Statement of Behaviour Principles

Rationale and Purpose

The purpose of this statement is to provide guidance for the Principal and the Leadership Team in drawing up the School's Relational Behaviour policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents/carers for the students in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff, be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice; it is the responsibility of the Principal and the Leadership Team to draw up the school's Relational Behaviour policy, though these principles must be taken into account when formulating this. The Principal is also asked to take account of the guidance in DfE guidance:

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Statutory guidance for maintained schools, academies and pupil referral units in England
- Searching, screening and confiscation in schools
- Behaviour in Schools, Advice for headteachers and school staff

The school Relational Behaviour policy is publicised, in writing, to staff, parents/carers and students at least once a year. It is published on our school website.

Principles

The Governors of Wellacre Academy believe that high standards of behaviour lie at the heart of a safe and successful school, which enables:

- all its students to make the best possible progress and thrive in all aspects of their school life
- all staff to be able to teach and promote good learning without undue interruption or harassment

All students and staff have the right to feel safe at all times in school. There should be mutual respect between staff and students and between each other. Everyone should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

Wellacre is an inclusive school. All members of the community should be free from discrimination of any sort (as laid down in the Equality Act 2010). To this end, the school has clear and comprehensive policies that are known and understood by all, consistently applied, monitored and where appropriate, incidents recorded. The Equality Information and Objectives Statement, which can be found on the school website, outlines our responsibilities clearly.

The school's legal duties under the Equality Act 2010 in respect of safeguarding students with Special Educational Needs and all vulnerable students is set out in the Relational Behaviour policy and made known to all staff.

Parents/carers are encouraged to support their son's education, just as the students are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of students, parents/carers and all school staff with respect to children's behaviour is outlined in the Wellacre Working in Partnership Agreement which students and parents/carers are asked to accept when a student joins the school.

The school's expectations are clearly stated in the Relational Behaviour policy. These exemplify our standards and the support students will receive in meeting them. The Governors expect the rules to be consistently applied by all staff and these are regularly monitored for their effectiveness. Regular training for all staff is ongoing. At its heart, we hold all students in unconditional positive regard in line with our relational approach.

At Wellacre, we recognise and reward behaviours and attitudes which are consistently to encourage students and to sustain a school culture in which all students feel a strong sense of belonging. Our expectations are made clear in the Relational Behaviour policy and this is monitored for effectiveness, consistency and fair application.

Consequences for unacceptable/poor behaviour are known and understood by all staff and students and consistently applied. This means that if a student chooses to behave in a way which undermines our core values, a consequence will follow. The range of consequences are clearly described in the Relational Behaviour policy so that students, staff and parents/carers can understand how and when they are applied. Reset conversations are key to sustaining positive relationships and helping students to reflect and move forward.

The Governing Board feel that suspensions and permanent exclusions, must only be used as a very last resort, and in line with DfE guidance. The Principal may inform the police, as appropriate, if there is evidence of a criminal act or if they fear that one may take place.

Consequences are monitored for their proper use and effective impact.

The Relational Behaviour policy sets out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff. Governors expect the Principal to draw on the advice in 'Dealing with Allegations of Abuse against Staff' and other relevant guidance documents when setting out the support that school staff should expect to receive if they are accused of misusing their powers.

The Governors must be satisfied, in all situations arising, that the measures proposed by the Principal are lawful and that staff and children know that consequences can be applied in these circumstances.

Review

This statement of Principles will be reviewed every two years or as necessary. The school's Relational Behaviour Policy will be reviewed and approved by the Governor's Behaviour, Attendance & Personal Development Committee annually.

September 2028