

A STATEMENT OF BEHAVIOUR PRINCIPLES

Approved by:	FGB
Last reviewed on:	10.07.2026
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The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour and Relations Policy so that it reflects the shared aspirations and beliefs of governors, staff, parents and carers for the children at Charlton-on-Otmoor CofE School, as well as taking full account of law and guidance on behaviour matters.

At Charlton-on-Otmoor, we believe that children behave well when they feel safe and secure. We offer children security – including strong routines and boundaries and consistent relationships - to foster self-regulation, independence and resilience. We promote a solution-focused approach to changing future behaviours, seeking to repair relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop the skills of self-control, empathy and emotional management.

We understand that behaviour communicates unmet needs, and that 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. The trigger will not always be obvious. Thinking of a child as struggling to handle something difficult encourages us to help them through their distress. We have a duty to strive to help children to be emotionally in a place where they are able to learn effectively. Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

Strong relationships between staff and children 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 children to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this.

To ensure everyone's safety, Children 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.

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body), the Equality Act 2010 and disability legislation and the special educational needs and disability code of practice.

These principles support our school vision 'Aspire and Grow Together' enabling our Children to be life-long learners and responsible citizens.

Our Behaviour Principles:

1. We are an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
2. All children, staff and visitors have the right to feel safe at all times at school.
3. Every child should be educated in an environment where they feel valued, listened to and respected
4. High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners and responsible citizens.
5. Children should be supported to build self-discipline, empathy and emotional resilience.
6. Children should be accountable for their actions and the impact they may have on themselves and others.
7. Helping children communicate effectively promotes self-regulation, positive behaviour and builds resilience.
8. All forms of bullyingⁱ are unacceptable.
9. Governors, staff, parents and volunteers should set an excellent example of behaviour for children; maintaining, encouraging and promoting positive behaviour and the principles of fairness and justice.
10. The school will work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.

This written statement and the policies that are influenced by it apply to all children when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).

The governors wish to emphasise that violence, threatening behaviour or abuse by children or parents, towards the school's staff, will not be tolerated.

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