Behaviour Principles Statement

OA-North View is committed to providing a safe, supportive, and aspirational environment in which all pupils can thrive. Our Behaviour Principles Statement outlines the values and expectations that underpin our approach to behaviour, welfare, and personal development. These principles guide the creation, implementation, and consistent application of our Behaviour Policy.

1. Commitment to Safeguarding and Welfare

We prioritise the safety, wellbeing, and dignity of every pupil. All behaviour expectations and responses must support the school's duty to safeguard and promote pupils' welfare in line with statutory guidance and the Independent School Standards. Positive relationships, predictable routines, and trauma-informed practice underpin our approach. Our staff strive to recognise and respond to changes in behaviour that may indicate a pupil needs help, protection, or further support.

2. High Expectations for Conduct

We believe all pupils have the right to learn, grow, and achieve their potential. We maintain high expectations for conduct, encouraging pupils to be ready, respectful, and safe at all times. We expect pupils to treat themselves, peers, staff, and the wider community with respect, and to behave in ways that contribute positively to a calm, orderly, and safe learning environment.

3. Promoting Positive Behaviour and Personal Development

We aim to foster self-discipline, emotional regulation, resilience, and reflective thinking. Our behaviour culture is designed to promote character development through the "Dare to be Olive" principles and a structured system of praise, recognition, and restorative practice. Pupils are supported to understand how their actions impact others and to take responsibility for their choices.

4. Inclusive Practice and Meeting Individual Needs

We recognise that many pupils attending alternative provision have additional needs, including SEND, SEMH needs, or a history of adverse childhood experiences. Behaviour expectations apply to all pupils, but responses must always be fair, reasonable, proportionate, and informed by each pupil's individual needs and circumstances. Staff must take all reasonable steps to avoid disadvantaging pupils with disabilities or identified needs.

5. Zero Tolerance of Bullying, Discrimination, and Harassment

The school does not tolerate bullying, discriminatory behaviour, harassment, sexual harassment, or sexual violence under any circumstances. We aim to create a culture of inclusion, respect, and belonging, ensuring pupils feel able to report concerns and know that all incidents will be taken seriously and addressed promptly.

6. Fair, Transparent, and Proportionate Sanctions

Consequences are designed to support learning, promote accountability, and protect the welfare of the school community. They are applied consistently and proportionately, taking into account risk, context, and individual need. Restorative approaches are used wherever possible, and exclusion—though permitted—is used only as a last resort.

7. Partnership with Parents, Carers, and External Agencies

Positive behaviour is most effective when schools and families work together. We expect open communication, shared expectations, and joint problem-solving. We work alongside external agencies when appropriate to ensure pupils' needs are met and safeguarding responsibilities are fulfilled.

8. Leadership and Governance

The Olive Academies Independent Schools Board holds leaders to account for the implementation of the behaviour culture. Senior leaders ensure that staff are trained, supported, and consistent in applying the school's behaviour principles and policy.

9. Reviewing the Principles

These principles will be reviewed annually by the Olive Academies Independent Schools Board or sooner if legislation, statutory guidance, or local need requires it. The Head of School will ensure the Behaviour Policy reflects these principles and implements them throughout the school.