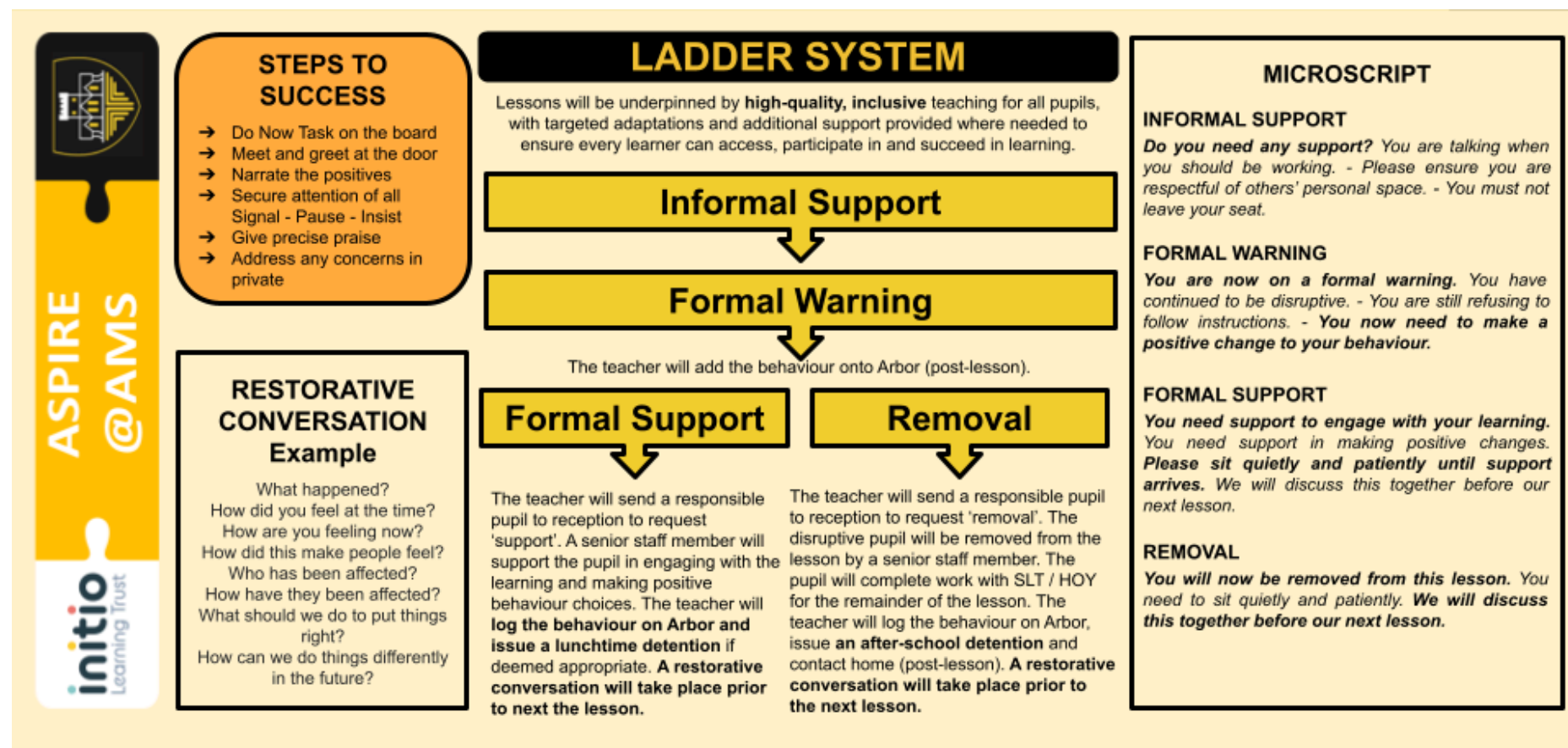
- Spending some reflective time away from peers.
- A loss of unstructured times - remaining in at breaktime or attending lunchtime/ after school detentions.
- Meeting with others through a restorative process.
- Consideration of alternative provision.

5.3 Consequences for dangerous behaviour could include (but are not limited to):

- Restorative processes.
- Time spent away from peers.
- Loss of unstructured times - attending lunchtime/ after school detentions.
- Suspension.
- Managed move.
- Use of alternative provision to improve behaviour.
- Support from external agencies.

Any pupil who persistently fails to meet the school's behaviour expectations, or is involved in a significant behaviour incident, may be **suspended** or **permanently excluded** from the school. At **Allenbourn Middle 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**.

The **AMS Behaviour Blueprint for Learning** expects all members of staff to teach good behaviour and to ensure that they adhere to the steps.



To promote positive behaviour and engage pupils, lessons will be well prepared and follow a clear, sequential curriculum, with appropriate resources used purposefully. Teachers will be enthusiastic about their subject and provide a positive learning experience in which targeted adaptations and additional support are provided where needed, enabling all pupils to succeed. Teachers will inspire pupils to take intellectual risks, make connections and develop their understanding, while continually checking for understanding, maintaining high expectations and supporting pupils to become increasingly independent learners.

Steps to success

Our staff guide children to thrive by explicitly teaching, modelling and reinforcing key classroom routines through a calm, compassionate and consistent approach. Members of staff will welcome children individually at the door to establish positive, **respectful relationships** from the start of the lesson. To embed **readiness to learn**, tasks will be prepared in advance, alongside clear visual and written prompts showing the equipment pupils need. When seeking attention, staff use an agreed signal, pause for silence and insist upon full attention and **engagement** before continuing. Prosocial behaviour is acknowledged through specific, purposeful praise that reinforces high expectations. If unsocial or antisocial behaviour occurs, staff address pupils privately to preserve dignity, using Stage 1 or Stage 2 warnings to avoid escalation and maintain the flow of learning.

Stage 1 – Informal support

If unsocial or antisocial behaviour takes place, a member of staff will quickly and simply state the expectation that is not being met, using prosocial vocabulary. Where possible, this will take place in private. The pupil will be offered additional support and will be reminded of the consequence of not adjusting their behaviour. Where a pupil's behaviour improves, this will be acknowledged by the staff member.

Stage 2 – Formal Warning

Should unsocial or antisocial behaviour continue, this will result in the staff member issuing a formal warning using prosocial language. Where possible, this will be without alerting the other pupils in the class to the details of the conversation or interrupting them from their learning activities. The discussion between the staff member and the pupil may take place outside of the lesson where required. During this brief discussion, the staff member will explain to the pupil that they have failed to respond positively to their informal support and a formal warning will be clearly issued stating the precise behaviour that has warranted the warning. The

pupil will be informed that they must now take steps to make a positive change to their behaviour or risk being removed from the lesson. The teacher responsible for the class must add the details of the behaviour choice onto Arbor at the end of the lesson. The teacher responsible may hold a conversation at the end of the lesson to discuss the behaviour demonstrated in the lesson and / or to recognise the positive steps taken by the pupil to adhere to school behaviour expectations.

Stage 3 – Formal Support

Where a pupil is continuing to fail to meet school behaviour expectations, the teacher will request 'Formal Support'. A senior member of staff will attend the lesson and give temporary wrap-around support which may include time away from the lesson, one-to-one academic intervention or an opportunity to explore barriers to learning further. The teacher will log the behaviour on Arbor and issue a lunchtime detention if deemed appropriate. A restorative conversation will take place prior to the next lesson.

Stage 3 – Removal

This step is used when a pupil has continued to display unsocial or antisocial behaviour after the staff member has used the strategies outlined in the Behaviour Blueprint to support them, or when a pupil has displayed dangerous behaviour, made extreme discriminatory comments or language, or shown verbal or physical aggression towards themselves or others. The behaviour is deemed to be significantly impacting on the rights of others to learn or teach in a respectful environment.

The staff member will request that a senior staff member attends the lesson. The pupil will then work with a member of SLT/Year Lead for the remainder of the lesson. The classroom teacher will record the details of the behaviour on Arbor after the lesson. The teacher will also issue an after-school detention and contact home to discuss the behaviour and the rationale for the removal. A restorative discussion between the teacher and pupil will take place as soon as possible, and certainly before the next lesson.

Should a pupil receive two removals in a school day, a further consequence, as outlined in **Consequences 5.1–5.3**, may be used.

Escalation through Behaviour Blueprint for Learning

On occasions, it may be necessary to progress through the steps outlined in the Behaviour Blueprint for Learning by missing some stages. This escalation will take place when a pupil's behaviour falls well below our expected standard or is dangerous. In such incidents, immediate intervention by the Senior Leadership Team will be taken.

To support pupils within the classroom and the wider school community we teach children the following expectations:

 Behaviour Expectations @AMS 					
Expectations	At All Times	In Classrooms	Playground	Lunchtime	Toilet
We are here to learn	→ Focus on the learning. → Be prepared for your next lesson. → Put your equipment away safely so it is ready to use again when needed.	→ Arrive on time for lessons. → Enter rooms quietly. → Have the necessary equipment. → Leave the room tidy. → Respond appropriately to adult instructions.	→ Keep to your specified areas. → Pay attention and follow adult instructions. → Respond to signals that social time has ended. → Return to lessons quickly and quietly.	→ Walk to tables. → Stay seated at tables while eating. → Queue quietly and respectfully.	→ Visit only at break times where possible. → Spend as much time in the classroom as possible.
We are respectful and polite	→ Show courtesy to all. → Be aware of your surroundings. → Offer help where you can.	→ Respond to questions politely. → Use appropriate voice register. → Use inclusive and non-derogatory language → Raise your hand for attention.	→ Speak to everyone calmly and fairly. → Use inclusive and non-derogatory language. → Be welcoming.	→ Follow adult directions. → Wait for your turn. → Leave your space tidy and clean.	→ Put rubbish in bins. → Flush the toilet. → Respect the privacy of others. → Do not damage the facilities.
We make the right choices	→ Join a club. → Give your best. → Attend regularly. → Be punctual.	→ Look at who is speaking. → Do not distract others → Respond appropriately to feedback. → Attempt all tasks to the best of your ability.	→ Play fairly. → Be tolerant of others. → Follow game rules. → Enjoy your social time. → Take the opportunity to be physically active.	→ Use appropriate voice volume. → Do not shout. → Check you have what you need before sitting down.	→ Go, flush, wash and leave. → Return to class promptly.





We are here to learn
We are respectful and polite
We make the right choices





Negative Points and Behaviour Tracking

All incidents of poor behaviour are logged on Arbor through the allocation of 'negative incidents'. Tutors and Year Leads will monitor the number of behaviour incidents a pupil receives and communicate with home accordingly.

Behaviour Reports

Having followed the steps outlined above as part of our Behaviour Blueprint for Learning, Year Leads will closely monitor pupils' behaviour incidents and assess the need to place a pupil on report to support their behaviour in lessons. A pupil will only be placed on report following a discussion between the child, their parent(s)/carer, their tutor and their Year Lead.

Monitoring Reports can be issued at four levels.

- **Tutor Report**

This report is used as a refocus opportunity and an early identification mechanism to track parts of the curriculum in which a pupil may be experiencing challenges. This is monitored by the tutor. A pupil might remain on this report for up to three weeks.

- **Positive Report**

Some pupils will benefit from additional praise and recognition for the work they produce. This can be an alternative to a Tutor Report to rebuild self-esteem.

- **Year Lead Report**

This report card is an escalation from Tutor Report and therefore more action is required. A pupil moving to a Year Lead Report is viewed to have failed to pass their Tutor Report. In addition, other measures may be put in place to challenge and support the pupil. This is monitored by the Year Lead. A pupil is not expected to spend more than two weeks on this report.

- **SLT Report**

An SLT report card is the final escalation point for Behaviour Reports, is a cause for concern and is managed by a member of the SLT. There are additional measures in place and the pupil may not be permitted to represent the school or attend events

such as a disco or school trip. At this point, the school will also work with the Locality team and / or start a PSP process as the pupil is at risk of suspension.

Parents are notified when a pupil is to be placed on a report card. The pupil, their parents and the school will work together to identify targets and any interventions required.

Pastoral Support Programmes (PSP)

If a pupil's behaviour is giving significant cause for concern and they are also at risk of permanent exclusion then a Pastoral Support Programme will be written in conjunction with the parent(s)/carer and the pupil. If a PSP is going to be utilised, this will be reported to the Local School Committee. The Local School Committee may then choose to exercise their rights to invite the parent(s)/ carers to attend a meeting with their child to discuss the implementation of the PSP, the desired outcomes and the next steps.

6.0 Further reading

Useful policies and documents to be read in conjunction with this guidance are listed below.

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](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2026](#)
- [Behaviour in Schools, 2024](#)
- [Alternative Provision, 2025](#)
- [Equalities Act, 2010](#)
- [SEN Code of Practice, 2015](#)

Additionally:

- The Vision, Values and Strategic Outcomes of Initio Learning Trust
- Initio Learning Trust's Principles of Teaching and Learning.

Further Reading

[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>

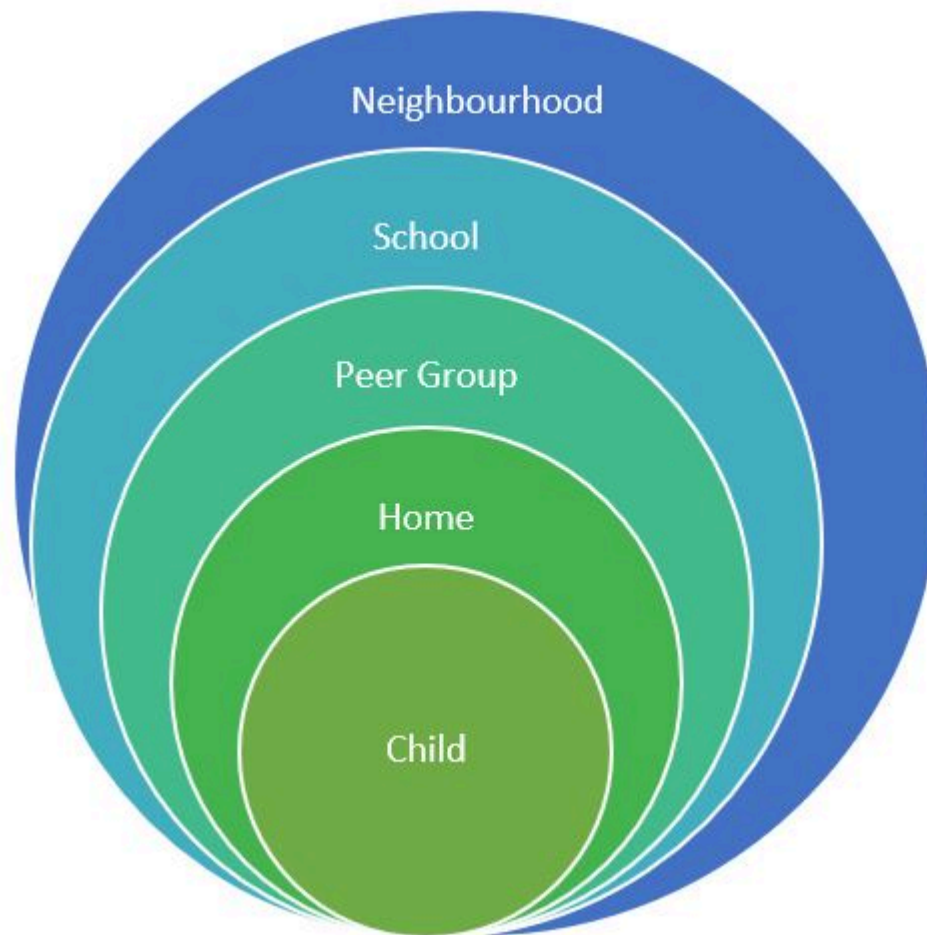
[Appendix A - roadmap of support](#)

Please right click on the picture below and select 'open link' to view the roadmap of support.



<https://prezi.com/view/CaD3hB25Sv8kYtAeqr8m/>

Appendix B - Contextual Circle:



Appendix C - Example of anxiety mapping chart

