

Cumberland Infant School and Little Cumberland Pre-School

Governors' Statement of Behaviour Principles



Approved and written by: Board of Governors	Date: 25.11.25
Review Frequency: Annually	Statutory requirement: Yes
Last Reviewed: November 2025	Next Review due: November 2026

Introduction

The Education and Inspection Act, 2006, indicates that the Governing Body must set the framework for the school's behaviour policy by offering a written statement of general principles relating to behaviour and discipline, considering the needs of all pupils.

This is a statement of principles, not one of practice. The practical application of these principles is the responsibility of the Headteacher.

The statement has been developed in accordance with DfE guidance (Behaviour and Discipline in Schools, 2024) and adopted by the Governing Body as a whole. Its content has been informed by our school's vision, ethos and values.

School context

Our School Vision is 'to be an inclusive school where strong relationships enable our children to feel safe, happy and nurtured to develop into lifelong learners in our ever-changing community and world.'

Our School Ethos is '*Together we Care, Inspire and Succeed.*'

Our Learning Values are *Thinking, Perseverance, Independence, Imagination, Collaboration and Wow!*

The principles outlined below have been agreed based on our commitment to achieving this vision, upholding this ethos and promoting these learning values.

Our principles

The governors of Cumberland Infant School strongly believe that a consistent approach to behaviour, which promotes high standards across our community, is at the heart of a successful school that:

- Enables all its children to make the best possible progress in all aspects of their school life and work.
- Encourages all members of the Cumberland community to treat each other with respect.
- Empowers its staff to be able to teach and promote good learning without undue interruption.
- Promotes working in partnership to enable learning to take place and raise attainment.
- Emphasises the importance of building strong relationships between children and members of the Cumberland community to promote social and emotional development.

Overall, the Governing Body is committed - through its support, advice and guidance – to maintaining a happy, caring, inclusive and supportive school to serve the local community.

We agree that:

- All children, staff and visitors have a right to feel safe, valued and respected, with the opportunity to learn free from the disruption of others.
- We are an inclusive school, and all pupils, staff and visitors should be free from any form of discrimination and have the right to be listened to and heard.
- All staff and volunteers should model behaviour that we want to see from our pupils.
- The Relationship and Behaviour policy should be understood by pupils and staff.
- Rewards and consequences should be understood and used consistently by staff in line with the Relationship and Behaviour policy.
- Rewards should be applied consistently and fairly in such a way to recognise and reward good behaviour around the school.

- Consequences should be applied fairly, consistently and reasonably, taking into account the different needs of our pupils, including in relation to SEND, disability and the needs of vulnerable children.
- Exclusions will only be used as a last resort and in line with the parameters outlined in the Relationship and Behaviour policy.
- Pupils are supported to take responsibility for their actions using a restorative approach.
- The school should monitor behaviour patterns and consider trends to intervene effectively.
- Families should be viewed as partners in reinforcing good behaviour, fostering a positive home/school approach.

Reviewed: November 2025

Next review: Autumn term 2026