

New Invention



We can...we will...together!

Behaviour Principles Statement

Updated January 2026



Behaviour Principles Written Statement

The Education and Inspections Act 2006 and DfE document 'Behaviour and discipline in schools: Guide for Governing Bodies' (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Head Teacher in determining measures to promote good behaviour.

Governing Body Statement

At New Invention Infant School, we believe that behaviour is a form of communication and that every child deserves to feel safe, valued and understood. The Governing Body is committed to fostering a culture where positive relationships, emotional wellbeing and high expectations enable all pupils to thrive academically, socially and emotionally.

Our approach to behaviour is rooted in our core values:

- **Collaboration** - working together with pupils, families and staff to support success.
- **Inclusivity** - ensuring every child and adult is respected, supported and able to belong.
- **Integrity** - acting with honesty, fairness and responsibility.
- **Ambition** - encouraging pupils and adults to believe in themselves and aim high.
- **Tenacity** - supporting perseverance, resilience and growth.

Our Ethos

We are a highly inclusive, Attachment and Trauma Informed school. We recognise that children bring different experiences, needs and strengths into school and that behaviour often reflects unmet needs, emotional regulation challenges or past experiences.

We aim to create an environment where pupils feel:

- Safe
- Connected
- Respected
- Supported
- Motivated to learn

Positive behaviour is taught, modelled, and nurtured through strong relationships and consistent, compassionate practice by all staff.

At New Invention Infant School

- 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 children, staff and visitors have the right to feel safe and not discriminated against at all times at school and procedures should be followed in relation to safeguarding and promoting the welfare of children
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy

- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff based on their Team Teach Training
- The behaviour policy is understood by pupils and staff and shared with parents
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions and reflect on these choices
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour together.
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Relationships First

The Governing Body believes that positive behaviour grows from positive relationships. Staff are expected to build trusting, respectful connections with pupils and to respond to behaviour with curiosity, care and consistency.

We promote:

- Warm, predictable interactions
- High expectations alongside high support
- A sense of belonging for every pupil
- Partnership with families and external agencies

Our Emotional Literacy Support Assistant (ELSA) provision plays a key role in supporting emotional development, self-regulation and wellbeing across the school.

Trauma-Informed and Attachment-Aware Practice

We understand that some pupils may have experienced adversity or trauma. Our approach is therefore:

- **Compassionate, not punitive**
- **Proactive, not reactive**
- **Supportive, not excluding**

Staff consider what behaviour may be communicating and the reasons behind it seeking to help pupils develop the skills they need rather than simply sanctioning difficulties.

We aim to reduce barriers to learning by supporting pupils to feel regulated, understood and ready to engage.

PACE and Emotional Coaching

Our behaviour approach is underpinned by the PACE model:

- **Playfulness**
- **Acceptance**

- **Curiosity**
- **Empathy**

Through emotional coaching, staff help pupils to:

- Recognise and name emotions
- Understand triggers and responses
- Learn strategies to regulate
- Make positive choices

Mistakes are viewed as opportunities to learn, grow and repair relationships.

Restorative Practice

The Governing Body strongly supports a restorative approach. When difficulties occur, we prioritise:

- Repairing relationships
- Understanding impact
- Taking responsibility
- Rebuilding trust

Restorative conversations enable pupils to reflect, learn and move forward in a positive way, rather than feeling blamed or excluded.

Positive Behaviour Management

We promote behaviour through:

- Clear expectations
- Consistent routines
- Recognition of effort and success
- Teaching of social and emotional skills
- Supportive interventions

We believe that encouragement, modelling and guidance are more effective than punishment. Consequences, when used, are age-appropriate, proportionate, fair, and focused on learning and repair.

Inclusion and Equity

The Governing Body is committed to ensuring that behaviour policies are applied fairly and equitably. We recognise that pupils have differing needs and that support should be adapted accordingly.

We strive to:

- Continue to not exclude/limit exclusions
- Support vulnerable learners
- Remove barriers to participation
- Work collaboratively with families and professionals

Every child is entitled to dignity, respect and the chance to succeed.

Our Commitment

The Governing Body commits to:

- Supporting staff through training and guidance
- Monitoring behaviour and wellbeing across the school
- Ensuring policies reflect our inclusive ethos
- Listening to pupil and parent voice
- Promoting a culture of ambition, resilience and kindness

We believe that through collaboration, inclusivity, integrity, ambition and tenacity, our school community can help every child feel confident, capable and ready for the future.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.