



Barcombe Hamsey Plumpton Iford & Kingston

The Board of Governors of the Skylark Federation

STATEMENT OF BEHAVIOUR PRINCIPLES

Reviewed and approved by FGB: 25.09.25

Review: Autumn 2026

The Skylark Federation

Governors' Statement of Behaviour Principles

Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act 2006, DfE guidance, and the Equality Act 2010.

Section 88 of the 2006 Act requires governing bodies of maintained schools to have a written statement of behaviour. This provides guidance for the Executive Headteacher and the Heads of School in drawing up Behaviour Policies so that they reflect the shared aspirations and beliefs of governors, staff, parents and carers for the children in Skylark schools, as well as taking full account of law and guidance on behaviour matters. Staff should be confident that they have the governors' support when following this advice.

This is a statement of principles, not practice; it is the responsibility of the Heads of School to draw up the Behaviour Policies for Barcombe CE Primary School, Hamsey Primary School, Iford and Kingston CE Primary School, and Plumpton Primary School, though they must take account of these principles when formulating these. The Heads of School are also asked to take account of the guidance in the DfE *Behaviour and Discipline in Schools: A Guide for Headteachers and School Staff* (January 2016).

The Behaviour Policies and these principles must be publicised, in writing, to staff, parents/carers and children every year. They must also appear on each school's website.

Our Skylark Behaviour Principles

The Federation's behaviour principles reflect our schools' values, our commitment to the United Nations Convention on the Rights of the Child, and our curriculum drivers.

Our Skylark schools are inclusive schools. Everyone should feel free from discrimination, harassment and victimization of any sort. Equity is when everyone gets what they need to achieve.

Everyone has the right to feel safe all the time.

Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

Every pupil should be educated in an environment where they feel valued, listened to and respected.

Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.

Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.

Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.

Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.

High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.

The school should work in partnership with parents/carers to develop and promote positive behaviours-and seek advice from appropriate outside agencies wherever necessary.

Exclusion from any Skylark school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

We understand that behaviour communicates unmet needs and can separate the child from their behaviour.

We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.

We provide safe sites, predictability and routine to build a sense of safety in the emotional and physical environment.

We encourage children at our settings to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

We keep in mind that we are the adults and the children are still growing, learning and developing.

We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and, therefore, the skills of self-control, empathy and emotional management.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential), and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards school staff, will not be tolerated.

September 2025