Behaviour Principles Statement

Policy reviewed by:	**Full Governing Body**
Meeting:	**Spring**
Review frequency:	**Annually**
Approved:	**March 2026**
Next review:	**March 2027**

Engagement in Learning:

All staff at Selly Oak have consistently high expectations of all students. School staff will create a climate for learning where students can aspire, thrive, and achieve the skills and qualifications they need to become confident and independent young adults.

School staff will use their knowledge of SEND, of each individual student and the curriculum to generate high levels of engagement. Middle and Senior Leaders will routinely review the curriculum ensuring it is engaging and relevant to all learners.

In lessons we expect our students to produce work to the best of their ability, to be proud of their achievements and to be engaged in the learning process. We expect students to collaborate well with each other, and to ask questions, both of each other and of the teacher or other adults, about what they are learning.

Outside of formal lessons we expect students to fully engage in interventions designed to improve their social understanding and communication as delivered by the Engagement team.

We want our students to know how to behave well and choose to do so and we expect our students to improve their behaviour over time.

Behaviour Improvement Approaches:

Skilled and highly consistent behaviour approaches by all staff makes a strong contribution to an exceptionally positive climate for learning.

We understand the importance of building positive relationships with students through our 'relationships-first' ethos, creating a cohesive, positive learning environment.

The school community uses an emotion coaching approach to support regulation and help students' problem solve to achieve positive outcomes for themselves.

Selly Oak will teach students the strategies and skills they need to manage their own behaviours.

The school community uses a Restorative Justice approach to teach our students what has gone wrong, to repair relationships and learn the skills to get things right in the future.

The school follows 'Trauma Informed and Attachment Aware' principles.