CUBITT TOWN PRIMARY SCHOOL

Statement of Behaviour Principles

Every child grows • Every voice matters • Every day counts

Date agreed	November 2025
Review date	November 2026 (every three years, or sooner if guidance changes)
Approved by	Full Governing Body

This statement has been formally approved by the Governing Body of Cubitt Town Primary School.

1. Purpose and scope

Under section 88 of the Education and Inspections Act 2006, the governing body must set out a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline, taking into account the needs of all pupils.

This statement has been approved by the Governing Body of Cubitt Town Primary School. It applies to all adults employed by, volunteering at or providing services to the school. Given our duty of care to pupils, this statement – and the policies that stem from it, such as the Behaviour Policy, Anti-bullying Policy and Suspensions and Exclusions Policy – applies to all pupils when they are in school, travelling to and from school, taking part in extra-curricular activities or on educational visits and residential trips.

The purpose of this statement is to guide the Headteacher in writing and reviewing the Behaviour Policy by setting out the principles the Governing Body expects to be followed. **This is a statement of principles, not practice.** The practical application of these principles is the responsibility of the Headteacher.

2. Our vision and values

At Cubitt Town Primary School, **together we strive for excellence**. Our vision is to ensure that every child reaches their full potential in an environment that supports both academic achievement and the wellbeing of all – a school where everyone feels included, supported and able to flourish.

Governors believe that high standards of behaviour, built on strong and positive relationships, lie at the heart of a successful school. Our commitment to every child shapes how we approach behaviour:

Every child grows	Every voice matters	Every day counts
We value every child as an individual, capable of growth, change and development. Mistakes are opportunities to learn, and every child is supported to make better choices.	Behaviour is a form of communication. We listen to children, help them to name and manage their feelings, and give them the words to resolve conflict and repair relationships.	Every day is a fresh start. Consistent routines and high expectations every day create a calm, safe and purposeful climate for learning.

Our school expectations

Our three school expectations are simple, positive and shared by everyone in our community:

Ready to learn	Respectful to all	Keep yourself and others safe

Our 6C values

Our expectations are underpinned by our six values, which guide how we treat one another:

Value	What it means for behaviour
Communication	We listen carefully, speak respectfully and use words to share our feelings and resolve disagreements.
Collaboration	We work and play well together, include others and help each other to succeed.
Challenge	We keep high expectations of ourselves and each other, and learn from our mistakes.

Value	What it means for behaviour
Care	We are kind, look after one another and take care of our school and community.
Curiosity	We are open to new ideas and seek to understand other people's points of view.
Commitment	We try our best every day, take responsibility for our actions and keep going when things are hard.

Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support our pupils to become successful lifelong learners, confident individuals and responsible citizens.

3. The principles

- All children, staff and visitors have the right to feel safe at all times at school.
- Cubitt Town Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort, and the school will meet its duties under the Equality Act 2010, including making reasonable adjustments for disabled pupils.
- We take a relational approach to behaviour. Behaviour is recognised as a form of communication, and staff seek to understand the reasons behind a child's behaviour.
- The school expectations – Ready to learn, Respectful to all, Keep yourself and others safe – should be clearly set out in the Behaviour Policy, displayed around the school and applied consistently by all staff.
- Children should be explicitly taught what good behaviour looks like, and supported to recognise and manage their emotions, for example through the Zones of Regulation.
- Governors would like to see a wide range of rewards, applied consistently and fairly, that recognise good behaviour and our values – such as Class Dojo points, Stars of the Week and Oracy Stars of the Month.
- Consequences for unacceptable behaviour should be known and understood by all staff and pupils and applied consistently. They should be logical rather than arbitrary, and give children the chance to reflect, learn and put things right.
- Conflict should be resolved restoratively wherever possible, for example through the Cubitt Town Peace Path, so that relationships are repaired.
- The use of rewards and consequences must take account of the individual situation and the individual pupil, and the Headteacher is expected to use their discretion. Consequences should be applied fairly, consistently, proportionately and reasonably, taking into account special educational needs and disabilities (SEND) and the needs of vulnerable children, and offering support as necessary.
- Governors believe that suspensions and, in particular, permanent exclusions must only be used as a last resort.
- Governors expect pupils, parents and carers to work in partnership with the school to maintain a calm and orderly climate for learning.
- Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent or carer does not conduct themselves appropriately, the school may ban them from the school premises and, if they continue to cause disturbance, they may be liable to prosecution.
- Governors expect the Headteacher to include guidance on the use of reasonable force, and on searching, screening and confiscation, within the Behaviour Policy, in line with DfE guidance.

The Behaviour Policy must:

- promote opportunities for pupils to take responsibility for their behaviour and involve pupils in decision-making – because every voice matters;
- promote consistently high expectations of staff and pupils;
- encourage good behaviour and instil respect for others;
- encourage self-regulation and self-discipline among pupils;
- create an environment in which achievements are recognised and celebrated;
- seek to prevent all forms of bullying, including cyber-bullying and prejudice-based bullying;
- ensure that prompt, effective and appropriate action is taken whenever inappropriate behaviour is encountered or reported;
- set out how behaviour that may indicate a safeguarding concern will be recognised and responded to, in line with Keeping Children Safe in Education.

4. Roles and responsibilities

The Governing Body

The Governing Body is responsible for setting and reviewing this statement, consulting the Headteacher, staff, parents and pupils when doing so. Governors monitor the effectiveness of the Behaviour Policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for writing the Behaviour Policy in line with this statement, ensuring it is effectively implemented day to day, and publishing it on the school website. They report on the impact of the policy to the Governing Body so that its effectiveness can be monitored and any necessary changes made. The Headteacher ensures that staff receive appropriate training on behaviour, including their statutory powers, and feel supported in using those powers.

The decision to suspend or permanently exclude a pupil, once all other avenues have been explored, rests with the Headteacher, in line with DfE statutory guidance.

5. Behaviour and safeguarding

We, the Governing Body of Cubitt Town Primary School:

- adopt and support the school in living out its values, upholding the rights of all members of the community and following its expectations;
- respect and value all members of the school community and are committed to providing a caring, friendly and secure environment in which all pupils can learn and achieve success;
- recognise our responsibility to safeguard all who access our school, and promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying;
- value the strong relationships in our school, which lead to mutual respect and encourage positive behaviour;
- have high expectations of everyone and actively promote equality, whatever a person's race, sex, age, sexual orientation, religion or belief, disability or other protected characteristic, as we work together to eliminate all forms of discrimination, harassment and bullying.

This statement will be applied consistently and fairly, with regard to each individual situation.

6. Monitoring behaviour and understanding pupils' needs

It is recognised that consequences may sometimes be necessary to show that seriously inappropriate behaviour is unacceptable, to express the disapproval of the school community, and to deter other pupils from similar behaviour. The Governing Body will monitor the school in this regard, including patterns of behaviour incidents, bullying, the use of reasonable force, and suspensions and exclusions.

Consequences should enable pupils to reflect on and learn from their behaviour, and to make amends wherever possible. Because of our focus on positive relationships and on learning from mistakes, the Governing Body expects rates of suspension and exclusion to be below the national average.

Some pupils – for example, those with special educational needs, or physical or mental health needs – may experience particular difficulties with behaviour. The school will ensure that these pupils receive support according to their needs, working with families and outside agencies where appropriate. However, when making decisions the school must balance the needs of the individual with those of the whole school community, and where a pupil's behaviour places others at risk, the safety of all pupils is paramount.

The Governing Body works with all members of the school community to understand pupils and their circumstances, and believes that this is an important part of building a strong learning community where every child grows, every voice matters and every day counts.

7. Legislation and guidance

This statement has regard to the following legislation and guidance:

- Education and Inspections Act 2006 (section 88)
- Education Act 2011
- Equality Act 2010
- Department for Education (DfE): Behaviour in schools – advice for headteachers and school staff
- DfE: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England
- DfE: Use of reasonable force in schools
- DfE: Searching, screening and confiscation
- DfE: Keeping children safe in education (current edition)
- DfE: Mental health and behaviour in schools
- Special educational needs and disability (SEND) code of practice: 0 to 25 years

This statement should be read alongside the school's Behaviour Policy, Anti-bullying Policy, Suspensions and Exclusions Policy, Child Protection and Safeguarding Policy, SEND Policy and Equality Information and Objectives.