



## Behaviour Principles Statement

2025 - 2026

This document applies to all academies and operations of Cambrian Learning Trust.

[www.cambrianlearningtrust.org](http://www.cambrianlearningtrust.org)

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## Trust Principles

A relational and restorative approach to supporting behaviour is underpinned by a belief that humans function best within the context of relationships, as nurturing, consistent and committed relationships provide safety and security from which trust develops. Where trust exists and positive relationships are built, pupils will be empowered to take risks in their learning.

An understanding of relational and restorative approaches informs the behaviour policies/procedures in place in each trust school. Alongside this is an understanding of the need for additional systems to support the context of the particular setting.

As a Trust we expect all pupils and staff to behave respectfully within their school communities. Schools will embed consistent approaches to behaviour to support all pupils to thrive.

The underlying principles of the Cambrian Learning Trust approach to behaviour are:

### All behaviour is communication

The behaviour we see is a symptom created by memories, experiences, feelings and emotions. We aim to understand this behaviour whilst maintaining a consistent approach to supporting this.

In our schools we will view behaviour as the communication of a need, and staff will be supported to understand what is driving the need and how to meet that need, in order to address the root of the difficulty. This is considered carefully by schools when adopting appropriate procedures relevant to the context of their setting.

When supporting pupils who are disengaged or displaying distressed behaviour, Trust schools will use a 'connection before correction' approach. This connection will be built from forming positive relationships whilst also maintaining consistent boundaries. In doing so they will show an understanding that for students to be able to engage in discussions around repairing harm and supporting change, both the adult and student need to first feel safe (regulate) and connected with (relate). Restorative conversations can then take place as appropriate to the situation (reason).

Successful behaviour policies/procedures must work for all pupils, not just some. Across our Trust schools we will be mindful of the needs and backgrounds of our pupils and will adapt our responses accordingly. We will do all we can to work in a preventative manner, identifying students who might need additional support as early as possible and working with the wider staff team, parents and other agencies as needed. We recognise the importance of consistency around behaviour expectations alongside being adaptive to individual needs.

Alongside the school's behaviour policy/procedures, high quality PSHE & RSE curriculums have an important role to play in promoting positive behaviour, mental health, wellbeing, resilience and achievement.

The positive relationships and behaviour policy/procedures produced by each school will provide detail on:

- how the school will provide pupils with a safe base, through their environments, their routines and the adults
- how staff are upskilled and feel confident to deliver on the behaviour expectations appropriate to their school procedures
- how the school will promote positive relationships
- school rules, expectations and core routines and how these align with school values
- consistency of response
- how successes and achievements will be promoted and celebrated
- how the school will manage inappropriate behaviour
- how the school will apply a stepped and proportionate response to address issues promptly while protecting the learning of others, when expectations are not met
- how the school will apply flexible consistency in its approach, so that every pupil is supported to be successful
- how the approach to using support and sanctions may be adapted when dealing with challenging behaviour from pupils with SEND, vulnerabilities or mental health difficulties
- using suspensions and exclusion as a last resort to managing behaviour and when all other approaches have been exhausted
- how inclusion will be promoted through the processes, systems and provisions in place to respond to the needs of individuals and to adjust approaches accordingly
- support plans that will be implemented for those pupils requiring adaptations to the policy



[Health and wellbeing strategy | Kirklees Council](#)

## Next Steps for Trust Schools

- Develop further understanding of relational and restorative approaches, and how these align with school procedures to maintain high expectations of all.
- Ensure staff are upskilled in school procedures alongside restorative practice to enable appropriate response to each situation, this will enable pupils to understand and recognise the impact on others, and support pupils to restore relationships.
- Ensure consistency in paperwork and plans in place to support individual children requiring additional support.
- Access training and support from external agencies to ensure pupils have every chance to succeed.
- Ensure these principles remain consistent, alongside an understanding that schools may require additional systems to ensure a proportional and appropriate response to behaviour.

## Further Reading

Devon County Council quick guide to developing relational practice and policy [Guidance for developing relational practice and policy - Support for schools and settings](#)

Bath & NE Somerset Council Trauma Informed Behaviour Policy Guidance [Trauma-informed Behaviour Policy Guidance | Bath and North East Somerset Council](#)

The Kindness Principle, by Dave Whittaker

[Books & Resources | Betsy Training UK](#)

## Policies and Documents

- Relational Behaviour Policy and Schools Policy/Procedures
- Safeguarding & Child Protection Policy
- Anti-bullying Policy
- Suspensions and Exclusion Policy
- SEND Policy
- Inclusion Policy
- Attendance Policy

DfE Behaviour in schools

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf) DfE

Mental Health and Behaviour

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069687/Mental\\_health\\_and\\_behaviour\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf)

Equality Act 2010