



Behaviour Principles

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Signature:			

Statement of Behaviour Principles

The Education and Inspections Act 2006 requires Governors to make, and from time to time review, a written statement of general principles to guide the Principal in determining measures to promote good behaviour. Practical applications of these principles are the responsibility of the Headteacher. This statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher and staff at Wyre Forest School (WFS). Pupil, parents and carers are made aware of these principles during their initial tour following a child's referral to WFS.

At WFS we value everyone as an individual, capable of growth, change and development. We view our pupils with 'unconditional positive regard' i.e. we view the behaviour as unacceptable BUT NEVER the pupil. In addition to supporting pupils to reach their true academic potential we also value and encourage social and emotional growth. Wyre Forest School have adopted the THRIVE approach to develop a culture of curiosity about behaviour and a commitment to viewing challenging behaviour as a clear and overt expression of an unmet need.

Our relationships are underpinned by the principles of Enthusiasm, Resilience, Honesty, Teamwork and Trust (our school values) and we are committed to ensuring that Wyre Forest School is a SAFE SPACE. That is, the four school rules of:

- S Stay where you are supposed to be**
- A Always keep your hands, feet and other objects to yourself**
- F Follow Instructions**
- E Everyone Deserves Respect**

And our commitment as staff, parents and visitors that we will be:

- S Sensitivity**
- P Playful**
- A Accepting**
- C Compassionate**
- E Empathetic**

The purpose of the behaviour policy is to encourage the best possible behaviour from all of our young people and we endeavour to work alongside pupils and parents/carers to plan individual approaches to maintain positive behaviour.

Our priority is to encourage good behaviour by:

- Providing a relevant and appropriate curriculum which is tailored to meet the individual needs and preferred learning styles of the pupil.
- Teaching pupils the skills required to recognise and regulate their emotions and behaviour.
- Help pupils to take responsibility for their own actions.

- Providing an environment where social and collective norms are the accepted benchmark.
- Dealing with challenging behaviour promptly and fairly with minimum fuss and in a consistent and logical manner.
- Promoting a consistent approach to providing supportive and consistent relationships from all staff.
- Working closely with families and their children to develop healthier communication strategies which foster improved relationships.

The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation as per the Equalities Act (2010).

The purpose of consequences are:

- to promote positive behaviour that enables all pupils to learn and make progress;
- to demonstrate that unacceptable levels of poor behaviour will be appropriately and sensitively challenged;
- to express the disapproval of the school about the behaviour NOT the pupil;
- to discourage other pupils from similar behaviour.

It is recognised that the application of rewards and consequences must have regard to the individual situation and the individual pupil. The Headteacher and staff are expected to use appropriate discretion in their use. Consequences should however be applied fairly, consistently, proportionately and reasonably, taking into account special educational needs, disability and the needs of vulnerable children, and offering support as necessary.

Modification of challenging behaviour at WFS is underpinned by consistency and diligence by all staff. The maintenance and impact of the system depends on all staff following guidelines as reported in the Behaviour Policy.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school staff will not be tolerated. If a parent does not conduct himself/herself properly, the Headteacher may ban them from school premises and, if the parent continues to cause nuisance or disturbance, he or she may be liable to prosecution.

The effectiveness of this statement in guiding the headteacher is kept under review by the Governing Body, with a formal review and re-adoption every three years. Any substantial changes to the content of this statement will be consulted upon accordingly.