**BANKS ROAD INFANT AND NURSERY SCHOOL**
**"A Home for Learning, Laughing, Caring and Trying"**

# GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES 2026-2027

## Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (See the school's Relationship and Behaviour Regulation policy: the role of Governors). The purpose of this statement is to provide guidance for the Head Teacher in drawing up the Relationships and Behaviour Regulations Policy at Banks Road Infant and Nursery School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Head Teacher to draw up the Behaviour Policy (Relationships and Behaviour Regulations Policy), though she must take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head teachers and school staff (2012).

The Relationships and Behaviour Regulations Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

## Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse
- Banks Road Infant and Nursery school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Relationships and Behaviour Regulation Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils. The school's Restrictive Intervention Policy provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school, fostering good relationships between the school and pupils' home life.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour, including the SBAP (South Broxtowe Behaviour and Attendance Partnership)
- The school's Relationships and Behaviour Regulations Policy will clearly reflect the school's approach to exclusions, that exclusions will only be used as a last resort
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children

- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

We subscribe to the principles as set out in the school's Relationships and Behaviour Regulation Policy:

1. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their 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.

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| **THE STATEMENT OF BEHAVIOUR PRINCIPLES WILL BE REVIEWED ANNUALLY.** |
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| DATE OF REVIEW BY GOVERNING BOARD:<br><br>November 2024<br><br>November 2025<br><br>December 2026<br><br>December 2027 |
| This statement was reviewed and ratified by the Governing Board in December 2026 |