



Little Way Catholic
Educational Trust

Behaviour Guiding Principles

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Context

At the Little Way Catholic Educational Trust, we have made a deliberate choice to avoid imposing a uniform behaviour management approach across all our schools. Instead, we have crafted a set of guiding principles to ensure that each school delivers high expectations, aligned with our vision yet formed around the needs of the community that each school serves.

These Behaviour Guiding Principles set the shared moral, relational and theological foundation for behaviour across all Trust schools. Each school's Relationship and Behaviour Policy gives effect to these principles in ways that reflect its community, age range and context.

Dignity of the Individual

Every child is made in the image and likeness of God and is therefore worthy of dignity, respect and compassion.

Everyone has the right to feel safe, valued, respected and that they matter.

Gospel Values at the Heart of Behaviour

'Just as I have loved you, you also are to love one another.' (John 13:34)

Behaviour expectations are rooted in the teachings of Jesus Christ. Gospel values are made visible through adult modelling, compassionate responses to error, and teaching children how to live out love, forgiveness and responsibility in daily interactions. Our expectations reflect the Gospel values: love, honesty, kindness, and forgiveness. We model Christ-like behaviour through service, empathy, and integrity and positive relationships are the foundation of learning, belonging and mattering.

Respect and Responsibility

Respect for self, others, and the environment.

We explicitly teach behaviour expectations and support pupils to take responsibility in developmentally appropriate ways and know the impact they have on others. They are encouraged to make good choices guided by conscience and faith.

Restorative Approach

'Blessed are the peacemakers'. (Matthew 5:9)

When behaviour causes harm, the focus is on repair, reconciliation and growth.

Restorative practice is the response to conflict. Repair, reconciliation and learning are prioritised alongside maintaining safety. When harm occurs, we seek to repair relationships and restore trust. Reflection, reconciliation, and forgiveness are central to conflict resolution.

Inclusion and Compassion

'Let the children come to me'. (Mark 10:14)

Behaviour is understood as communication. We respond with curiosity, compassion and targeted support, particularly for pupils with SEND, trauma or vulnerability. Behaviour systems will recognise individual needs, particularly for pupils with SEND, trauma, or disadvantage. Inclusion and Belonging are seen as a collective responsibility — all are welcome and valued. All matter.

Positive Reinforcement and Celebration

'Therefore encourage one another and build one another up'. (1 Thessalonians 5:11)

Positive behaviour is explicitly taught, noticed and celebrated, with an emphasis on intrinsic motivation and character formation. We prioritise praise, encouragement, and recognition of positive choices. Successes are celebrated collectively to build community spirit and self-worth. Every child is supported to recognise their strengths and potential.

Partnership with Families and Parish

'so we, though many, are one body in Christ' (Romans 12:5)

We will work in partnership with families and parishes, recognising that behaviour guidance is most effective when values are reinforced across home, school and community. Communication is open, respectful, and centred on shared responsibility and families are supported to reinforce Catholic values at home and in the community.

Consistency and Fairness

'do righteousness and justice'. (Proverbs 21:3)

All adults act with integrity, consistency and care. Consistency is achieved through shared principles, clear expectations, staff training and leadership oversight, while allowing flexibility for individual need. Expectations are clear, fair, and consistently applied across all our schools and staff act with integrity, modelling calm, fairness, and professionalism. Communication is open, respectful and solution-focused.

Formation of Character

Educating the whole child — heart, mind, and soul.

Behaviour guidance is a core part of moral and spiritual formation, helping pupils grow in virtue, resilience and social responsibility and we will support pupils to learn virtues such as perseverance, self-control, gratitude, and justice. We aim to nurture citizens who contribute positively to society and live out their faith in action.

Safe and Nurturing Environment

'Peace I leave with you; my peace I give to you.' (John 14:27)

Children's wellbeing and safety underpins all behaviour decisions. Calm, predictable environments and emotionally attuned adults enable children to learn, regulate and thrive through nurturing relationships.