

Chapel Allerton Primary School



Written Statement of Behaviour Principles

Governing Body Approved: June 26

Next due for review: June 27

Introduction

The Governing Board of Chapel Allerton Primary School is responsible for reviewing and approving this written statement of behaviour principles. This statement has been developed in accordance with the Education and Inspections Act 2006 and DfE guidance.

At Chapel Allerton Primary School, we believe that strong, caring and respectful relationships are at the heart of children's growth and wellbeing. Every day, we aim to model kindness, understanding and care so that children feel safe, valued and ready to learn.

Our approach is grounded in Unconditional Positive Regard, which means accepting each child for who they are, recognising that behaviour is a form of communication and that all pupils are valued regardless of their actions. We value everyone as an individual, capable of growth, change and development.

Our relationships are underpinned by the principles of:

- Every pupil understands they have the right to feel safe, valued and respected and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are expected to behave in a respectful and appropriate way towards one another.
- The school has high expectations of behaviour.
- The school's Relational Practice Policy reflects a **relational, restorative and trauma-informed approach**, recognising that behaviour is a form of communication and that pupils must be supported to regulate, relate and reflect.
- All school staff will approach changes in behaviour with professional curiosity.
- The school will prioritise **Restorative Practice** in responding to behaviour. This includes:
 - providing time and support for pupils to reflect on what has happened
 - enabling pupils to understand the impact of their actions on others
 - supporting pupils to take responsibility and repair relationships
 - using structured restorative conversations to promote learning and prevent recurrence
- The use of rewards and sanctions will be reasonable, proportionate and applied consistently, considering the age, needs and circumstances of individual pupils, including those with SEND.
- Consequences will be used to **teach, restore and repair**, rather than punish and will follow a predictable and consistent approach.
- The school will work in partnership with parents, carers and external agencies where appropriate to support pupils' behaviour and wellbeing.
- The school will make reasonable adjustments for pupils with additional needs and vulnerabilities and will prioritise early intervention and support.
- The Governing Board supports the Headteacher in the use of sanctions, including suspension and permanent exclusion, where necessary and in line with statutory guidance, **as a last resort**.
- The Governing Board expects the Headteacher to ensure the Relational Practice Policy is implemented effectively, consistently and in line with this statement.