SKYLARK FEDERATION

Federation Behaviour Policy

Vision and Values

Through living our Christian values of Faith, Hope and Love we aspire to provide exceptional educational and environmental foundations enabling our students to flourish, becoming fully rounded citizens, equipped with a lifelong love of learning and the resilience to meet the many challenges of our ever-changing world, while continuing to thrive.

As educators we will continue to innovate and develop our practices such that we become renowned and sought after, able to provide outreach and training to others based on our expertise.

Policy Development

This policy was developed in May/June 2021 following the Federation of Appleshaw St Peter's and Kimpton, Thruxton and Fyfield School in July 2020. It was developed to allow senior leaders and governors to ensure that there was a consistent approach to promoting good behaviour across both schools and to give all staff and students a shared language around behaviour and bullying. This version was amended following whole staff training on trauma in February 2025 and again in September to reflect changes in KCSiE 2026.

Approval date: September 2026

Review date: September 2027

Rationale

At the Skylark Federation, we believe that all members of the school community should be happy, and secure working together in a safe structured environment based on trust and mutual respect. We will promote good behaviour through being clear, encouraging good behaviour and giving positive feedback when students are behaving appropriately. We believe that the management of behaviour must be positive and we will actively promote this and encourage everyone in the school and parents to achieve our aims.

We want others to know we see them as important with everything we say and do.

Aims: We will:

- provide a vibrant, stimulating and structured environment and curriculum;
- provide consistency in strategies and approach;
- involve parents and encourage their partnership;
- maintain and build upon student's self-esteem;
- define and model appropriate behaviour throughout the curriculum;
- ensure that appropriate behaviour is recognised and rewarded;

- have due regard for equal opportunities. We expect parents and carers, visitors and guests to support the school's policy as part of our determination to develop outstanding citizens.

Principles

The headteacher of a maintained school must act in accordance with the current statement of behaviour principles made by the governing body (set out below) and have regard to any guidance provided by the governing body on promoting good behaviour at the school.

- All students, staff, visitors and other members of the school community have the right to feel safe at all times when visiting Appleshaw St. Peter's or Kimpton, Thruxton and Fyfield C. of E. Primary Schools, which together form Skylark Federation.
- Governors expect all members of the school community to behave responsibly and to always treat each other with respect.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards school staff will not be tolerated.
- Skylark Federation is an inclusive school community and we believe in equality and valuing the individual – all members of the school community should be free from discrimination of any form (gender, race, religion, sexual orientation, age, disability).
- The Governors believe that high standards and expectations of behaviour lie at the heart of a successful school.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours, away from school premises or through social media. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- Children have the right to learn and achieve their full potential.
- We believe that positive behaviours should be acknowledged to encourage good behaviour in the classroom and elsewhere in school.
- The school's legal duties under the Equality Act 2010 are reinforced through the Behaviour and Anti-Bullying Policies.
- The Governors recognise that some students may need and should receive additional support to meet behaviour expectations.
- The Governors believe that the use of rewards and sanctions must have regard to the individual situation and the individual student; the Executive Headteacher is expected to apply discretion in their use. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied in a manner appropriate to the circumstances of each instance.
- Sanctions should be applied fairly, consistently, proportionately and reasonably, taking into account SEND, disability and the individual needs of each child and offering support as necessary.
- The Governors believe that exclusions must only be used as the very last resort.

Approaches to Effective Behaviour Management

The schools in our federation are committed to fostering a safe, supportive, and inclusive learning environment where all students can thrive. We recognise that behaviour is communication and that many factors can influence a student's actions. Therefore, we adopt a proactive and restorative approach to behaviour management, prioritising understanding, empathy, and building positive relationships.

Trauma-Informed Practice: We understand that some students may have experienced trauma, which can impact their behaviour and learning. We are committed to implementing trauma-informed practices that create a sense of safety and security for all students. Our approach is underpinned by the principles of:

- **Protect**:
    - Prioritising the physical and emotional safety of all students and staff.

    - Creating predictable routines and consistent boundaries.
    - Providing safe spaces for students to regulate their emotions.
    - Being vigilant in identifying and addressing potential triggers.
    - Ensuring staff are trained in safeguarding procedures and understand the impact of trauma.
- **Relate**:
    - Building strong, positive relationships with all students based on trust and respect.
    - Demonstrating empathy and understanding.
    - Actively listening to students and validating their feelings.
    - Creating opportunities for positive interactions and connection.
    - Recognising the importance of consistent and supportive adult presence.
- **Regulate**:
    - Teaching students strategies for self-regulation.
    - Providing opportunities for students to express their emotions in healthy ways.
    - Creating a calm and predictable environment.
    - Using de-escalation techniques to manage challenging behaviour.
    - Supporting students to identify and manage their triggers.
- **Reflect**:
    - Encouraging students to reflect on their behaviour and its impact on others.
    - Facilitating restorative conversations to repair harm and rebuild relationships.
    - Focusing on learning from mistakes rather than punishment.
    - Providing opportunities for students to develop problem-solving skills.
    - Staff reflecting on their own practice and how it impacts student behaviour.

PACE (Playfulness, Acceptance, Curiosity, Empathy):

- **Playfulness**: Approaching interactions with a lighthearted and engaging manner, reducing anxiety and defensiveness.
- **Acceptance**: Accepting the student's feelings and experiences without judgment, even when their behaviour is challenging.
- **Curiosity**: Seeking to understand the underlying reasons for the student's behaviour, rather than making assumptions.
- **Empathy**: Demonstrating understanding and compassion for the student's perspective. By implementing these trauma-informed approaches, we aim to create a nurturing and supportive environment where all students feel safe, valued, and empowered to succeed.

Character Development

Central to the development of outstanding behaviours are the 'Habits of Character' that we seek to develop and deepen as students move through our schools. Staff have developed the following characteristics which direct our work with students day to day:

We will work with our students to develop	**So that**
Compassion	they learn how to be kind to themselves, others and help those in need.
Integrity	they understand the importance of honesty, trustworthiness and being true to themselves.

Independence	they are able to make positive choices for themselves, and be focussed and determined to accomplish their dreams.
Reflection	they take ownership of their learning, recognise their achievements and those of others and understand how they can improve as a result.
Resilience	in the moments or times of challenge, they don't give up. They also know and understand how to seek help when they need it.
Collaboration	they appreciate how working together and sharing ideas can improve everyone's chances in life.

School Rules

The staff and students developed our school rules using our guiding Christian Values (Faith, Hope & Love), which are easy to learn and follow. They are:

- Try your best
- Have respect
- Be caring
- Believe in yourself and others
- Keep yourself and others safe

Mobile Phones and Smart Devices: In accordance with statutory guidance, the federation operates as a mobile-phone-free environment for pupils throughout the entire school day (including breaktimes and extra-curricular activities). Personal smart devices brought to school must be turned off and surrendered to staff upon arrival.

Rewards

We believe that it is important that students are given appropriate attention and recognition when they are doing the right thing. Students thrive on praise and encouragement. The use of positive reinforcement from adults is central to our reward system which is supplemented with the use of stickers, stamps, certificates, team points and other rewards as deemed suitable by the class teacher. Students may be sent to another teacher, the Head of School or the Executive Headteacher for extra praise and encouragement. We recognise that rewards such as this can increase motivation for some Students; however our hope is that they increasingly become less reliant on them as they move through the school. Our aim is that as they mature they take more and more personal satisfaction from the positive things they do and achieve.

Rewarding Consistently Good Behaviour

We recognise that many children display consistently good behaviour. They always follow the school rules, they develop the character traits that enable them to be effective learners, they self-regulate, are highly motivated and show high levels of integrity.

In order to reward this behaviour that we would judge to be 'outstanding over time', twice a year (February/July) children are nominated by their class teachers to receive either a bronze, silver or gold badge. The criteria for these is laid out below:

Bronze Badge	Silver Badge	Gold Badge
Be responsible	As bronze, plus:	As silver, plus:
Be kind and caring	Displays high levels of independence and self-discipline	Has high levels of perseverance
Be thankful	Show responsibility to the school	Consistent positive attitude towards learning
Have respect		Shows responsibility to the community
Displays a positive attitude		
Acts responsibly to others		
Uses the right voice at the right time		
Acts in a way appropriate to the time and place		

Typically, a student might achieve their bronze badge by the end of Year2, their silver by the end of Year 4 and their gold by the end of Year 6. Some students may reach these points more quickly or more slowly.

Celebration Worship

Each week some students are selected from each class to receive a merit award for good behaviour, being role models for our schools' values and outstanding effort with their learning. Teachers will keep a record of students who have received awards and endeavour to ensure that students receive an award at some time during the year. Parents are invited to share in their success when possible.

Unacceptable Behaviour

We do not tolerate:

- Physical abuse (for example spitting, biting, kicking, punching and scratching)
- Verbal abuse (for example name calling, swearing or foul language and shouting)
- Rudeness (for example refusal to obey an adult or behaving in a way that disrupts learning, obscene gestures, answering back, uncooperativeness, open defiance)
- Destructiveness (for example deliberately causing damage to school or other people's property)
- Prejudicial behaviour (for example making someone feel uncomfortable because of their colour, gender, sexuality or indeed any difference that may be taken as a cause for discriminatory behaviour)

Physical Abuse

Not tolerating physical abuse means that any instance of spitting, biting, kicking, punching, or scratching will result in immediate intervention and disciplinary action.

This could include:

- **Immediate separation** of the individuals involved.
- **Fact-finding** to understand what happened.
- **Consequences** such as internal exclusion, suspensions, or, in severe or repeated cases, permanent exclusion.
- **Parental involvement** to discuss the behaviour and collaborate on solutions.
- **Support for the victim**, which may include medical attention if needed, and strategies to ensure their safety and comfort moving forward.
- **Behavioural interventions** for the aggressor, such as anger management or conflict resolution.

Verbal Abuse

Not tolerating verbal abuse means that name-calling, swearing, foul language, or shouting will be addressed promptly and seriously.

This could include:

- **Immediate correction** of the behaviour.
- **Disciplinary actions** ranging from warnings and detentions to internal exclusion, suspensions, or, in severe or repeated cases, permanent exclusion, depending on the severity and frequency.
- **Discussions** with the student about the impact of their words on others.
- **Parental notification** and collaboration.
- **Restorative practices** where appropriate, such as apologies or mediation, to repair harm caused by the verbal abuse.

Rudeness

Not tolerating rudeness means that behaviours like refusing to obey an adult, disrupting learning, making obscene gestures, answering back, uncooperativeness, or open defiance will not be ignored.

This could include:

- **Immediate redirection** and reminders of expected behaviour.
- **Structured consequences** such as time-outs, loss of privileges, detentions, or in persistent cases, suspension.
- **Clear communication** with the student about the expectations and the reasons for the consequences.
- **Involvement of parents/guardians** to address the defiant behaviour at home and school.
- **Behavioural plans** for students who consistently exhibit rude or defiant behaviour, focusing on teaching respectful communication and cooperation.

Destructiveness

Not tolerating destructiveness means that deliberately causing damage to school property or other people's property will have significant repercussions.

This could include:

- **Financial restitution** from the student or their parents.
- **Disciplinary actions** such as suspensions or, in severe cases, involvement of law enforcement if the damage is extensive or malicious.
- **Community service** within the school to make amends.
- **Discussions** with the student about the value of property and respect for shared spaces.

Prejudicial Behaviour

Not tolerating prejudicial behaviour means that any actions or words that make someone feel uncomfortable due to their color, gender, sexuality, or any other difference, will be met with a firm and unequivocal response.

This could include:

- **Immediate intervention** to stop the behaviour and ensure the target feels safe.
- **Serious disciplinary consequences**, including internal exclusion, suspensions, or, in severe or repeated cases, permanent exclusion, given the severe impact of such behaviour.
- **Educational components** for the student engaging in prejudicial behaviour, focusing on empathy, diversity, and inclusion.
- **Support for the victim**, including counseling and ensuring they feel heard and protected.
- **Whole-school initiatives** to promote an inclusive and respectful environment, making it clear that such behaviour is antithetical to the school's values.
- **Reporting** to relevant authorities if the behaviour constitutes a hate incident or crime.

Steps to maintaining good behaviour

- modelling of respectful behaviour between adults in school
- using non-verbal signals
    - e.g. eye contact, a 'look'
- standing in close proximity to a student not displaying behaviour expected
- re-direction and reward
    - e.g. 'carry on with your work, good job, well done!'
- praise and praising others (e.g. a student who is behaving well near the target student)
- humour
- active listening to make sure you really know what the difficulties are
- student conferencing to resolve issues

Sanctions Supportive Conversation:

- Focus on:

- Validating the child's feelings ("I can see you're feeling upset/frustrated").
- Exploring the reasons behind the behaviour ("Can you help me understand what happened?").
- Collaboratively finding solutions ("What can we do to make things better?").
- Teaching replacement behaviours.

Reflective Activities:

- Examples:
  - Drawing or journaling about feelings.
  - Using a "feelings chart" to identify and express emotions.
  - Completing a "problem-solving worksheet" to explore alternative actions.
  - Creating a plan for how they will act next time.

Temporary Skill-Building Breaks:

- Examples:
  - A "calm down corner" with sensory tools and relaxation techniques.
  - Guided mindfulness exercises.
  - Time with a trusted adult for support and guidance.
- The time away should be used to teach a skill, not just to punish.

Restorative Community Contribution:

- Examples:
  - Helping to create a positive display for the classroom.
  - Assisting with a school project or activity.
  - Creating cards or artwork for other classes.
- Where possible, the activity should help to repair any harm that was caused.

Targeted Support and Monitoring:

- Examples:
  - Regular check-ins with a designated adult.
  - A personalised "behaviour support plan" with clear goals and strategies.
  - Collaborative goal setting with the student and parents.
  - Daily short meetings with the student to review the day, and set goals for the next day.
  - Student placed 'on report' for a defined period (e.g., 1-5 school days), with daily monitoring and feedback to the student and parents.

Relationship Repair:

- After any sanction, the most important part is the repair of the relationship.
- This can be done by:
  - A short conversation, checking in with the child.
  - A small activity together.
  - A kind word, or action.

Sanctions to be used when classroom strategies have been exhausted

- The class teacher will inform the Headteacher and **SENCo** and invite the student's parents/carers into school to discuss the ongoing problems. The class teacher will advise the parents/carers of further

strategies that encourage home-school support and keep parents/carers informed regarding the progress being made.

- If no progress has been made over the course of time, the Headteacher or **SENCo** will also attend the meeting. Further strategies will be devised, which requires reporting of behaviour to the Headteacher and parents/carers each day. The **SENCo** will closely monitor progress in consultation with the class teacher.
- The Headteacher, **SENCo** and Class Teacher will monitor and review the situation regularly.

Further Measures

If procedures are not supporting the child and their behaviour is not improving, other professionals employed by the Local Education Authority may be involved. The Educational Psychologist or Primary Behaviour Service may be asked to advise. Behaviour targets will be set and reviewed in discussion with the parents. Outside agencies may be contacted by the Executive Headteacher or the **SENCo** may be authorised to do this e.g.:

- Primary Behaviour Support (offering specialist advice and intervention strategies)
- Educational Psychologist (providing assessment and support for complex behavioural and learning needs)
- Child and Adolescent Mental Health Services (CAMHS) (addressing mental health difficulties impacting behaviour)
- Social Care Services (when there are safeguarding concerns)
- Family Help Services (providing support for families facing various challenges) The Headteacher is empowered to suspend a child for a day or more if their behaviour is extreme. (The Governors will be informed). If a child is suspended the procedure will be in line with Hampshire and DfE guidelines. Racist comments or incidents must be recorded on CPOMS and flagged as appropriate. Incidents where physical restraint is used must be recorded on CPOMS and flagged as appropriate.

Mental Health as a Safeguarding Indicator: Staff recognise that significant changes in behaviour, persistent low mood, or social withdrawal may indicate underlying mental health difficulties or safeguarding concerns. Where targeted behavioural support is required, referrals will be made via local **Family Help** pathways or NHS services (including calling 111/999 in acute crises).

Bullying

What is bullying? Bullying is usually repeated behaviour over a long period of time that can hurt someone else both physically and emotionally. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online.

Types of bullying

Bullying can take different forms. It could include:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls

The following types of bullying are also hate crime:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability.

Child-on-Child Abuse and Harmful Sexual Behaviour (HSB):

The federation maintains a zero-tolerance approach to child-on-child abuse across a continuum of behaviours, including child-on-child harassment, online misogyny/misandry, and harmful sexual behaviour. Any incident involving the creation, sharing, or manipulation of nude or semi-nude images (including AI-generated deepfakes) will be treated immediately as a safeguarding issue requiring a formal risk assessment, alongside appropriate disciplinary responses.

Signs of bullying

No single sign will indicate for certain that a child is being bullied, but the following may be indicators:

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

Effects of bullying

The effects of bullying can last into adulthood. At its worst, bullying has driven children and young people to self-harm and even suicide.

Children who are bullied:

- may develop mental health problems like depression and anxiety
- may have fewer friendships
- may not be accepted by their peers
- may be wary and suspicious of others
- may have problems adjusting to school, and don't do as well.

All children who are affected by bullying can suffer harm – whether they are bullied, they bully others or they witness bullying.

Who's at risk?

Any child can be bullied for any reason. If a child is seen as different in some way, or seen as an easy target they can be more at risk. This might be because of their race or ethnic background, gender, sexual orientation. or it could be because they appear anxious or have low self-esteem, lack assertiveness, are shy or introverted.

Popular or successful students are also bullied, sometimes because others are jealous of them. Sometimes a child's family circumstance or home life can be a reason for someone bullying them. Disabled students can experience bullying because they seem an easy target and less able to defend themselves. Increasingly students are putting themselves at risk of online bullying at a younger and younger age through the use of Social Media and messaging apps such as WhatsApp, TikTok and SnapChat. The school may have to deal

with incidents of bullying which have occurred outside of school hours and in an online environment and yet have a very significant impact on student's behaviour and relationships in school.

Management of bullying incidents at school

Every report of bullying will be taken seriously and thoroughly investigated, usually by the Class Teacher, Head of School and/or the Executive Headteacher. When the school decides that an incident of bullying has occurred, parents ***will*** be contacted and meetings arranged to discuss what has happened and to agree a way forward, including an agreement on suitable sanctions. The school will work with both parties to ensure that no such incidents of bullying occur in the future. If bullying persists then the support of outside agencies will be called upon.

Confidentiality

All members of the community should deal with any aspects of bullying confidentially and with due respect to all parties involved.

Dissemination of the Policy

This policy will be shared with all members of the community. For example, staff will share through staff meetings and attend training as necessary, students will have the opportunity to discuss through PSHE lessons and have information displayed to reinforce messages and it will be posted on the relevant section of our school website.

Further information

Behaviour in Schools - Advice for headteachers and school staff - GOV.UK
Guidance Behaviour and discipline in schools, gov uk.
Hampshire Primary Behaviour Service
Hampshire and Isle of Wight Educational Psychology