

Behaviour – Trust statement of principles

As a Trust we have strong beliefs about how pupils should be treated and although each school will have its own local Behaviour Policy, below, is our blueprint for what we expect in our schools and our approach to supporting an inclusive and kind experience for pupils.

As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).

As a Trust, we have a duty to keep all adults and pupils safe. Our schools promote clear and consistent expectations to pupils which promotes the safety and welfare of all and at times; this is a crucial part of our culture of safety and care for every adult and pupil.

In our schools we care about every pupil and want them to feel safe so that their learning potential and feelings of self-worth are optimised. We do this by always striving to create school environments that are calm, kind, welcoming and where strong, positive relationships exist between adults and pupils and a culture of unconditional positive regard is in place.

The purpose of our schools is to provide a first-class education to all pupils because we believe that every child has the power to achieve. It is also to guide, protect, support and nurture pupils, helping them to make the right choices and when this does not happen, to help them put that right and to be forgiven by others as well as forgive themselves.

In our schools we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes, and these may well look different for different children. However, we appreciate that this takes time and so schools will make those choices for the children in their care, over time, so that the ultimate position of rewards replaced by praise, responsibility, and acknowledgement of effort beyond the expected, is the destination.

We know, at times, that some pupils will make poor choices but, in our schools, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.

We believe in the value of Equity in all that we do. This means that we aim to give children what they need which means that sometimes, the provision for children may look different but we believe that this is the right approach to support all children to be the best that they can be. At a school level, this may mean that there are adaptations and flexibilities to the Behaviour Policy for some children, sometimes, and especially for those children who may struggle to regulate their behaviour or who have additional needs.

