

# CAMBRIAN

Nurturing Growth - Inspiring Minds



## Behaviour Principles Statement

2025 - 2026

This document applies to all academies and operations of Cambrian Learning Trust.

[www.cambrianlearningtrust.org](http://www.cambrianlearningtrust.org)

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## Trust Principles

A relational and restorative approach to supporting behaviour is underpinned by a belief that humans function best within the context of relationships, as nurturing, consistent and committed relationships provide safety and security from which trust develops. Where trust exists, pupils will be able to take risks in their learning.

It is this understanding of relational and restorative approaches that will underpin the behaviour policies/procedures in place in each trust school.

The underlying principles of the Cambrian Learning Trust approach to behaviour are:

### All behaviour is communication

The behaviour we see is a symptom created by memories, experiences, feelings and emotions.

In our schools we will view behaviour as the communication of a need, and staff will be supported to understand what is driving the need and how to meet that need, in order to address the root of the difficulty.

When supporting pupils who are disengaged or displaying distressed behaviour, Trust schools will use a 'connection before correction' approach. In doing so they will show an understanding that for students to be able to engage in discussions around repairing harm and supporting change, both the adult and student need to first feel safe (regulate) and connected with (relate). Restorative conversations can then take place (reason).

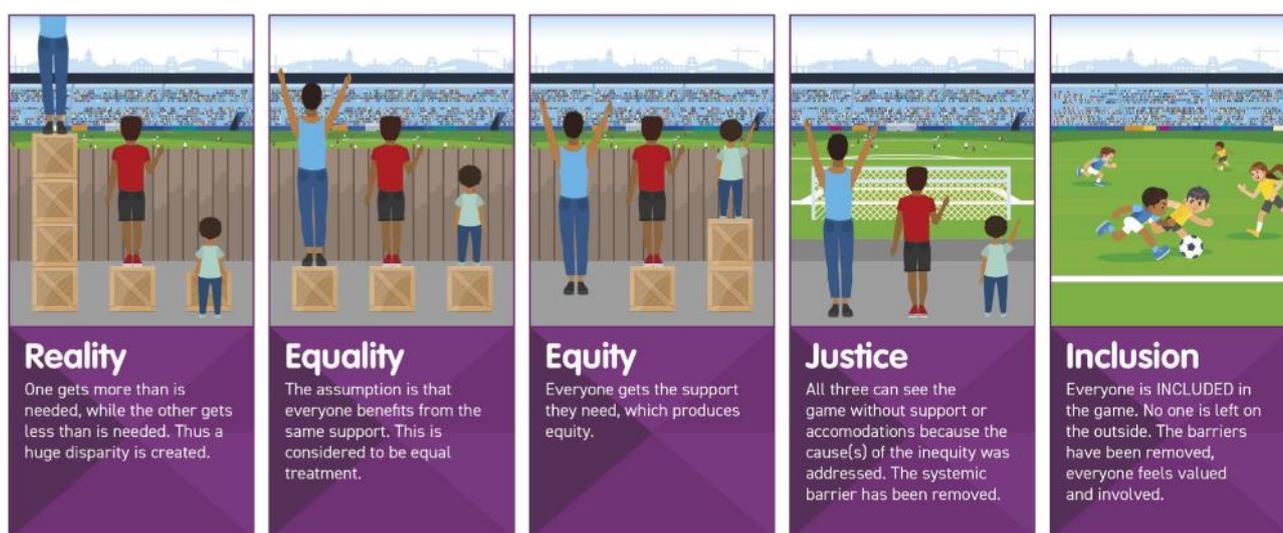
Successful behaviour policies/procedures must work for all pupils, not just some. Across our Trust schools we will be mindful of the needs and backgrounds of our students and will adapt our responses accordingly. We will do all we can to work in a preventative manner, identifying students who might need additional support as early as possible and working with the wider staff team, parents and other agencies as needed. While consistency around behaviour is important, so is flexibility in order to be responsive and adaptive to individual needs.

Alongside the school's behaviour policy/procedures, high quality PSHE & RSE curriculums have an important role to play in promoting positive behaviour, mental health, wellbeing, resilience and achievement.

The positive relationships and behaviour policy/procedures produced by each school will provide detail on:

- how the school will provide pupils with a safe base, through their environments, their routines and the adults

- how the school will promote positive relationships
- school rules and expectations, and how these align with school values
- how successes and achievements will be promoted and celebrated
- how the school will manage inappropriate behaviour
- how the school will apply flexible consistency in its approach, so that every pupil is supported to be successful
- how the approach to using sanctions will be adapted when dealing with challenging behaviour from pupils with SEND, vulnerabilities or mental health difficulties
- using suspensions and exclusion as a last resort to managing behaviour and when all other approaches have been exhausted
- how inclusion will be promoted through the processes, systems and provisions in place to respond to the needs of individuals and to adjust approaches accordingly
- support plans that will be implemented for those pupils requiring adaptations to the policy



[Health and wellbeing strategy | Kirklees Council](#)

## Next Steps for Trust Schools

- Develop further understanding of relational approach and the skills of staff in how to work restoratively with students so that restorative responses can be used to discuss the breaking of agreements, the impact on others and support to restore relationships.
- Ensure consistency in paperwork and plans in place to support individual children requiring additional support.
- Accessing training and support from external agencies to enable pupils' every chance to succeed.

- Review behaviour policies and procedures in place in trust schools to gather overview of the trust principles in action, including pupil and parent voice.

## Further Reading

Devon County Council quick guide to developing relational practice and policy [Guidance for developing relational practice and policy - Support for schools and settings](#)

Bath & NE Somerset Council Trauma Informed Behaviour Policy Guidance [Trauma-informed Behaviour Policy Guidance | Bath and North East Somerset Council](#)

The Kindness Principle, by Dave Whittaker

[Books & Resources | Betsy Training UK](#)

## Policies and Documents

- Safeguarding & Child Protection Policy
- Anti-bullying Policy
- Suspensions and Exclusion Policy
- SEND & Inclusion Policy

[DfE Behaviour in schools](#)

[DfE Mental Health and behaviour in schools](#)

Equality Act 2010