

Oakthorpe Primary School



**Governors' statement of behaviour
principles
2026**

Oakthorpe Primary School

Governors' Statement of Behaviour Principles

Purpose and Statutory Context

Under Section 88 of the Education and Inspections Act 2006, the Governing Body is required to set general principles that inform the school's Behaviour Policy. The Headteacher relies on these principles to develop, implement, and monitor the policy. This statement reflects Oakthorpe Primary School's core ethos, values, and commitment to maintaining a safe, calm, and supportive environment for all pupils and staff.

Key Behaviour Principles

1. Right to feel safe, happy, and respected
 - Every pupil and staff member has the right to feel valued, happy, safe and secure within the school community.
 - The school environment is built on mutual respect, kindness and trust.
2. High expectations and core values
 - High standards of conduct and effort are expected of all pupils in learning and social interactions.
 - Behavior expectations are rooted in the school's 5 core values: Excellence, Confidence, Respect, Responsibility and Creativity.
 - All members of the school community are expected to follow the 5 school rules: Be safe, Be honest, Be respectful, Be kind and gentle and Be the best you can be (and take responsibility for your own actions).
3. Consistency, predictability, and positive role modelling
 - Adults respond to behavior with care, calm, and consistency, recognising that all behavior is a form of communication.
 - All staff act as role models for the respectful and positive conduct expected of pupils.
4. Positive reinforcement and recognition
 - The school prioritises positive behavior management through frequent verbal praise, encouragement, and formal reward systems.
 - Individual and personalised strategies are used to meet the needs of children with barriers to learning.
5. Inclusivity, equity, and support for additional needs
 - All pupils are treated fairly and equitably regardless of background or protected characteristics.

- The school recognises its specific responsibility to understand and support pupils with Special Educational Needs and Disabilities (SEND) or additional emotional needs.

6. Accountability and restorative practice

- Consequences for poor behaviour are applied fairly, consistently and proportionally according to the circumstances.
- Restorative conversations are central to helping pupils reflect on their actions, understand the impact on others, and repair relationships.
- Fixed-term suspensions and permanent exclusions are used as a last resort for serious or persistent misconduct.

7. Zero tolerance to bullying, discrimination, and abuse

- The school maintains a zero-tolerance approach to all forms of bullying, discrimination, derogatory language and child-on-child abuse.
- Such actions are never dismissed as "banter" and will be dealt with promptly to safeguard victims.

8. Safe learning environment

- Staff are expected to maintain safety and order, including the use of reasonable force as a last resort to prevent injury, disorder, or damage.
- Authorised staff may search pupils or their belongings without consent where there are reasonable grounds to suspect prohibited items.
- To maintain a safe and focused environment, the school is mobile phone-free by default; any basic emergency phones brought for travel must be handed in at the office upon arrival.

9. Behaviour beyond the school gate and online

- The school's high expectations apply off-site when pupils represent the school, travel to/from school, wear uniform, or interact online.
- Online misconduct or off-site behaviour that impacts the orderly running of the school or safety of others will be sanctioned accordingly.

10. Partnership with parents and carers

- Successful behaviour management relies on active, positive collaboration between home and school as set out in the Home-School Agreement.
- Open communication, parent representative meetings, and collaborative action plans support children's academic and personal growth.

Review and Monitoring

This statement of principles is reviewed annually by the Governing Body in consultation with the Headteacher, staff, parents, and pupils. It is published on the school website and available upon request from the school office.