



DANE ROYD J&I SCHOOL

Governing Body Statement of Behaviour Principles

**Review frequency:
Annually**

**Approval by:
Governing Body**

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Lead personnel: J.Davison

Aims which guide our policies and practice at Dane Royd School



PERSEVERANCE

As a school, we aim to nurture an environment where children and staff achieve and thrive. We want to build strong foundations and a love of learning where every member of our school community feels they belong, can be, and become the very best version of themselves. We want our children to understand the rich heritage of the world; to be a positive member of their community and to become skilled citizens who have self-belief, passion and empathy for the world in which they live.

Our Agreed Strong Foundations are:



RESPECTFUL

- To create a school environment which nurtures and encourages a life-long love of learning.
- All members of the school community will live the school values. Through these values, we will equip our young people with the skills for life, to make them reflective, empathetic and open-minded members of the community.
- To provide vital enrichment activities to provide opportunities for our children to experience and thrive in.
- To teach the knowledge and skills to enable our young people to make informed decisions about their well-being, health and relationships to build their self-efficacy.
- To celebrate differences and diversity, and promote equity of opportunity so all can thrive together.
- To have high aspirations for all our young people. We want every child to succeed in their own way. Successful learning means enabling every individual – regardless of background, race, gender, disability, sexuality or socioeconomic status – to flourish in our school.
- To support pupils to become responsible, active citizens who can play their part in public life as young people and adults in modern Britain.
- We want our children and staff to be proud of their school. By following our school values, we will build a respectful, dynamic and inclusive school community where everyone's achievements are celebrated.



OPEN-MINDED



UNDERSTANDING



DETERMINED

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Dane Royd Junior and Infant School

Governing Body Statement of Behaviour Principles 2026

Introduction

This Statement of Behaviour Principles is made in accordance with Section 88 of the Education and Inspections Act 2006.

The Governing Body has a responsibility to provide guidance to the Headteacher when developing, implementing and reviewing the school's Behaviour Policy. This statement sets out the principles which governors expect to be reflected within all behaviour-related policies and procedures.

The Governing Body recognises that high standards of behaviour are fundamental to creating a safe, inclusive and ambitious school where every child can achieve, belong and thrive.

This statement should be read alongside the school's Behaviour, Positive Handling and Suspension Policy, Inclusion Policy, Safeguarding Policy, Anti-Bullying Policy and Equality Objectives.

Principles

1. Every child has the right to feel safe

The Governing Body believes that all pupils, staff, visitors and members of the school community have the right to learn and work in an environment that is safe, calm, respectful and free from disruption, intimidation, discrimination, harassment and bullying.

The school's behaviour systems should promote both physical and psychological safety for all members of the community.

2. Behaviour is everyone's responsibility

The Governing Body expects all members of the school community to contribute positively to the culture of the school.

Children, staff, parents, governors and visitors share responsibility for creating an environment where positive behaviour, respect, courtesy and kindness are valued and promoted.

3. Inclusion must underpin behaviour practice

The Governing Body recognises that some children may experience barriers arising from special educational needs and disabilities, communication difficulties, adverse childhood experiences, mental health needs, medical conditions or other vulnerabilities.

Behaviour policies and procedures must be applied fairly and consistently whilst taking account of individual circumstances and ensuring reasonable adjustments are made where required.

The school should seek to understand the reasons behind behaviour and provide support that enables children to succeed. This reflects the school's commitment to inclusion and recognition that behaviour can be a form of communication.

4. Positive relationships should be at the heart of behaviour management

The Governing Body expects behaviour systems to be built upon strong relationships, mutual respect, encouragement and high expectations.

Staff should promote positive behaviour through recognition, praise, restorative approaches and clear, consistent expectations.

Children should be supported to reflect upon their behaviour, repair relationships where appropriate and develop the skills needed to become responsible members of society.

5. Sanctions must be fair, proportionate and reasonable

Where consequences are necessary, they should be:

- Clearly understood by staff, pupils and parents;
- Applied consistently;
- Proportionate to the behaviour displayed;
- Appropriate to the age and needs of the child;
- Used alongside support to help prevent repetition.

The Governing Body expects school leaders to monitor the use of sanctions and take appropriate action where patterns suggest inequalities or barriers for particular groups of pupils.

6. Bullying, discrimination and prejudice will not be tolerated

The Governing Body believes that all children should be treated with dignity and respect.

The Behaviour Policy must clearly set out how the school will prevent and respond to:

- Bullying;
- Prejudice-related incidents;
- Discriminatory language or behaviour;
- Sexual harassment;
- Child-on-child abuse;
- Online abuse.

The school must promote equality, diversity, belonging and respect for others at all times.

7. Positive handling must only be used when necessary

The Governing Body supports staff in using reasonable force where lawful, proportionate and necessary to prevent injury, serious disruption or damage to property.

Any use of reasonable force should:

- Be a last resort;
- Be recorded appropriately;
- Be reported in line with school procedures;
- Be subject to review by senior leaders.

The Governing Body expects staff involved in positive handling to receive appropriate training.

8. Suspensions and permanent exclusions should be used only when necessary

The Governing Body believes that suspension and permanent exclusion should only be considered when other strategies have been exhausted or where the seriousness of an incident makes this necessary.

The school should work proactively with children, families and external agencies to prevent behaviour difficulties from escalating.

Particular consideration should be given to vulnerable pupils and those with identified additional needs.

9. Staff must be supported

The Governing Body believes that staff have the right to work in a safe environment and to be treated with dignity and respect.

The school should have clear procedures for supporting staff involved in behaviour incidents and allegations, whilst ensuring fair and lawful investigation processes are followed.

Violence, threats, abuse or intimidation towards staff will not be tolerated.

10. Behaviour beyond the school gate

The Governing Body expects the Behaviour Policy to make clear how the school will respond to behaviour which occurs:

- On educational visits;
 - Whilst travelling to and from school;
 - During school-related activities;
 - Online where it impacts upon the welfare of pupils or the orderly running of the school;
 - In circumstances where a pupil's conduct may bring the school into disrepute.
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11. Partnership with parents and carers

The Governing Body believes that the strongest outcomes are achieved when schools and families work together.

Parents and carers should be informed of behaviour expectations and supported to work in partnership with the school to promote positive outcomes for children.

Monitoring and Review

The Governing Body will review this statement periodically to ensure that it continues to reflect current legislation, statutory guidance and the values of the school.

The Headteacher will have regard to these principles when developing and reviewing the school's Behaviour Policy.