



Behaviour Principles – Morley Memorial Primary School

As a school with a Therapeutic Thinking approach, we believe that positive behaviour emerges from a culture rooted in empathy, connection, and emotional safety. These principles will guide the development and application of the Behaviour Policy and underpin every interaction across the school.

Core Beliefs

- Emotional safety is the foundation of all learning. Every child and adult in our community has the right to feel safe, seen, soothed, and supported.
- Behaviour is communication. All behaviour serves a function. Our role is to interpret and respond to the underlying need, rather than simply manage the presenting behaviour.
- Connection precedes correction. Warm, attuned relationships help children regulate, reflect, and grow. We value consistency, predictability, and attuned adult responses over reactive or punitive measures.
- Children learn to behave well. Behaviour, like reading or writing, must be taught, modelled, practised, and supported. Mistakes are expected and part of the learning process.
- Learning dispositions are nurtured. Our learning dispositions: Curiosity, courage, collaboration, motivation, reflection, and resilience must be nurtured through positive relationships and emotionally safe environments.
- All children can succeed. We believe every child wants to do well and will do so when they can. Barriers to behaviour are met with curiosity, not blame.
- Inclusion is non-negotiable. We are a diverse and inclusive community. Differences in ability, experience, and need are acknowledged and supported with compassion and dignity.

We Commit To:

- Using consistent, calm adult responses to model regulation and reinforce safe boundaries.
- Prioritising relational practice — taking time to understand, support, and build trust with every child.

- Ensuring predictable routines and environments that reduce anxiety and promote a sense of belonging.
- Responding to behaviour with attuned, therapeutic strategies — never shame, exclusion, or threat.
- Planning proactively for children with additional needs, recognising that equity is not sameness.
- Holding high expectations through high support, not control.

Expectations of Pupils

Pupils are supported to:

- Build respectful relationships with peers, staff, and their environment.
- Understand and regulate their feelings and behaviour in safe, developmentally appropriate ways.
- Reflect on behaviour without fear of shame or exclusion.
- Take responsibility for repairing relationships when harm is caused.

Expectations of Adults

All adults will:

- Be emotionally available, consistent, and attuned to pupils' individual needs.
- Take time to understand the 'why' behind behaviour, not just the 'what'.
- Use non-shaming language and predictable responses.
- Celebrate effort and emotional growth, not just compliance.
- View every incident as a teaching opportunity — to build skills, not to punish.

The Governing Body believes that the Behaviour Policy at Morley Memorial Primary School should:

- Prioritise emotional safety and connection as the foundation for all behaviour management and learning, recognising that children need to feel safe to succeed.
- Promote a culture of relational practice where adults respond to behaviour with consistency, empathy, and attunement, and model emotional regulation.
- Frame behaviour as communication, ensuring responses are grounded in understanding the underlying needs, not simply addressing the surface behaviour.
- Teach, model, and reinforce self-regulation skills through predictable routines, relational support, and positive reinforcement of emotional growth.
- Use proactive and preventative strategies to support children's emotional development, including clear, safe boundaries and consistent expectations.
- Support inclusion by planning individually for pupils who need additional support, ensuring equity of experience while maintaining shared values of belonging and safety.
- Use restorative approaches whenever relationships are harmed, helping children to understand impact, take responsibility, and repair trust safely.
- Treat exclusion as a measure of last resort, to be used only when all therapeutic strategies have been exhausted and only when necessary to maintain the emotional

or physical safety of the community.

- Actively engage parents and carers in building consistent approaches between home and school, recognising the importance of strong partnerships in emotional development.
- Regularly review practices to ensure they are effective, emotionally literate, and continue to meet the evolving needs of the school community.