

# OAKFIELD JUNIOR SCHOOL

## Governors' Statement of Behaviour Principles

### Scope of this Statement

Under the Education and Inspections Act 2006, the governing board is charged with the duty to set the framework of the school's Behaviour policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of pupils.

The purpose of this statement is to give guidance to the Head Teacher in drawing up the Behaviour policy by stating the principles which governors expect to be followed. The statement aims to underpin the governors' duty of care to pupils and employees; promote teaching, learning and high standards of attainment and preserve the reputation of the school. The statement is available from request from the school and can be found on the school's website. It is also held at the school office.

The statement and the Behaviour policy will be reviewed on an annual basis, unless changes at national or local level necessitate an exceptional review.

### Governors' Statement

This statement is informed by our school vision, aims, attitudes and values which are at the core of everything that we do.

### Our Vision

For all learners to have **courage** to embrace new experiences with **confidence**;

**work co-operatively**, whilst respecting and **caring** for others;

**be CURIOUS** about the whole world and enjoy learning for life.

Oakfield is an inclusive school which aims to provide a broad, creative and stimulating education for all where stakeholders take pride in the fabric of our school and environment. We are also an ambitious school and encourage all our learners to challenge themselves and each other. We aim to ensure that every pupil has the opportunity to achieve their fullest potential in a caring and safe environment.

### Our Aims

The strategic aims of Oakfield Junior School have been grouped under our schools six strategic priorities and are:

#### Priority 1: To further improve effectiveness of Leadership and Management

- To empower all to become effective leaders maximising performance and self-esteem;
- To recruit, develop, value and retain outstanding staff and governors who work well collaboratively as a team to ensure outstanding teaching and leadership.

**Priority 2: To further improve the quality of Teaching and Learning**

- To ensure the vast majority of teaching is outstanding;
- To embrace creativity, technology and innovation and equip children with the behaviours and attitudes necessary for success in a changing world;
- To provide a rich, broad and stimulating curriculum that promotes healthy living.

**Priority 3: To further improve Personal Development, Behaviour and Welfare of our children**

- To provide a safe and inclusive learning environment;
- To embed the '5C values' by adopting, employing and celebrating these in all aspects of life;
- To provide a curriculum which inspires a 'love of learning', love of life and which contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being and where we are valued as individuals.

**Priority 4: To further improve the outcomes for all our children**

- We aim for all children to achieve outstanding outcomes through high expectations and aspirations.
- To promote outstanding outcomes by being accountable for pupil achievements (attainment & progress)

**Priority 5: To further improve the environment and resources**

- To ensure financial sustainability for the school;
- To develop learning areas and resources in order to ensure a stimulating and engaging environment.

**Priority 6: To further develop our partnerships with the Wider Community**

- To be viewed as a place of educational excellence within the community that creates a culture that enables all stakeholders to excel;
- To value and develop effective partnerships with all stakeholders: learners, parents, staff, governors and the community;
- To celebrate all stakeholders spiritual, moral, social and cultural development;
- To develop a culture where adults all work together and all take responsibility for the learning of all children.

**Our Learning**

We believe children learn best if:

- We offer a broad, balanced, creative and practical curriculum;
- We encourage enthusiasm for enjoyment of learning;
- We encourage them to set high standards of expectation and to challenge themselves to do the best they can;
- We develop their skills and techniques of observing, recording. Communicating, interpreting and evaluating the world around us.

## **Our Attitudes**

- We help to develop confidence, self-esteem and respect;
- We ensure our School Behaviour policy is based on promoting and encouraging positive behaviour;
- We ensure that the school rules are based on common sense and the notion of treating others as we would wish to be treated;
- We encourage awareness, concern and care for our world.

## **Our Values**

Our core values, the 5C's are central to the culture of Oakfield. We believe these 5 values encapsulate all of the other important values and qualities we want in our community. We encourage all members of the community to embrace the 5C's in their lives, both in and out of school. The 5C's are:

**Co-operation**

**Courage**

**Caring**

**Curiosity**

**Confidence**

We, the Governing Board of Oakfield Junior School, believe that all members of our school community should be able to work, learn and achieve their full potential in a safe, secure and orderly environment. We value the strong relationships that exist throughout the school community which lead to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality regardless of race, gender, age, sexuality, religion or disability. We seek to eliminate all forms of discrimination, harassment and bullying. We are committed to safeguarding and promoting the welfare of children and expect all staff, governors and volunteers to share this commitment.

The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. The policy will be applied with consistency and fairness, and with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; and praise and rewards. It is recognised however, that on occasions sanctions are necessary to demonstrate that some behaviour is not acceptable. Sanctions should enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

We recognise the need to support any pupils whose behaviour – whether it is disruptive, withdrawn, anxious, depressed or otherwise – may be related to an unmet mental health need. We seek to promote our pupils' mental health through our school culture and structure, through

- a committed senior leadership team,

- an ethos of setting high expectations of attainment for all pupils with consistently applied support;
- an effective strategic role for a qualified teacher who acts as a special needs co-ordinator (SENCO);
- working with parents and carers as well as with the pupils themselves;
- continuous professional development for staff;
- clear systems and processes to help staff identify pupils with possible mental health problems;
- Working with others to provide interventions for pupils with mental health problems;
- A healthy school approach to promoting the health and wellbeing of all pupils in our school.

Where some pupils, for a variety of reasons, experience particular challenges with managing their own behaviour, the school should seek to ensure such pupils receive behavioural support according to their needs. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Given the importance of the safety of the pupil body, the Governing Board support the right of the school to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise their powers to search, confiscate and dispose of items and to use reasonable force in order to keep individuals from harming, or further harming, themselves and others.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that stem from it and are influenced by it applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Oakfield Junior School.

The Governing Board further supports the school in investigating incidents that have taken place out of school but adversely affect the orderly running of the school, threaten the safety of a pupil or member of staff or could adversely affect the reputation of the school.

The Governing Board instructs the Head Teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers in relation to behavioural management.

Mrs Y Delugar  
On behalf of Oakfield Junior School Governing Board  
February 2018

**Next Review: February 2019**

## **References**

Behaviour and discipline in schools: a guide for governing bodies Sept 2015

Behaviour and discipline in schools: a guide for head teachers and school staff DfE Jan 2016

Dealing with allegations of abuse against teachers and other staff. DfE Mar 2012

Ensuring good behaviour in schools DfE Mar 2012

Exclusion from maintained schools, Academies and Pupil Referral units in England: A Guide for those with legal responsibilities in relation to exclusion DfE Sept 2017

Mental Health and behaviour in schools Mar 2016