



Governor Statement of Behaviour Principles

At Beaconside Church of England Primary School and Acorn Nursery, our behaviour principles align with our Christian vision—*Let your light shine before others* (Matthew 5:16)—and the belief that all children can flourish when nurtured in a positive, respectful, and consistent environment. Our approach is underpinned by the principles of relational practice, restorative approaches, and high expectations for all.

Our Shared Expectations

- Behaviour and learning attitudes contribute to every child flourishing.
- A physically and psychologically safe environment is essential for learning.
- Every moment in school is a learning opportunity, including learning about behaviour and self-regulation.

Our Core Beliefs

- **Relationships First;** Positive relationships are the foundation of effective behaviour support. All behaviour is a form of communication, and connection comes before correction.
- **Consistency with Kindness;** We uphold high expectations through clarity, fairness, and compassion. Adults must be calm, predictable, and emotionally consistent.
- **Intrinsic Motivation;** Our approach seeks to develop self-regulation and responsibility, not compliance driven by fear or extrinsic rewards.
- **Restorative Approach;** Misbehaviour is addressed through reflection and restoration. Children are supported to understand the impact of their actions and to make amends.
- **Equity over Equality;** All children are held to high expectations, but some will need more support to meet them. Responses will be proportionate and personalised.

Our Commitment to Behaviour & Learning Attitudes

- Children will be explicitly taught the behaviour, attitudes, and routines that support learning and positive relationships.
- The **Ready, Respectful, Safe** framework will be used consistently to set clear expectations across the school.
- Consequences—positive and negative—will be proportionate, fair, and rooted in the goal of building responsibility.
- All adults will model the behaviour we expect from children, with calm and consistent responses.
- Behaviour expectations apply during school hours, on visits, when travelling to and from school, and at any time pupils are identifiable as members of Beaconside C of E Primary School.

The Role of Leaders & Governors

- Leaders will ensure all staff receive training, support, and guidance to apply behaviour expectations with consistency and confidence.
- Governors will ensure that the school's behaviour policy reflects these principles, meets statutory requirements, and is implemented effectively.
- Leaders will monitor behaviour data, pupil voice, and staff feedback to evaluate the impact of the behaviour approach and to ensure that it meets the needs of all learners.

Legal and Statutory Compliance

This statement and the school's behaviour policy are written in line with:

- Section 89 of the Education and Inspections Act 2006
- The Equality Act 2010
- The SEND Code of Practice (2015)
- DfE guidance: *Behaviour in Schools (2022)* and *Suspension and Permanent Exclusion (2023)*

By embedding these principles, we create a culture where **every child flourishes**—academically, socially, and emotionally.