



Determination Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Statement of Behaviour Principles

[2025-26]



Our Mission Statement:

Trafford Alternative Education Provision is committed to providing...

A 21st Century education that promotes the academic, emotional, and social development of our students. Our aim is to create a holistic, nurturing, and inspiring environment where students are supported and encouraged to take charge of their lives, their learning, and their decisions. Every student will have an understanding of their personal journey, challenges, and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools, and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development, and by frequently reviewing, debating, and developing the curriculum.



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Policy Title:	Statement of Behaviour Principles		
Last Reviewed	March 2026	Due for Review:	March 2027

Document control, Version control/History

Name	Description	Date
Linda Thompson	Version 2 New Logo	22/09/2021
Linda Thompson	Version 3 Updated for PRU behaviour guidance	16/03/2026

Approvals

Name	Position	Date
Governing Body		18/3/2026

Links to Policy

<ul style="list-style-type: none"> • Safeguarding • Equal Opportunities • Behaviour for Learning • Exclusions Policy 	
Governor Committee	Curriculum, Standards, and Achievement

Trafford Alternative Education Provision (TAEP)

Statement of Behaviour Principles

Approved by the Management Committee

Leadership Commitment to Behaviour and Safeguarding

Trafford Alternative Education Provision (TAEP) is committed to maintaining a safe, inclusive, and respectful learning environment where all pupils are supported to succeed. The Management Committee recognises that effective behaviour systems are central to safeguarding, inclusion and educational engagement particularly within alternative provision where pupils may present with complex social, emotional and mental health needs.

Behaviour expectations are therefore designed to promote positive relationships, emotional regulation, personal responsibility, and respect for others, while recognising the additional vulnerabilities and needs often experienced by pupils educated within a Pupil Referral Unit.

Behaviour systems prioritise **de-escalation, relational practice and restorative approaches**, recognising that building trusting relationships is central to successful behaviour change.

1. Purpose of the Statement

This statement sets out the principles that guide the behaviour policy at Trafford Alternative Education Provision. Under Section 88 of the Education and Inspections Act 2006, the Management Committee must publish a written statement of behaviour principles to support the Executive Headteacher in determining the school's behaviour policy.

This statement does not replace the Behaviour Policy but provides a framework within which the policy is developed, implemented, and reviewed. The Executive Headteacher will take account of this statement and relevant Department for Education guidance on behaviour in schools.

2. Core Principles

Safety and Safeguarding

The Management Committee believes that every pupil and member of staff has the right to feel safe, respected, and supported within the school environment. Behaviour expectations contribute to a culture where safeguarding is prioritised and where bullying, harassment, discrimination, and abuse are not tolerated.

High Expectations and Positive Relationships

The school promotes a culture of high expectations, mutual respect, and positive relationships. Behaviour systems encourage pupils to take responsibility for their actions, develop self-regulation skills, and recognise positive behaviour.

Trauma-Informed and SEMH-Aware Practice

TAEP works with pupils who may have experienced barriers to education including social, emotional, and mental health needs (SEMH), trauma, disrupted education, and complex safeguarding circumstances. Behaviour systems therefore recognise that behaviour may be a form of communication and aim to support pupils in developing emotional regulation and positive behaviour.

PRU Behaviour Culture

As a Pupil Referral Unit, TAEP recognises that behaviour may reflect unmet needs, trauma, social and emotional difficulties, disrupted education, or safeguarding concerns. Staff maintain high expectations while providing appropriate support. Positive behaviour change is supported through consistent relationships, clear boundaries, emotional support and opportunities for reflection and restoration.

Behaviour systems at TAEP form part of the school's wider safeguarding culture, ensuring that pupil welfare, emotional wellbeing and safety remain central to behaviour management decisions

Equality and Inclusion

The Behaviour Policy reflects responsibilities under the Equality Act 2010. Behaviour expectations must be applied fairly and consistently with reasonable adjustments where pupils have Special Educational Needs or Disabilities (SEND), SEMH needs or other protected characteristics.

Support and Intervention

The school prioritises early intervention and support. This may include pastoral support, targeted SEMH interventions, multi-agency involvement, restorative approaches and engagement with parents and carers.

Sanctions and Consequences

Clear and consistent consequences are necessary to maintain a safe learning environment. Sanctions must be proportionate, clearly communicated and applied consistently while taking account of pupils' individual needs and circumstances.

Suspensions and Permanent Exclusions

Suspensions and permanent exclusions may be necessary in exceptional circumstances to maintain safety and order. These measures will only be used as a last resort and in line with Department for Education guidance on suspensions and permanent exclusions.

Use of Restrictive Interventions

Staff will prioritise de-escalation and preventative strategies. Restrictive interventions, including reasonable force, seclusion and restraint, will only ever be used where lawful, necessary, proportionate and in line with the school's Behaviour Policy and restrictive intervention procedures. All such incidents will be recorded, reported, and reviewed in accordance with current statutory requirements and safeguarding expectations.

Partnership with Parents and Agencies

Positive behaviour is supported through partnership with parents, carers and external agencies including safeguarding partners, local authority services, and health professionals.

3. Role of the Management Committee

The Management Committee will review this statement annually. The Committee also receives regular behaviour and safeguarding reports to ensure that behaviour systems remain fair, inclusive and effective.

Statutory Compliance

This statement of behaviour principles has been developed in accordance with Section 88 of the Education and Inspections Act 2006 and reflects current Department for Education guidance on behaviour in schools, suspensions and exclusions, safeguarding, and equality duties.

4. Review

This statement was approved by the Management Committee on 18th March 2026 and will be reviewed annually, or sooner where legislation, statutory guidance, or local procedures change

TAEP Behaviour Principles Summary

At Trafford Alternative Education Provision, our behaviour principles guide everything we do. We promote a safe, inclusive and nurturing environment where all pupils are supported to succeed.

				
Safe & Respectful	Positive Relationships	Trauma-Informed Support	Fair & Inclusive	Clear Consequences
				
Safe & Respectful	Positive Relationships	Trauma-Informed Support	Fair & Inclusive	Clear Consequences
<ul style="list-style-type: none"> • Safeguarding first • Zero tolerance for bullying • Respectful behaviour towards others 	<ul style="list-style-type: none"> • Trust and empathy • Clear expectations • Restorative approach 	<ul style="list-style-type: none"> • SEMH awareness • Emotional support • Trauma-informed care 	<ul style="list-style-type: none"> • Equality Act 2010 • Reasonable adjustments (SEND) • No discrimination 	<ul style="list-style-type: none"> • Consistent rules • Proportionate sanctions • Suspensions as a last resort

Behaviour Expectations

- Clearly communicated
- Consistently applied
- Fair and inclusive
- Balancing high expectations with appropriate support

Dare to Dream

Determination • Respect • Engagement • Ambition • Motivation • Success



