



Oakridge Primary School

Behaviour Principles

Introduction

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

The Governors at Oakridge Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Oakridge Primary School, we value everyone as an individual, capable of growth, change and development. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed.

PRINCIPLES

All children, staff and visitors have the right to feel safe at all times.

Oakridge Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort.

High standards of behaviour are expected. The school ethos is set out clearly in the form of 'The Oakridge Way' and this is displayed around school. Governors ensure that children understand the Oakridge Way.

A wide range of rewards are consistently and fairly applied in such a way as to encourage and reward good behaviour around school. These include house points, golden book certificates, positive notes and Headteacher and Deputy Headteacher stickers.

Sanctions for unacceptable/poor behaviour are known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.

We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.

We expect pupils and parents to cooperate to maintain an orderly climate for learning.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.