Statement of behaviour principles

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Requirement	**Statutory** **Required on website**

1. Introduction

This written statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE guidance 'Behaviour in Schools' (2024).
All schools are required to have a behaviour policy Keeping Children Safe in Education.
The purpose of this statement is to provide guidance to the headteacher in drawing up the behaviour policy at Sunshine Academy so that it reflects the shared aspirations and beliefs of governors, staff, parents and pupils, as well as taking into account the law and guidance on behaviour matters.

This statement has been written specifically for our context: a primary academy serving children aged 3-7 years, spanning both the Early Years Foundation Stage (EYFS) and Key Stage 1.

2. Our School Context

Sunshine Academy serves 132 pupils aged 3-7 years across:

- **Nursery (ages 3-4):** Early Years Foundation Stage
- **Reception (ages 4-5):** Early Years Foundation Stage
- **Year 1 (ages 5-6):** Key Stage 1
- **Year 2 (ages 6-7):** Key Stage 1

We recognise that children at these ages are at critical stages of their social, emotional and behavioural development. Our approach to behaviour must reflect the developmental needs of very young children while maintaining high expectations for all.

3. Our Vision for Behaviour

At Sunshine Academy, we believe that:

- **Every child deserves to feel safe, valued and respected** in our school community
- **Positive behaviour is taught and learned**, not simply expected
- **All behaviour is communication**, particularly for our youngest children who are still developing language skills
- **Strong, nurturing relationships** between staff, children and families are the foundation of positive behaviour
- **Relationships between pupils and staff show kindness, courtesy, empathy and respect, reflecting a positive culture** Ofsted State-Funded School Inspection Toolkit
- **Children develop at different rates**, and our approach must be developmentally appropriate
- **Consistency and fairness** help children feel secure and understand expectations

4. Guiding Principles

The local governing body expects the behaviour policy to be based on the following principles:

4.1 Developmentally Appropriate Practice

The governing body recognises that children aged 3-7 are at very different developmental stages and expects the behaviour policy to reflect this:

For children aged 3-4 (Nursery):

- Teaching is a broad term that covers the many different ways in which adults help young children to learn. In the early years, it includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning
- Children are learning to regulate their emotions and express their needs
- They need frequent reminders, visual cues and consistent adult support
- Daily routines and interactions ensure that children develop their language and vocabulary across all areas of learning and development and can communicate and manage their thoughts and feelings

For children aged 4-5 (Reception):

- Children are developing greater independence and understanding of school routines
- They are building friendships and learning to work cooperatively
- They can begin to understand the consequences of their actions
- They benefit from clear, consistent routines and visual reminders

For children aged 5-7 (Years 1 and 2):

- Children have greater understanding of rules and can reflect on their behaviour with support
- They are developing empathy and understanding of others' feelings
- They can take increasing responsibility for their choices
- They can engage in age-appropriate restorative conversations

4.2 High Expectations for All

The local governing body expects that:

- Leaders have high expectations for all pupils' attendance, behaviour and attitudes, and design effective policies that communicate these high expectations clearly to all staff, pupils and parents
- All children, regardless of background, ability or additional needs, are capable of positive behaviour with appropriate support
- Staff will maintain high standards while providing the support each child needs to meet expectations
- The behaviour policy will set clear, age-appropriate expectations that are understood by children, staff and parents

4.3 Teaching and Prevention

The local governing body believes that positive behaviour should be actively taught, not just expected. The policy should include:

- Leaders and staff establish appropriate routines and explicitly teach and model the behaviour they expect from pupils, so that these are well understood
- Clear routines that help children feel secure and understand what is expected
- Staff engage children in high-quality interactions to develop their knowledge and vocabulary; they help children articulate what they know and understand by scaffolding, modelling, extending and developing their ideas
- Proactive strategies to prevent behaviour difficulties, including meeting children's needs before problems arise
- Teaching of emotional regulation, social skills and conflict resolution appropriate to each age group

4.4 Positive Relationships

The local governing body expects the behaviour policy to prioritise building positive relationships:

- Relationships between pupils and staff show kindness, courtesy, empathy and respect, reflecting a positive culture
- Staff will get to know each child as an individual, understanding their backgrounds, interests and needs
- Communication with parents and carers will be regular, positive and constructive
- Teachers may be filling in the gaps in their understanding about pupils with assumptions tinged by bias. By working directly with parents/carers, or professionals who understand a pupil's home context, teachers will gain a more complete understanding of where a pupil's behavioural issues stem from
- The school will create a sense of belonging and community for all children and families

4.5 Inclusion and Equality

The local governing body is committed to an inclusive approach to behaviour management:

- Leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice
- Punishing a pupil because of behaviour caused by their SEN or a mental health issue that amounts to a disability is considered discrimination under the Equality Act 2010
- The policy will include how staff will identify and support disadvantaged pupils, those with SEND, those known (or previously known) to children's social care, and those who may face other barriers
- Staff make reasonable adjustments and adaptations when considering pupils' needs, challenges and barriers, while maintaining high expectations for what all pupils can achieve
- The school will not discriminate against pupils on the basis of any protected characteristic

4.6 Safeguarding

The local governing body recognises the critical link between behaviour and safeguarding:

- Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- Leaders and staff create a positive environment in which bullying, unlawful discrimination, harassment, including sexual harassment, victimisation, physical and/or sexual violence and derogatory language are not tolerated
- Changes in behaviour may indicate that a child needs help or protection
- Discuss any severe, persistent or concerning behavioural issues with your DSL and: Avoid issuing a heavily punitive or automatic sanction, Take the time to fully understand the context for the behaviour, considering the possibility of safeguarding issues
- The policy will set out how staff should respond when behaviour raises safeguarding concerns

5. Rewards and Recognition

The local governing body expects the behaviour policy to include a clear approach to rewards that:

- Are **age-appropriate and meaningful** to children aged 3-7
- Celebrate **effort, progress and positive choices**, not just outcomes
- Are applied **consistently** across the school, with flexibility for individual needs
- Include both **immediate praise** (verbal encouragement, smiles, high-fives) and **recognition systems** (stickers, certificates, celebration assemblies)
- Involve **families** in celebrating children's successes
- Focus on **intrinsic motivation** as children develop, helping them understand why positive behaviour matters

Examples might include:

- Verbal praise and encouragement
- Positive notes or messages home to parents
- Stickers, stamps or certificates
- Special responsibilities (age-appropriate helpers, line leaders)
- Celebration assemblies
- Class rewards and treats

6. Sanctions and Consequences

The local governing body expects that sanctions will:

6.1 General Principles

- Be used proportionately and appropriately to tackle behaviour that does not reflect leaders' high expectations
- Focus on helping children understand the impact of their behaviour and make better choices
- Be applied **fairly and consistently**, while taking individual circumstances into account
- **Never involve physical punishment, humiliation or any form of degrading treatment**
- Use force as a punishment - it is always unlawful to use force as a punishment
- Be adapted appropriately for children with SEND or other additional needs

6.2 Age-Appropriate Sanctions

For children aged 3-4 (Nursery):

- Gentle redirection and reminders
- Natural consequences (e.g., if you throw the toy, you can't play with it for a short time)
- Brief time away from an activity with adult support to calm down
- Simple explanations at the child's developmental level
- Restorative conversations using very simple language

For children aged 4-5 (Reception):

- Clear reminders of expectations
- Logical consequences linked to the behaviour
- Time to reflect with adult support
- Simple restorative conversations ("How did that make them feel?")
- Loss of privileges for a short time (e.g., missing a few minutes of choosing time)

For children aged 5-7 (Years 1 and 2):

- Verbal warnings and reminders
- Time out to reflect (age-appropriate duration)
- Loss of privileges (e.g., missing part of playtime)
- Restorative conversations to repair relationships
- Completing work missed due to poor behaviour
- In serious cases, involvement of senior leaders and parents

7. Use of Reasonable Force

The local governing body acknowledges that:

- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed
- Schools do not require parental consent to use force on a student
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or revent them taking action needed to prevent a pupil causing action needed to prevent a pupil causing harm

Given the young age of our pupils (3-7 years), the local governing body expects that:

- Any use of reasonable force will be **rare** and used only as a last resort
- Force may only be used to:
    - Prevent a child from hurting themselves or others
    - Prevent serious damage to property
    - Maintain the safety of all children and staff
- All incidents involving the use of force will be **recorded in detail**
- Parents will be **informed on the same day** when force has been used
- The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing

8. Supporting Children with Additional Needs

The local governing body expects the behaviour policy to set out how the school will support children who need additional help with behaviour:

8.1 Identifying Needs

- When a pupil displays challenging behaviour, it's often a result of an unmet underlying need (or needs), such as: Special educational needs (SEN) – even if the pupil is not on your SEN register, Mental health needs, Issues at home (e.g. bereavement, abuse, neglect, criminal exploitation), Issues within their
- Consider first whether the pupil's behaviour may be due to unidentified SEN or a mental health issue
- Staff will work with the SENCO to assess whether behaviour difficulties indicate unmet special educational needs
- The school will consider whether safeguarding concerns may be contributing to behaviour difficulties

8.2 Providing Support

- Individual behaviour plans will be created for children who need additional support
- Call parents/carers in to discuss a behavioural issue as early as possible and ask them to work with you as part of a team
- The school will work with external specialists where appropriate
- Staff will receive training to support children with specific needs
- Leaders use timely, well-chosen, targeted interventions to support those who need additional help in meeting and sustaining the school's high expectations of attendance, behaviour and attitudes to learning

9. Partnership with Parents and Carers

The governing body believes that parents and carers are essential partners in promoting positive behaviour. The policy should include:

- **Regular, positive communication** about children's behaviour, not just when there are problems
- **Prompt contact** when concerns arise, ideally on the same day
- Hold collaborative meetings with parents/carers to work through the following stages: Identify the cause of the problem behaviour – it could be related to home or school life, Analyse the problem – look at behaviour logs to identify triggers and use the insight from parents/carers to paint a fuller picture, Develop a plan – the plan should include interventions to be run at home and at school, Implement and evaluate the plan – involve parents/carers in deciding whether the intervention was a success
- Clear information about behaviour expectations shared through the school website, welcome packs and parent meetings
- Opportunities for parents to discuss their child's behaviour and work together on solutions
- Respectful, non-judgemental communication that recognises parents may be dealing with challenging behaviour at home too

10. Staff Training and Support

The local governing body expects that:

- All staff – including early career teachers (ECTs), support staff and supply staff – must read and consistently apply your behaviour policy

- All staff will receive appropriate training on:
    - The behaviour policy and how to apply it consistently
    - Developmentally appropriate behaviour management strategies for ages 3-7
    - Understanding behaviour as communication
    - Supporting children with SEND and mental health needs
    - Safeguarding and recognising when behaviour indicates a child needs help
    - De-escalation techniques and use of reasonable force (where appropriate)
- The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so
- Staff will receive regular updates and refresher training
- The headteacher will provide support for staff managing challenging behaviour
- Staff wellbeing will be considered when managing difficult behaviour

11. Monitoring and Review

The local governing body will:

11.1 Monitor Implementation

- Collect data from the following sources: Behaviour incident data, including on removal from the classroom, Attendance, permanent exclusion and suspension data, Use of pupil support units, off-site directions and managed moves, Incidents of searching, screening and confiscation, Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

Lighthouse Multi Academy Trust Written Behaviour Principles

Purpose

These Written Behaviour Principles provide the framework that underpins behaviour across all academies within our Trust. They reflect our shared vision that every child has the right to learn in a safe, calm, inclusive and ambitious environment where they are known, valued and supported to achieve their full potential.
Whilst each academy may develop procedures appropriate to its individual context, all behaviour policies will be consistent with these principles and our Trust values.

Our Vision

We believe that positive behaviour is taught, modelled, encouraged and celebrated. Every member of our Trust community has a responsibility to create an environment where children feel safe, respected, included and inspired to succeed.

Behaviour is understood as a form of communication. We seek to understand the reasons behind behaviour, teach children how to make positive choices and repair relationships when difficulties arise.

Our Trust Values

Our behaviour principles are rooted in our Trust values.

Kindness

We encourage every member of our community to act with kindness, empathy and compassion towards others. Children will be supported to understand how their actions affect those around them and to make positive choices that contribute to a caring school community.

Respect

We promote respect for ourselves, others, learning, property, diversity and the wider community. Every individual has the right to be treated with dignity and courtesy regardless of background, culture, religion, disability, gender or personal circumstance.

Be the Best

We encourage every child to strive to be the best version of themselves academically, socially and personally. Positive behaviour supports excellent learning and enables everyone to flourish.

Belief

We believe every child can succeed. High expectations, encouragement and supportive relationships enable children to develop confidence, resilience and self-belief.

Collaborate

We value teamwork, positive relationships and shared responsibility. Children learn to work together, solve problems respectfully and contribute positively to their academy and wider Trust community.

Ambitious

We maintain consistently high expectations for behaviour because we believe every child is capable of meeting them. We encourage children to aim high, persevere through challenges and develop independence.

Achieve
Positive behaviour creates the conditions for successful learning and personal development. We recognise and celebrate effort, progress, improvement and achievement in all its forms.

Optimistic
We foster hope, resilience and a growth mindset. Mistakes are viewed as opportunities to learn, improve and make better choices in the future.

Our Behaviour Principles

1. Every child has the right to feel safe.
All children and adults have the right to learn and work in an environment that is safe, calm, inclusive and free from bullying, discrimination, intimidation, harassment or violence.

2. High expectations will be consistently applied.
All academies will promote high standards of behaviour through clear routines, explicit teaching of expectations and consistent adult responses.
Children will know what is expected of them and understand why positive behaviour matters.

3. Positive behaviour will be taught, recognised and celebrated.
Good behaviour is not assumed—it is explicitly taught.
Staff will regularly recognise and celebrate positive behaviour, effort, kindness, perseverance, responsibility and contribution to the academy community.

4. Relationships are central to positive behaviour.
Strong, trusting relationships between staff, pupils and families are fundamental to successful behaviour support.
Adults will model the behaviour, language and attitudes expected from children.

5. Restorative practice will underpin behaviour management.
The Trust is committed to restorative approaches which help children:

- understand the impact of their behaviour
- accept responsibility for their actions
- repair harm where appropriate
- rebuild relationships
- learn strategies for making better choices in the future.

Where appropriate, restorative conversations will form part of behaviour responses alongside proportionate consequences.

Children will be encouraged to reflect using questions such as:

- What happened?
- What were you thinking at the time?

- Who has been affected?
- How have they been affected?
- What needs to happen now to make things right?
- How can we prevent this happening again?

6. Consequences will be fair, proportionate and educational.
Responses to behaviour will:
- be consistent
- be proportionate
- preserve children's dignity
- focus on learning rather than punishment
- seek to repair relationships
- encourage responsibility and accountability.

Sanctions alone do not teach behaviour; therefore, they will be accompanied by opportunities for reflection, learning and restoration.

7. Inclusion is fundamental.
Behaviour policies will support all children, including those with additional needs or disabilities.
Reasonable adjustments will be made where appropriate in accordance with the Equality Act 2010.
The Trust recognises that some behaviour may be influenced by additional educational needs, communication difficulties, adverse childhood experiences, trauma or medical needs. Responses will always seek to understand individual circumstances whilst maintaining high expectations for all.

8. Bullying, discrimination and prejudice will not be tolerated.
The Trust has a zero-tolerance approach to bullying, discriminatory language, harassment, racism, sexism, homophobia, transphobia and any form of prejudice.
Incidents will be investigated promptly, recorded appropriately and responded to fairly and consistently.

9. Children will be supported to develop self-regulation.
Behaviour policies will help children develop:
- emotional literacy
- resilience
- self-control
- problem-solving skills
- empathy
- conflict resolution
- independence
- responsibility for their own actions.

These skills are essential for lifelong success.

10. Physical intervention will only be used when necessary.
Restrictive physical intervention will only ever be used:
- as a last resort;

- when lawful, reasonable and proportionate;
- to prevent harm to a child or others, or serious damage to property; and
- in accordance with statutory guidance and Trust Positive Handling (Team Teach) policy.

11. Suspensions and permanent exclusions are measures of last resort.
The Trust believes children should remain engaged in education wherever possible. Suspension or permanent exclusion will only be considered when all appropriate strategies have been explored or where the seriousness of an incident makes such action necessary in accordance with statutory guidance.

12. Partnership with families strengthens behaviour.
Parents and carers are vital partners in promoting positive behaviour.
Academies will work collaboratively with families to develop shared expectations, celebrate success and support children when difficulties arise.

Staff Responsibilities
All adults within the Trust will:
- model respectful and positive behaviour;
- establish warm, professional relationships with pupils;
- apply expectations consistently and fairly;
- promote inclusion and equality;
- use restorative approaches to repair relationships;
- celebrate success regularly;
- support children to regulate emotions and make positive choices; and
- maintain high expectations for every child.

Pupil Responsibilities
Children are encouraged to:
- be kind and respectful;
- be ready to learn;
- take responsibility for their choices;
- show honesty and integrity;
- work collaboratively;
- persevere through challenges;
- care for their academy environment; and
- repair relationships when mistakes occur.

Continuous Improvement
The Lighthouse Multi Academy Trust recognises that behaviour is a shared responsibility and that children learn best within positive, predictable and nurturing environments.

These Written Behaviour Principles provide the foundation for behaviour policies across all Trust academies, ensuring consistency whilst allowing individual academies to reflect their own community context.

Together, we will nurture children who are kind, respectful, ambitious and optimistic learners who believe in themselves, collaborate with others, strive to be their best and achieve their full potential.