



Charlton-on-Otmoor CE Primary School
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CONSULTATION ON A STATEMENT OF BEHAVIOUR PRINCIPLES

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

At Charlton-on-Otmoor, we believe that children behave well when they feel safe and secure. We offer pupils security – including strong routines and boundaries and consistent relationships - to foster self-regulation, independence and resilience. In turn these attributes support the development of our pupils as responsible citizens and as life-long learners.

Thinking of a child as behaving badly disposes thoughts of punishment. Thinking of a child as struggling to handle something difficult encourages us to help them through their distress.

The most important aspect in children feeling valued, safe and secure is the sense of connection with a member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that the staff member has them in your mind, cares about them and cares about what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support.

Challenging behaviour often comes from a place of fear, stress, low self-esteem, shame, dysregulation or as a result of a school based barrier to learning e.g. pitch of task, or the classroom environment, though the trigger will not always be obvious. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour, find ways to repair the situation and to learn well.

To ensure everyone's safety, pupils who display behaviours that challenge may need both positive support and some forms of restrictive practice. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

The governors expect any policy or actions to be in accordance with their responsibility under equality and disability legislation and the special educational needs and disability code of practice, for instance by making reasonable adjustments for children with additional needs.

Our behaviour principles reflect how pupils' ability to self-regulate enables them to learn effectively. At Charlton-on-Otmoor CofE Primary School we believe that:

1. All children, staff and visitors have the right to feel safe at all times at school.
2. Our pupils want to behave well.
3. Children should be encouraged to behave well because it supports their self esteem and identity as responsible citizens, rather than for fear of sanction or desire for a reward.
4. Pupils should have the opportunity to take responsibility for their actions. The principles of restorative practice should continue to be applied in our school.
5. Helping pupils communicate effectively promotes self-regulation, positive behaviour and builds resilience.
6. Pupils' effort to manage their behaviour should be acknowledged.
7. All forms of bullyingⁱ are unacceptable.
8. All members of the school community should be free from discrimination of any sort.
9. Governors, staff, and volunteers should set an excellent example of behaviour for pupils.
10. Families should be informed if their child is hurt, has hurt someone else or of repetitive incidents resulting in a child being intimidated or upset.

Further, in line with our statutory duties the Governors expect the Head teacher to provide clear guidance on:

- a. Screening and searching pupils
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct; and
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The statement will be adopted by the Governing Body as a whole, following consultation with the Head teacher, parents, staff and pupils. It will be reviewed every year.

ⁱ [Department for Education definition of bullying](#)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.