



# **Wetherby High School**

## **Written Statement of Behaviour Principles**

**Approved by the Governing Body on 21<sup>st</sup> March 2024  
Next due for review: March 2025**

## **Introduction:**

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The governors at Wetherby High School believe that:

- every child has the right to learn and that no child has the right to disrupt the learning of others
- all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- every child should be given the opportunity to develop a sense of personal responsibility for his/her own actions

At Wetherby High School we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Guidance for Governing Bodies DfE 2025 and **Behaviour in Schools-Advice for headteachers and school staff DfE 2024**. This should include consideration of the ten key aspects of school practice that when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management based on building, maintaining and repairing relationships
2. Strong school leadership
3. Classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour and development of character
6. Staff development and support
7. Pupil support systems
8. Liaison with parent/carers and other agencies
9. Managing pupil transitions
10. Organisation and facilities

## **Principles:**

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Wetherby High School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The governors believe children should be at the heart of the development of school expectations and these should be regularly reviewed with the involvement of children and in consultation with staff and parents/carers.

- High standards of behaviour are expected and are set out in the behaviour policy. Governors expect all staff to work restoratively<sup>1</sup>, with high challenge and high support.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Consequences for unacceptable behaviour should be known and understood by all staff and pupils, applied with professional judgement. **Whenever possible a restorative approach to resolution will be used alongside a sanction.**
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- **We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.**
- We expect pupils and parents/carers to cooperate to maintain an orderly climate for learning.
- The governors strongly feel that fixed term suspensions are only to be used when appropriate for the context and will have impact.
- Governors appreciate that in exceptional circumstances the needs of a pupil may be best met in an alternative provision or specialist inclusive learning centre (SILC) and that the pupil may then be removed from the school roll. Where this is the case, governors would seek assurances that:
  - the school had taken every appropriate action to address the pupils' needs before considering alternative provision
  - **consideration of alternative provision is made in consultation with the parents/carers and the child**
  - consideration of moving pupils to alternative provision is done on a case by case basis and always in the best interest of the child and not to avoid their results being counted in performance measures
  - the provision that the pupil will be moved to is of good quality and is well resourced to meet the needs of the pupil academically, socially, emotionally and vocationally
  - the school has systems in place to provide follow up for the pupil
  - the school will have a clear plan around the purpose of goals and provision, how it meets needs, is reviewed and progression planning.
  - the school reviews each case with a view to seeing if the pupil can be reintegrated into the school.
- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves properly, the school may ban them from the school premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution.

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<sup>1</sup> Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation.

- The governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
  - Taking part in school organised or related activity
  - Travelling to or from school
  - Wearing school uniform or in some other way identifiable as a pupil