

Woodthorpe CE Primary School

Behaviour Principles: Written Statement

Introduction

This statement has been developed in accordance with Section 88 of the Education and Inspections Act 2006. It provides the overarching principles that guide the Headteacher in developing, implementing and reviewing the school's Behaviour Policy.

The Local Trust Committee is responsible for establishing the principles that underpin behaviour and culture within the school. The Headteacher is responsible for determining the detailed measures, systems, routines and procedures through which these principles are enacted.

At Woodthorpe CE Primary School, we believe that every child is made in the image of God and is entitled to be treated with dignity, compassion and respect. Our Christian vision is:

"Therefore encourage one another and build each other up, just as in fact you are doing." (1 Thessalonians 5:11)

This underpins our commitment to creating a learning environment where all members of the school community feel safe, valued, included and able to flourish.

The Local Trust Committee expects the Behaviour Policy to reflect current statutory guidance, educational research and best practice, while remaining true to the school's Christian foundation and commitment to inclusion.

Core Behaviour Principles

1. Every Child Has the Right to Feel Safe

The Local Trust Committee believes that all children and adults have the right to learn and work in an environment that is physically, emotionally and psychologically safe.

The Behaviour Policy must promote:

- A culture of safety, belonging, aspiration and achievement
- Positive relationships built on the principles of the CARE Code
- Consistently high expectations of conduct and behaviour
- Protection from disruption, bullying, harassment, discrimination and abuse
- The safeguarding and welfare of all children
- Positive relationships between children, staff, families and the wider community

Any behaviour that threatens the safety, dignity or wellbeing of others will be addressed promptly and appropriately.

2. Behaviour Is Taught, Modelled and Supported

The Local Trust Committee believes that positive behaviour is not simply expected; it is explicitly taught, practised, reinforced and continually developed.

The school's behaviour culture should:

- Establish clear routines, expectations and boundaries

- Help children understand what successful behaviour looks like
- Promote self-regulation, responsibility and independence
- Support children to develop positive learning habits
- Recognise that behaviour is a form of communication

The Local Trust Committee expects the Behaviour Policy to include a clearly defined behaviour curriculum that explicitly teaches expectations, routines, emotional literacy, self-regulation and positive relationships. This should be informed by current research relating to child development, attachment, trauma-informed practice and social-emotional learning.

3. Visible Consistency and Visible Kindness

The Local Trust Committee expects behaviour systems to be applied consistently, fairly and predictably.

Children should experience:

- Consistent expectations
- Consistent routines
- Consistent responses from adults
- Consistent recognition of success
- Consistent support when mistakes occur

At the same time, all responses to behaviour should preserve children's dignity and maintain positive relationships.

The Local Trust Committee does not support approaches that humiliate, shame or publicly embarrass children.

4. High Expectations for All

The Local Trust Committee believes that every child can succeed and should be supported to meet high standards of behaviour, conduct and learning.

The Behaviour Policy should:

- Promote ambition and achievement
- Encourage resilience and personal responsibility
- Create an environment where effective teaching and learning can flourish
- Remove barriers that prevent children from accessing learning successfully

High expectations apply to everyone within the school community and should be communicated clearly and regularly.

5. The Woodthorpe C.A.R.E. Code

The Local Trust Committee expects the school's behaviour culture to be rooted in the Woodthorpe CARE Code, which provides a shared language and framework for behaviour, relationships, learning and personal development across the school.

The CARE Code consists of:

- **Care** - We show Christian values in all we do through kindness, respect, compassion and responsibility
- **Aspire** - We aim high, believe in ourselves and strive to achieve our best
- **Resilient** - We persevere when things are difficult, learn from mistakes and develop emotional strength

- **Enjoyment** - We participate fully in school life, value learning and celebrate success in ourselves and others

The Local Trust Committee expects these values to be:

- Explicitly taught through the school's behaviour curriculum
- Modelled consistently by all adults
- Reinforced through everyday interactions, routines and expectations
- Celebrated through the school's recognition systems
- Embedded across classrooms, playgrounds, collective worship, educational visits and the wider life of the school

The Local Trust Committee further expects adults to demonstrate the CARE Code through positive relationships, high expectations, consistency, emotional coaching and a commitment to creating safe, welcoming and nurturing environments where every child can flourish

6. Relationships Are Central

The Local Trust Committee recognises that strong relationships between adults and children are fundamental to successful behaviour and learning.

The Behaviour Policy should promote:

- Relational practice
- Mutual respect
- Positive staff-child relationships
- Effective partnerships with families
- Trust and belonging within the school community

The Local Trust Committee expects behaviour responses to prioritise connection before correction, recognising that emotional regulation and positive relationships are fundamental to children's ability to learn, thrive and make positive behaviour choices. Adults should seek to understand the needs being communicated through behaviour whilst maintaining clear and consistent expectations.

7. Inclusion and Equality

St Giles CE Primary School is committed to being an inclusive school where every child is welcomed, valued and supported.

The Local Trust Committee expects behaviour systems to comply fully with:

- The Equality Act 2010
- The SEND Code of Practice
- Current safeguarding legislation and guidance

The Local Trust Committee recognises that some children may need reasonable adjustments, additional support or personalised provision in order to achieve success.

When responding to behaviour, adults should consider:

- Special educational needs and disabilities
- Communication and interaction needs
- Mental health and wellbeing

- Attachment and developmental needs
- Trauma or adverse experiences

The Behaviour Policy should maintain high expectations while ensuring support is equitable and proportionate.

8. Recognition Should Be Valued

The Local Trust Committee believes that children are most likely to succeed when positive behaviours, effort, improvement, kindness and achievement are regularly recognised, celebrated and reinforced. Recognition should help children develop a sense of belonging, confidence and personal responsibility.

The Behaviour Policy should prioritise:

- Positive recognition
- Encouragement
- Celebration of effort and achievement
- Reinforcement of school values
- A sense of belonging and success

Recognition systems should be fair, inclusive and accessible to all children.

9. Consequences Should Be Educational, Restorative and Protective

The Local Trust Committee recognises that children will sometimes make mistakes.

When behaviour falls below expected standards, responses should:

- Be proportionate
- Promote accountability
- Repair relationships where necessary
- Support learning and future success
- Protect the safety and rights of others

The Local Trust Committee expects behaviour responses to distinguish between educational consequences, which support learning and reflection, and protective consequences, which are necessary to maintain safety and protect the rights of others. Both approaches should be proportionate, restorative and focused on supporting long-term positive behaviour change.

Where appropriate, restorative approaches should help children understand:

- What happened
- Who was affected
- How harm can be repaired
- How better choices can be made in the future

10. Safeguarding Is Paramount

The Local Trust Committee expects safeguarding considerations to underpin all aspects of behaviour management.

The Behaviour Policy should ensure appropriate procedures are in place for responding to:

- Bullying

- Child-on-child abuse
- Sexual harassment and sexual violence
- Racist, discriminatory or prejudicial behaviour
- Online behaviour incidents
- Behaviour linked to safeguarding concerns

Children must feel confident that concerns will be listened to, taken seriously and acted upon appropriately.

11. Restrictive Intervention Must Always Be a Last Resort

The Local Trust Committee expects the school to maintain a restrictive-intervention reduction approach.

Staff should prioritise:

- Prevention
- De-escalation
- Early intervention
- Relational and restorative approaches

Reasonable force or restrictive intervention should only be used when lawful, necessary, proportionate and in the best interests of safety.

Any use of restrictive intervention must be appropriately recorded, reported and reviewed in accordance with statutory guidance and Trust policies.

12. Working in Partnership with Families

The Local Trust Committee believes that effective behaviour support is strongest when school and home work together.

The Behaviour Policy should promote:

- Respectful communication
- Early intervention
- Collaborative problem-solving
- Shared responsibility for children's success

Parents and carers should be informed of both successes and concerns and be actively involved in supporting positive outcomes.

13. Behaviour Beyond the School Day

The Local Trust Committee expects the Behaviour Policy to reflect the school's authority to respond to behaviour beyond the school premises where appropriate.

This includes behaviour that:

- Occurs on educational visits
- Takes place when travelling to or from school
- Occurs online
- Impacts the safety, reputation or orderly running of the school

The school's response should always be fair, proportionate and consistent with statutory guidance.

Review

The Local Trust Committee will review this Behaviour Principles Written Statement regularly and whenever significant legislative, statutory or organisational changes occur.

The Executive Headteacher will ensure that the school's Behaviour Policy reflects these principles and that behaviour systems continue to promote a culture of safety, inclusion, dignity, responsibility and excellence for all.

Linked Documents: Behaviour Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy, SEND Policy, Restrictive Intervention and Use of Reasonable Force Policy.