

Oakthorpe Primary School

BEHAVIOUR POLICY & GUIDELINES



Adopted by the Governing Body Teaching and Learning

Committee Date: 12th October 2023

Signed Chair of Governors: Mr C Binns

Headteacher: Mrs J Garrad

To be reviewed: Autumn 2024

This policy is in line with the statement of principles set out by Oakthorpe's Governing Body.

The behaviour policy principles:

Our School Approach to Classroom Management

At Oakthorpe, we maintain excellent conduct and learning behaviour through maintaining a calm, safe and supportive environment. Adults are role models of the positive, polite and respectful behaviour that they expect of the children and play a vital role in promoting a culture of high expectations of learning and behaviour. They model high expectations of behaviour and these are shared and maintained consistently. School values and rules are used to enable all stakeholders to have a shared language to ensure that expectations are commonly understood. Strong relationships between staff, children and parents encourage children to behave well, be prepared to learn and to ask for help when they need it, this reduces incidents of inappropriate behaviour and supports children to be productive learners.

At Oakthorpe we understand that all behaviour is a communication. Adults respond to behaviour with care and calm. Emotional coaching validates children's emotions. Where appropriate problem solving with children is used to develop more effective behavioural strategies. Emotional coaching techniques aid children's ability to self-regulate their emotions and behaviour.

1. PURPOSE OF THE POLICY

- enabling effective teaching and learning to take place;
- ensuring good behaviour in all aspects of school life;
- promoting the spiritual, moral, social and cultural development of pupils;
- creating a caring learning environment;
- contributing to a socially cohesive community.

2. AIMS OF THE POLICY

- To create and maintain an environment that enables teachers to teach effectively and pupils to achieve and succeed;
- To promote good behaviour;
- To promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- To outline how pupils are expected to behave
- To encourage consistency of response to both positive and negative behaviour;
- To promote early intervention;
- To provide a safe environment free from disruption, violence, bullying and any form of harassment;
- To encourage a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management

3. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

4. ROLES AND RESPONSIBILITIES:

4.1. Headteacher Responsibility

- The Headteacher has a statutory responsibility for developing the behaviour policy and for ensuring that it is implemented consistently throughout the school
- To ensure that the behaviour policy or the anti-bullying policy includes measures to prevent all forms of bullying among pupils.
- The Headteacher must publicise the behaviour policy, in writing, to staff, parents and pupils at least annually.
- It is the Headteacher's responsibility to inform Governors and to involve Governors where appropriate in formulating the Behaviour Policy.
- It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher must ensure that records are kept of serious behaviour incidents, bullying and of all racial incidents and incidents of discrimination.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. This action is taken only after the school governors have been notified.
- The Headteacher takes the lead in modelling good standards of behaviour
- The headteacher and other senior staff are responsible for the induction of new staff which includes training on behaviour management.
- The headteacher and other senior staff are responsible for ensuring that there is regular training for staff on behaviour.

4.2 Senior Leader Responsibility

- Senior staff are responsible for promoting the school systems and social norms including rules, routines and consequences systems
- Phase leaders will support members of staff in the implementation of this policy.
- Keep records of behaviour incidents.
- Induction of new pupils and re-induction of pupils following suspensions
- The SENCO will form the first point of contact in liaison with supporting professionals

4.3 Staff Responsibility

- Staff have a responsibility to be good role models and to treat all pupils fairly, with respect and understanding by modelling the school values
- Staff have a responsibility to follow the school's behaviour policy, but to raise issues concerning the policy if necessary

- All staff have responsibility for maintaining good behaviour throughout the school, for ensuring standards and school rules are consistently applied and that children behave in a responsible manner during lesson time
- Staff have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- Staff have a responsibility to support each other in disciplinary matters.
- All staff have responsibility for being alert to signs of Cyber bullying / electronic harassment and to teach children how to use the Internet safely.
- Staff have a responsibility to treat any incidents relating to age, race, disability, gender reassignment, religion or belief, sex, sexual orientation or and bullying incident(s) as unacceptable and to report these to the Headteacher/Deputy Headteacher. All staff should show that they are prepared to act, no matter how small the incident.
- Class teachers set class rules with the children which are appropriate to the needs of each individual class and also implement class reward systems.
- Class teachers should deal with incidents within class, recording them if appropriate and speak to parents. They seek help and advice from senior staff if necessary.
- Class teachers/senior staff should liaise with external agencies to support and guide the progress of each child.
- All adults in school are responsible for letting pupils know that they take the safety and wellbeing of all pupils seriously and will listen to them and act on their concerns.

4.4 Pupil Responsibility

- We believe that children can be trusted to act responsibly and should be given opportunities to do so, such as:
 - a. Key Stage 2 children act as play leaders and buddies in KS1
 - b. School Council representatives
 - c. Monitors and other roles around the school
- Children are also given class responsibilities as organised by class teachers.
- Children have a responsibility to follow the School Golden Rules, which were developed by children and agreed by the School's Council.
- Members of the School Council attend regular meetings to represent children's views.
- The Golden Star Award presented weekly, places a tremendous responsibility on every child to do their part in working as a class team, to maintain good standards of behaviour.
- Older children have a responsibility to be good role models for all children.
- Pupils are encouraged to 'call out'/report incidents e.g. name calling, sexist comments, bullying and prejudicial language.

4.5 Parental Responsibility

- Parents are crucial in shaping attitudes, which produce good behaviour.
- We expect parents and all adults to be models of good behaviour for the children. This is especially important on and around school premises, because children learn from the examples set by adults.
- We believe the school must maintain positive channels of communication with parents so that they are well informed and can play their part in the three-way partnership. The school actively collaborates with parents so that children receive consistent messages about how to behave at home and at school and work towards a solution together.
- We ask parents to familiarise themselves with school procedures and rules and to accept a degree of accountability for their children's behaviour e.g. damage to school equipment.
- We expect parents to support their child's learning and to cooperate with the school as set out in the home school agreement. We try to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to discipline a child (as set out in this policy) we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the Class teacher. If the concern remains they should contact the relevant Assistant Headteacher for their child's year group or the Deputy Headteacher or, if necessary, the Headteacher. If these discussions cannot resolve the problem, the parents should then inform the governing body and a formal grievance or appeal process can be implemented.

4.6 Governor Responsibility

- Governors can make a positive contribution to the development and monitoring of school policy. The governing body has the responsibility for setting general principles that inform the behaviour policy. The governors support the Headteacher in adhering to these guidelines
- Parent Governors in particular have an important role in clarifying the school's policy position and in providing a channel of communication for parents
- All suspensions and incidents of bullying and discrimination must be reported to the Governing Body on a termly basis.
- To regularly review this policy in consultation with the headteacher, staff, trade unions , parents and pupils

5. PROMOTING AND MAINTAINING GOOD BEHAVIOUR - THE BEHAVIOUR CURRICULUM

The behaviour curriculum at Oakthorpe defines the expected behaviour in school. It is delivered through both discrete lessons and assemblies, discussing rules and expectations of behaviour and through the social, moral, spiritual and cultural curriculum. Children learn about conduct, self- regulation and effective learning behaviour through the PSHE (Personal, Social and Health Education) curriculum and school values.

Adults are role models of the polite, positive behaviour that is expected at all times in school. Adults are calm and encourage children to maintain high standards of behaviour through clear expectations, consistent routines, simple rules and positive reinforcement.

Good standards of behaviour are taught to all pupils simple rules, positive strategies and rewards, including:

- Consistent routines ensure that time is not wasted and children understand expectations.
- Our school 'Golden Rules', the Golden Star Award and associated incentives
- An appropriate and relevant curriculum that meets the needs of each pupil.
- Positive verbal praise to share successes and reinforce expectations
- Child of the Week assemblies
- Commendable assemblies
- Individual rewards – stickers and reward charts
- Responsibility roles (e.g. monitors)
- Class reward systems

Children are helped to understand and respect each other through:

- Assemblies which develop themes such as “friendship”
- Assemblies and lessons which remind children of our important values
- Discussion of moral issues in stories and across the curriculum
- Circle Time
- Class discussions about appropriate and inappropriate behaviour in response to incidents
- RSE/PSHE and RE lessons which teach areas such as self-esteem and, healthy relationships
- Celebration of the school's diverse cultures, languages and religions so that there is less likelihood that children suffer discrimination and instead respect and tolerance are promoted.

GOLDEN STARS

The Golden Stars system was developed by the School Council and adopted as our whole school behaviour management system. This was reviewed again in September 2023, to ensure consistency.

There are 10 occasions during the day, including lesson times, assembly, lunch, playtimes and around the corridors when children can earn a 'Golden Star' for sticking to the 'Golden Rules.' Any member of staff can take the decision that due to inappropriate behaviour a Golden Star should not be earned by a class during a particular part of the day.

As 10 stars can be earned each day, 50 can be earned across the week. The scores for each class are presented in Child of the Week assemblies. The winning class each week receives a trophy and a bonus adventure playground time. The winning class for each half term receives a non-school uniform day, and the winning class in each Key Stage, for the year receive a treat.

School staff use many strategies and in consultation regarding this policy listed frequently used strategies. Please see appendix (page 16)

6. STRATEGIES TO HELP CHILDREN WHO BEHAVE INAPPROPRIATELY

The behaviour at Oakthorpe is very good and while we believe in positive behaviour management through incentives and rewards and the celebrating of good behaviour, sometimes sanctions are necessary to maintain our high standards.

Sanctions need to be fair and consistent and the reason for them understood. It is impossible to describe every type of pupil misbehaviour and prescribe a sanction, as the appropriate sanction depends on particular circumstances and there must be flexibility within consistency.

If a child acts in anger or irresponsibly they are given time out to consider their actions calmly. This means that adults are more likely to find out exactly what has happened and be able to discuss the matter more effectively and fairly with the children involved. If appropriate we expect children to write reflections on their behaviour in order that they can make their own judgements on their behaviour.

Children can act in a thoughtless manner, though not necessarily deliberately, and it is important that we recognise this and help these children reflect on and change their behaviour.

Our school culture consistently promotes high standards of behaviour which provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole-school approach aims to understand and meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Our positive behaviour culture contributes towards creating calm environments which benefits all pupils; including those with additional needs/SEND, enabling them to learn and thrive emotionally. Pupils will be taught to self regulate and use strategies to self calm (Zones of Regulation).

Some behaviours are more likely to be associated with particular types of SEND; this can include a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having additional needs/ SEND, we apply a graduated approach to assessing and supporting the pupil. This is kept under regular review and updated as needs change or new information is provided and staff are updated accordingly. We work in partnership with parents and professionals.

6.1 Minor incidents might include:

running in corridors, talking in class or assembly, talking out of turn, shouting, minor aggressive act towards another pupil, playfighting, throwing objects, distracting others, cheeky or rude comments to a member of staff, damaging an object, 'soft swearing', making unnecessary noise, unintentional racism, deliberate laziness. These could be dealt with through the following sanctions:

- Time for reflection
- Writing an apology letter
- Not earning their Golden Star
- Missing an activity
- Missing break time on one or more occasions
- Temporarily confiscating possessions that are not allowed in school or which are being used inappropriately
- Work appropriate to the offence e.g. cleaning something they have defaced
- Moving a child's place in class or positioning them on their own
- Sending pupil to another class
- Removing a privilege e.g. a responsibility
- Discussion with class about things that are going wrong
- Sending pupil to Deputy Head, Assistant Head or year group colleague
- Completing a 'thinking about my behaviour' sheet.

6.2 More serious incidents will be recorded and might include:

- frequent occurrence of minor incidents, intentional racism, use of prejudicial language, violent acts, stealing, running away from school, ignoring of school rules, bullying, rudeness to staff, verbal abuse, cyberbullying, biting, spitting and sexist comments

These could be dealt with by the following sanctions:

- Internal exclusion i.e. missing an activity, missing a series of break or lunchtimes, spending time in another class
- Withdrawing a privilege
- Informing Head Teacher or Deputy Headteacher
- Informing parents and arranging a meeting
- Carrying out a risk assessment if necessary
- Agreeing a plan of action (Behaviour/Pastoral Support Plan)
- Reviewing behaviour at agreed intervals

6.3 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group. Bullying is deliberately hurtful and repeated behaviours often over a period of time. Bullying can include:

- Emotional such as being unfriendly, excluding, tormenting
- Physical such as hitting, kicking, pushing and use of violence
- Prejudice based and discriminatory including racial, faith based, gender, homophobic, disability based and can include taunts, gestures, graffiti and verbal abuse
- Sexual which may include sexual remarks, gestures, unwanted physical attention, sexting and inappropriate touching
- Verbal such as name calling, sarcasm, spreading rumours and teasing

- Cyberbullying which takes place online such as through social networking sites, messaging apps or gaming apps

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

6.4 Sexism and Sexual Harassment

Incidents of sexual violence and sexual harassment should be taken seriously. *'All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.'* (KCSIE 2021)

The school will ensure that all incidents of sexual harassment and or violence between pupils (Child on child) are met with a suitable response and never ignored. Incidents of sexual harassment and violence include making sexist comments, remarks, jokes, touching themselves or each other sexually, sharing of nude or semi-nude images, up skirting (taking a picture under a person's clothing without their permission) and physical behaviour such as interfering with clothes.

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be. The school's response will be proportionate, considered, supportive and decided on a case by case basis. The age and development stage of the perpetrator/s and nature and frequency of the incidents will be taken into account. Support will be given to both the victim and the perpetrator.

Please refer to our child protection policy for further information

7. SEARCHING CHILDREN AND CONFISCATION

School staff can search pupils with their consent for any item which is banned by the school rules. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items, tobacco products including vaping products, porographic images, fireworks, anything else that has been, or is likely to cause injury or commit an offence or anything banned by school rules.

From time to time the school may 'ban' certain items where their presence in school does not support the principles of this policy. e.g. fad toys. In these cases pupils and parents will be notified of the decision to either temporarily or permanently ban these items from school.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils/parents after discussion with senior leaders and parents, if appropriate. Prohibited items such as knives, tobacco, fireworks or inappropriate images will not be returned to pupils.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8. PHYSICAL RESTRAINT

'All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' (DfE: 2011)

Incidents of physical restraint must always be used as a last resort, be applied using the minimum amount of force for the minimum amount of time possible, be used in a way that maintains the safety and dignity of all concerned and never be used as a form of punishment.

Incidents will be recorded and reported to parents.

9. OFF SITE AND OUT OF SCHOOL HOURS BEHAVIOUR

This part of the policy applies when pupils are taking part in off-site activities such as day and residential trips, clubs, sport events, where pupils are identifiable as a pupil of our school including online conduct. Consequences will be in line with this behaviour policy.

10, MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupils in accordance with this policy. Where a pupil makes an allegation against another pupils this policy will also be applied.

Please refer to our Child Protection Policy and our policy for managing allegations against staff for further details.

11. PUPIL SUPPORT

Some children come to our school with particular behaviour issues. We have a special responsibility to understand these children and, with appropriate support, to target our resources to meet their needs. It is very true that 'all behaviour is a means of communication' and the

responsibility is for adults to understand what it is they are trying to communicate to us by their behaviour. Where particular support is required:

- Examples of interventions include:
- a Pastoral Support Plan (PSP) is drawn up with the support of the SENCO
- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour monitoring or longer-term behaviour plans;
- engaging with local partners and external agencies e.g. Behaviour Support Service (SWERRL), Educational Psychologist

This support is to ensure that these children can modify their behaviour, access the curriculum and participate fully in school life.

Where it is deemed necessary, Risk Assessments for individuals or groups of pupils are drawn up to support staff in keeping children safe.

12. PUPIL TRANSITION

To ensure that behaviour is monitored and the right support is in place, information related to pupil's behaviour will be transferred (handed over) to the relevant staff. Staff members hold transition meetings.

13. TRAINING

Our staff are provided with training on managing behaviour as part of their induction training. Behaviour management will also form part of continuing professional development.

14. LINKS WITH OTHER POLICIES

- DfE document: Improving Behaviour (2011)
- Improving behaviour and attendance: guidance on exclusion from schools (DCSF: 2008)
- Anti-bullying Policy
- Induction Policy
- Equalities Policy
- Health and Safety Policy
- On line Policy
- School aims, values and vision
- Use of Force & Restraint Policy
- Special Educational Needs policy
- Medical policy
- Complaints Procedure
- Safeguarding Policy
- Suspensions Policy
- Mobile phone policy

15 MONITORING

This behaviour policy will be reviewed by the Headteacher and Governing Body/Teaching and Learning Committee on an annual basis.

The written statement of behaviour principles will be reviewed and approved by the Governing Body/Teaching and Learning Committee annually.

Behaviour incidents are recorded on the school MIS (Scholarpack) by Phase leaders. Incidents are monitored half termly. Monitoring considers the type of incidents, the location of incidents, frequency of incidents, pupils involved in incidents and the reporting of incidents. Monitoring enables staff to identify where support is needed in a timely manner.

APPENDIXES Key routines for school

BEHAVIOUR GUIDELINES ...SOME RULES AND ROUTINES

In corridors

- Staff monitor children's conduct in corridors and children are expected to walk on the left-hand side in single file.
- Children should walk in the corridor
- Staff welcome children as they enter school and classes to help ensure a friendly, happy atmosphere.

Breaks and Lunchtimes

Eating lunch is regarded as a social occasion and children are expected to behave in an orderly way. The children sit in friendship groups. Supervisors move between tables encouraging good table manners. The atmosphere is expected to be relaxed and happy and staff are encouraged to join the children for school meals.

- Children are only allowed to stay inside a classroom at break or lunchtime if a staff member is present and able to supervise the child.
- Reception staff accompany children to the lunch hall and remain with them in the autumn term
- Play equipment is available in all playgrounds
- At the end of lunchtime and playtimes, whistles are used.
- Supervisory Assistants (SAs) report behaviour incidents to class teachers
- Members of SLT monitor lunchtime behaviour and record any incidents.
- Any fighting or instances of discrimination are referred straight to SLT

SAs have training in behaviour management, play activities and communicating with children effectively. SAs use a stepped approach to behaviour management which allows children to reflect on and alter their behaviour through being given:

- A verbal warning
- Time out on playground bench
- Informing SLT through the completion of a book with details of what has happened

KS1

- First whistle – children stand still
- Second whistle – children tidy up the playground games, then line up in their classes.
- Class teachers come to the playground to collect their class and they walk in quietly.

KS2

- First whistle -children collect belongings and walk to lines. Teachers are to allow time for this. Year 6 go straight into the Year 6 block.
- Second whistle - children are to stand still, stop talking and listen for instructions.
- A member of staff from each class should bring the children to class in an orderly fashion.

Break and Lunchtime during Wet Weather

- Staff monitor the children in their classrooms during wet play.
- Staff on duty should maintain a presence in the corridors to check behaviour.
- Children are not to visit each other in classrooms, unless specifically arranged by a teacher.

ASSEMBLIES

- Staff must ensure that their class lines up quietly in their classrooms before leaving for the hall, taking into consideration groupings / lining up order to promote good behaviour.
- The children must enter the hall quietly and sit down in their respective positions.
- Staff take a corporate responsibility for ALL the children at ALL times, so that any child causing a problem, may be spoken to by his or her own teacher or by any other teacher in the vicinity.
- Music is provided for listening to, not as a background noise.
- Our daily assemblies are used to reinforce the school's values, and include promoting our expectations relating to how we should behave towards each other.
- Our values and the Golden Rules are the focus of our Child of the Week assemblies, when a child from each class is commended for special qualities, for example, respect, responsibility, kindness, determination, friendship, reliability or attitude.

RECORDING AND REPORTING SERIOUS BEHAVIOUR INCIDENTS

- Class teachers keep a record of incidents of misbehaviour within their class, especially if there is a concern and/or repeated minor incidents
- SLT keep records of serious incidents and of conversations with parents about behaviour
- Serious incidents are reported to the Head teacher / deputy and, if appropriate, to the SENCo
- Serious incidents are reported to parents by the Senior Leadership Team.
- Assistant heads monitor incidents and look for any patterns or trends
- The SENCo also monitors incidents and looks for trends, with particular emphasis on vulnerable children.
- Suspensions, bullying and racial incidents are reported to the Governing Body and the LA each term.

APPENDIX

Frequently Used strategies to promote positive behaviour:

- Challenging unkindness
- Building relationships with parents and children
- Modelling calm
- Modelling appropriate responses
- Giving reassurance
- Use of positive language and praise
- Making time to listen
- Showing empathy
- Establishing and maintaining routines in classrooms and around school
- Consistent teaching of PSHE
- Monitoring mood and behaviour changes
- Reminding pupils to seek adult support promptly
- Providing coping strategies
- Talking through feelings and emotions
- Using stories to explore emotions and feelings
- Use talking mats
- Using zones of regulation
- Giving quiet reflection time
- Burning off energy – physical exercise
- Reframing the problem/issue
- Focusing on the positives
- Breathing exercises
- Using a distraction strategy
- Explore topics of interest to build connections or form temporary distractions
- Yoga
- Mindfulness activities
- Talking through ways of tackling problems 1-2-1 or in small groups
- Conversations with other staff
- Conversations with parents
- Seeking advice from other staff including the learning mentor
- Small group interventions
- Use of 'buddy' system as good role models



OAKTHORPE PRIMARY SCHOOL GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES

October 2023

At Oakthorpe Primary School we value everyone as an individual. Our relationships are centered on our core values of excellence, confidence, respect, responsibility and creativity.

The purpose of this written statement is to set out the general principles which guide and determine our Behaviour Policy which underpins a culture and ethos of respect, tolerance, acceptance and diversity at our school.

Principles

- Every child has the right to learn.
- All children, staff and visitors have the right to feel safe at all times.
- All adults are expected to adhere to the school's values, including promoting and presenting high levels of respect for children and adults
- Everyone has a right to be listened to, be valued and treated in a courteous, considerate and polite manner.
- Positive relationships between children and adults are promoted
- Oakthorpe is an inclusive school: all members of the school community should be free from all forms of 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
- Children should develop a sense of personal responsibility for their own actions and an understanding of how their behaviour affects others
- The school's Behaviour Policy will ensure that positive behaviour is celebrated and there are measures to encourage good behaviour, self-discipline and respect and prevent all forms of bullying amongst pupils
- 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
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour Policy will include the school's approach to suspensions and Suspensions which we believe should only be used as a last resort.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and fairly applied in such a way as to encourage and reward good behaviour.
- Sanctions must have regard for the individual situation and individual pupil. Whilst sanctions should be applied fairly and consistently they should be proportionate and take into account special educational needs, disability and the needs of vulnerable pupils.
- These principles and the policies that are influenced by it apply to all pupils when in school and also when engaged in extra- curricular activities such as trips and clubs.
- The Governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Agreed by Governing Body:


Our School Rules



 Be safe

 Be honest

 Be respectful

 Be kind and gentle

 Be the best you can be

...and be responsible for
your actions.