



**Name of Policy:** Behaviour Principles Written Statement

**Author/s:** Governing Body

**Date:** Autumn Term 2023

**Review date:** Autumn Term 2024

**Links with other policies:** Behaviour for Learning

**Links to procedures:**

**Approval:** Governor Policy Group & FGB 2/10/23

**Woodlands Meed Equalities Statement is available on the website:** [www.woodlandsmeed.co.uk](http://www.woodlandsmeed.co.uk) under Policies.

### Governors' Behaviour Statement

Woodlands Meed will develop and stimulate behaviours that promote learning, coping, managing and thriving in school situations (class, playground, hall, out of school trips etc.) so pupils and students will be competent to meet the challenges of adult life to the best of their abilities.

At Woodlands Meed we adopt the view that 'behaviour' in classrooms and whole schools/settings does not occur in isolation – it is the product of a variety of influences.

We are therefore looking to provide **teaching that stimulates** and **environments that support** and **challenge** pupils to be the best they can be. **Seeking, offering and accepting support is a core part of our ethos as educators as well as developing the levels of independence of the pupils as they mature over time.**

**We know our pupils and students will require support in some or all of these areas:**

**Relationship with Others:** all 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other

**Relationship with the Curriculum:** pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a

adults in schools/settings*) as it is by factors internal to the child	positive behavioural environment. The Curriculum therefore must be linked to the developmental stage of the pupil whatever their chronological age
<b>Relationship to Self:</b> a pupil who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a learner will be unlikely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'	<b>*Relationship with the environment:</b> At Woodlands Meed, we also acknowledge that some pupils respond to factors in the environment (noise, smell and crowds) in an individual way that may be stimulating in some and cause danger or challenges for others

A full Behaviour for Life and Learning policy is available. Our code of conduct is overleaf.

## Woodlands Meed Behaviour Code



**Everyone** at Woodlands Meed has the right

- to learn
- to work
- to feel safe
- to enjoy themselves
- to achieve their full potential

**Remembering these 6 rules will help us make this possible:**

1. Respect others
2. Be kind and helpful
3. Look after each other
4. Be polite
5. Be honest
6. Look after our School and College

Each Class or Key Stage will consider our behaviour code and make their own agreed version for display