



Oakwood Community School

Behaviour Principles Written Statement

Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The leadership team at Oakwood Community School, believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Oakwood Community School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement and set of behaviour rules is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles and rules that the Governors expect to be followed.

To give pupils the best chance of succeeding at Oakwood Community School we follow five rules to success. These will allow pupils to flourish in a nurturing and safe environment.

The management team expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Oakwood Community School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour policy
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Management expect these rules to be consistently applied by all staff
- Management would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary

- Management strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- Management expect pupils and parents to cooperate to maintain an orderly climate for learning
- Management wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution

Rules to success

- Be on time
- One person to speak at a time
- Remain in your work area/space unless given permission to leave
- Keep feet, hands and objects to yourself
- Only use positive, polite, encouraging language.