Lighthouse Multi Academy Trust Written Behaviour Principles

Policy Owner:	Lighthouse Multi Academy Trust
Approved/ Ratified:	Pat Hunt 8.9.26
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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.

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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.

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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.

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