



The Skylark Federation Statement of Behaviour Principles

Governance

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Introduction

At the Skylark Federation, we believe that every child has the right to learn in a safe, calm and inclusive environment where they feel valued, respected and supported to succeed. Our approach to behaviour is rooted in our core values of **Respect, Kindness and Resilience** and reflects our commitment to helping children develop the skills, understanding and self-regulation needed to make positive choices throughout their lives.

We recognise that behaviour is a form of communication and that children join our schools with different experiences, strengths and needs. While we maintain high expectations for all, we are equally committed to providing high levels of support, guidance and encouragement so that every child can flourish. Our behaviour principles are underpinned by a therapeutic and restorative approach which seeks to teach behaviour, build positive relationships and help children learn from mistakes.

This Statement of Behaviour Principles sets out the values and expectations that guide the development and implementation of behaviour policies across the Skylark Federation. It reflects our shared commitment to creating schools where everyone feels safe, belongs, and can achieve their very best.

Rationale and Purpose

This Statement of Behaviour Principles has been drawn up in accordance with the Education and Inspections Act 2006, the Equality Act 2010 and current Department for Education guidance relating to behaviour, suspension and exclusion. It reflects the values, ethos and aspirations of the Skylark Federation and underpins the Skylark Federation Therapeutic Behaviour Policy.

Section 88 of the Education and Inspections Act 2006 requires governing bodies of maintained schools to publish a written Statement of Behaviour Principles. This statement provides guidance to the Executive Headteacher and Heads of School when developing and implementing behaviour policies and procedures across the Skylark Federation. It reflects the shared expectations of governors, staff, pupils, and families, whilst taking account of relevant legislation, statutory guidance and best practice. Staff should be confident that they have the full support of governors when implementing the federation's behaviour policy consistently, fairly and professionally.

This is a statement of principles rather than operational practice. The responsibility for developing, implementing and reviewing the Skylark Federation Therapeutic Behaviour Policy rests with school leaders. In doing so, leaders must take account of these principles and ensure that behaviour systems promote the federation behaviour values of **Respect, Kindness and Resilience**, support inclusion and equity, and maintain a safe, calm and purposeful environment for all members of the school community.

The Governing Board expects behaviour policies and practices across the federation to:

- Promote high expectations alongside high levels of support.
- Recognise that behaviour is a form of communication and seek to understand the needs that may underpin behaviour.
- Support children to develop self-regulation, responsibility, resilience, empathy and positive relationships.
- Ensure that responses to behaviour are fair, proportionate, educational and restorative wherever possible.
- Protect the safety, wellbeing and learning of all pupils and staff.
- Promote inclusion and equity for all children, including those with SEND, vulnerabilities or protected characteristics.

This Statement of Behaviour Principles and the Skylark Federation Therapeutic Behaviour Policy will be published on each school website and made available to staff, parents, carers and pupils. They will be reviewed regularly by governors to ensure they remain consistent with current legislation, statutory guidance and the federation's vision and values.

Our Skylark Behaviour Principles

1. Every child has the right to feel safe, valued, respected and able to learn in a calm, supportive and inclusive environment.
2. We believe that behaviour should be taught in the same way as any other aspect of learning. Children should be supported to develop the knowledge, skills and intrinsic motivation needed to make positive choices.
3. We maintain high expectations alongside high levels of support.
4. We recognise that behaviour communicates need whilst maintaining clear boundaries and expectations that keep everyone safe.
5. Everyone should feel free from discrimination, harassment, victimisation, bullying, sexual harassment or prejudice of any kind.
6. Adults should model the behaviour, language and attitudes that they wish to see in children.
7. Children should be encouraged to take responsibility for their actions and understand the impact of their behaviour on others.
8. Children should be supported to build self-regulation, emotional literacy, resilience, empathy and positive relationships.
9. Positive behaviour should be recognised, celebrated and reinforced consistently across the federation.
10. Responses to behaviour should be logical, educational and restorative wherever possible and be underpinned by Regulate, Relate, Reason and Repair.
11. We are committed to equity and reasonable adjustment where appropriate.
12. The federation will work in partnership with families and external agencies.
13. Staff have the right to work in an environment free from violence, threatening behaviour, abuse or intimidation.
14. Suspension or permanent exclusion will only be considered when necessary, proportionate and lawful.
15. These principles apply when pupils are in school, travelling to and from school, attending educational visits, participating in extra-curricular activities and where behaviour outside school impacts the school community.