



TWESELDOWN INFANT SCHOOL

Written Statement of Behaviour Principles

This is a statement of principles, not practice. Practical application of these principles is the responsibility of the Headteacher.

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour policy ensuring it reflects the shared aspirations and beliefs of governors, staff and parents for the children in school, whilst taking full account of the law and DfE guidance on behaviour matters.

At Tweseldown Infant School we believe that highest standards of behaviour lie at the heart of a successful school that enables all students to make the best possible progress and enables staff to teach and promote good learning. We are committed to creating a safe, respectful, and inclusive learning environment where all members of the school community feel valued, supported, and empowered. Our behavioural principles are rooted in restorative practices, which prioritises building, maintaining, and restoring positive relationships as the foundation for a successful and harmonious school culture.

This is reflected in our values and Golden Rules. Our aims are for pupils

- To achieve in terms of learning, self-esteem, relationships and aesthetic appreciation
- To develop positive attitudes and be tolerant and understanding towards others.
- To be polite and show respect and kindness to others.
- To be aware of how they feel and develop strategies to ensure they and others can learn.
- To be self-motivated
- To develop a responsible and co-operative attitude towards work.
- To take pride in caring for their environment.

Principles

- **Respect for All**
Everyone in our school community has the right to feel and be safe, be valued, treated with dignity and respect and to be free from discrimination. We expect all pupils, staff, governors and visitors to behave in ways that show respect for themselves, others, and the environment.
- **Positive Learning Environment**
The fundamental approach will be a positive one, where all staff and volunteers set an excellent example to pupils at all times, communicating behavioural expectations and our Golden Rule. It recognises all pupils right to learn, whilst recognising no pupil has the right to disrupt the learning of others.
- **Relational Approach**
We believe that strong, positive relationships are essential to effective teaching and learning. Our behaviour policy promotes connection, understanding, and mutual accountability

- **Consistency with Compassion**
Clear boundaries and expectations are modelled, communicated and upheld consistently, always with empathy and a recognition of individual circumstances and equity. Rewards and sanctions will be consistently and fairly applied, in line with the behaviour policy, which will be shared with pupils, staff and parents so that it is understood.
- **Restoration Over Punishment**
When/if harm occurs, our focus is on understanding its impact and working collaboratively to repair relationships. We use restorative conversations, to ensure all parties feel listened to, supported and understand what to do differently next time. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- **Pupil Responsibility and voice**
Pupils will be encouraged and supported to have a sense of personal responsibility for, and to take ownership of their actions and choices, contributing actively to resolving conflicts and improving the school community.
- **Inclusive and Fair**
We recognise that each individual brings unique experiences, and we are committed to ensuring our behaviour responses are equitable, culturally sensitive, and tailored to individual needs. We aim to understand the root causes of behaviour and support pupils in making positive choices. Families are involved in behaviour incidents to gain understanding and foster good relationships between the school and pupils' home life.
- **Safe and Supportive and Inclusive**
Legal duties under the Equality Act, 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy and be known to all staff. We take all incidents; whether emotional, physical, or social seriously and respond in ways that protect the wellbeing of everyone involved.
- **Shared Responsibility**
Positive behaviour is the responsibility of the whole school community, staff, pupils, families, and governors. We all work in partnership to uphold these principles. Where appropriate we will seek advice and support from outside agencies.

In Practice

- Restorative practices are embedded across school life—from classroom management to conflict resolution.
- Sanctions, where necessary, are aiming to guide behavioural changes rather than simply control it. Suspensions and exclusions are always a last resort.
- Support is provided to both parties- the perpetrator and the victim

This Written Statement of Behaviour Principles has been prepared and agreed by the Governing Body and is written in-line with the Behaviour Policy. It is reviewed and approved by the full governing board annually.

Date of Review: Autumn 2026

Date Ratified by Governing Body: Autumn 2026

Signed by Chair of Governors: 

Signed by Headteacher: Kim Tottem

Next review date: Autumn 2027

Member of staff responsible: Headteacher