



Inglewood Nursery and Infant School

Governors' statement of behaviour principles 2026/2027

The governing body of Inglewood Nursery and Infant School ensures that policies designed to promote good behaviour and discipline on the part of its pupils are in place and followed.

We also ensure that our functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

principles are that we believe that everyone matters and that our sense of community is fostered, and supported, by school's policies and procedures. We believe that there are behaviours for both learning and for self-discipline, which we encourage through our approaches. We want our pupils to be taught explicitly what good behaviour looks like and we want our staff to provide proactive, additional support should any pupil find it a challenge to reach the expected standard of behaviour.

The governing body pays regard to relevant legislation and updates. We ensure that in our published policies the following are included:

- screening and searching pupils (including identifying in the school rules)
- the power to use reasonable force or make other physical contact;
- the power to discipline beyond the school gate;
- when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour;
- pastoral care for school staff accused of misconduct.

Following staff and pupil voice, Inglewood Nursery and Infant School is on a journey to becoming a Rights Respecting School. All children have the right to an education (Article 28) and that every child has the right to have a say in all matters affecting them, and to have their views taken seriously (Article 12).

We delegate to the head teacher and to the senior leaders the development of our behaviour policy and supporting procedures, based around our principles and the decisions taken around the standard of behaviour expected of pupils at the school, how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary sanctions for breaking the rules.

We want an environment where positive behaviours are more likely, because staff proactively support pupils to behave appropriately. If a pupil is persistently disruptive and support (always our first response) is not affecting change and sanctions are not deterring misbehaviour, further action – including external input may be needed. In very serious instances, a pupil may need to be suspended or excluded. This will, however, be a last resort. The rate of suspension or exclusion is very low in this school.

We support all school staff to understand the behavioural expectations, setting and maintaining our behaviour culture ensuring an environment where everyone feels safe and supported.