



The Eaglewood School

“Raising Aspiration”

Statement of Behaviour Principles

The Eaglewood School

The Governing Body of The Eaglewood School sets out the following behaviour principles, drawn from the school’s Behaviour Policy and aligned with its ethos of emotional literacy, dignity and relational practice:

1. Every child known, valued and supported

We uphold the principle that every student should be known *deeply as a person* and *precisely as a learner*, ensuring that care, curriculum and expectations work together to secure strong outcomes.

2. Behaviour as communication

We recognise that all behaviour communicates an emotional need. Responses must show curiosity, compassion and a commitment to understanding the underlying factors while guiding students towards appropriate behaviour.

3. A relational and trauma-informed approach

The school promotes strong, trusting relationships between staff and students. Behaviour expectations are taught explicitly, reinforced positively, and supported through emotional literacy development (including ASPIRE and the Eaglewood Etiquette).

4. A safe, calm and predictable environment

The school must maintain an environment where everyone feels safe and respected. The three core rules—*Ready, Respectful and Safe*—are the foundation of conduct and apply at all times, including off-site and when travelling.

5. High expectations with appropriate support

Students are expected to attend punctually, follow uniform expectations, manage feelings appropriately, and engage positively in learning. Staff will provide high-quality teaching, emotional support, and consistent modelling of the school's values.

6. Fair, consistent and restorative responses

Consequences must be proportionate, clearly explained and centred on helping students make better choices in future. Restorative conversations, reflection time and supportive interventions should be prioritised before sanctions.

7. Zero tolerance for harmful or discriminatory behaviours

Racist, sexist, homophobic, or otherwise discriminatory language or actions are not accepted. Harmful behaviours—towards self or others—must be addressed firmly and fairly.

8. Protection and safeguarding of all

Staff have a duty of care to intervene (including use of reasonable force where legally justified) to prevent harm, disorder or property damage. Students must not bring prohibited or dangerous items to school.

9. Clear boundaries for serious breaches

Certain behaviours—such as smoking, vaping, drug use, or physical assault—constitute suspension non-negotiables. These sanctions reflect real-world consequences and help prepare students for safe participation in society.

10. Partnership with parents, carers and the wider community

The school works collaboratively with families, commissioning schools and external agencies to promote positive behaviour and support student progress. Communication must be transparent, respectful and timely.