



The Skylark Federation Therapeutic Behaviour Policy

Governance

Chair of Governors	Peter Clark
Interim Executive Headteacher	Matt Dean
Approved Date	09.07.26
Review Date	July 2027

Contents

	Pages
Behaviour and Inclusion Vision Statement	3
Policy Aims	4
Theory-Based Practice	5-6
How we teach behaviour	7
The Skylark Behaviour Values	8
Teaching and promoting respectful, kind and resilient behaviour	9
Expectations	10-11
Consequences	11
Reporting	12-14
Roles and Responsibilities	15-17
Strategies and provision	18-19
Suspension and Permanent Exclusion	20
Behaviour outside of school premises	21
Use of Reasonable Force	21
Specific Behaviour Issues	22
Related documents and appendices	22-27

Behaviour and Inclusion Vision Statement

“Behind every behaviour is a feeling and with each feeling is a need.”

- Ashleigh Warner, Family Psychologist

At the Skylark Federation, our overarching ambition is to create a truly inclusive community where every child is supported to become a confident individual who demonstrates **valued behaviour**. We want our pupils to develop not only the skills but also the intrinsic motivation to make positive choices - doing the right thing because it is right, whether or not anyone is watching. We see our role as extending beyond the here and now - we are committed to nurturing children who will go on to become thoughtful, responsible citizens who make a positive contribution to the wider communities in which they live.

We recognise that children join the Skylark Federation at different stages of their development. Some arrive having already developed strong learning behaviours and an understanding of valued behaviour through prior experiences and support. For these children, engaging in school life may feel natural and accessible. Others may not yet have had the same opportunities and may find it more challenging to follow routines, build relationships, and meet the daily expectations of school life. These pupils may require greater guidance, patience, and support.

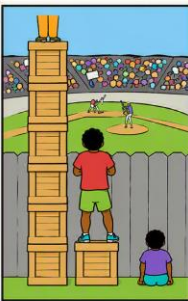
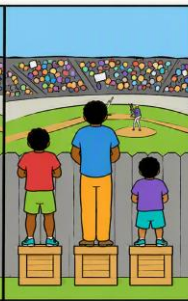
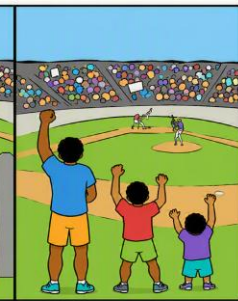
As a federation, we are committed to ensuring that every member of our community feels safe, valued, and able to learn. While we prioritise meeting the needs of our most vulnerable pupils, we also recognise the importance of maintaining a calm, purposeful, and supportive environment for all. Inclusion at the Skylark Federation means balancing individual needs with the wellbeing of the wider community.

We strive to inspire all children within the Skylark Federation to set ambitious goals and develop intrinsic motivation to achieve them. We believe firmly that no child rises to low expectations; therefore, we encourage every pupil to work hard and take pride in becoming the very best version of themselves. At the same time, we understand that meeting these expectations can be more challenging for some young people. Our approach is simple: we combine high expectations with equally high levels of support - because at the Skylark Federation, every child deserves a champion.

We recognise that learning involves making mistakes. This is as true for behaviour as it is for reading, writing, maths, or any other area of development. As educators, we do not seek to control behaviour; we seek to teach it. With our strong culture of oracy at the Skylark Federation, we support children to reflect on their actions, understand their emotions and articulate both their successes and their challenges. Crucially, we help them to develop the skills needed to self-regulate and make better choices in the future. Rather than relying on short-term management strategies, we are committed to long-term development. We do not simply ‘manage’ behaviour; we invest in building the skills children need to succeed independently. By working alongside our pupils, we aim to support sustained progress, enabling every child across the Skylark Federation to grow into a self-regulated, resilient and successful learner.

Policy Aims

- To always place safety and responsibility first, ensuring safeguarding, physical safety and the protection of learning take precedence in all behaviour-related decisions. Where behaviour poses a risk or significantly disrupts learning, staff will act with calmness, consistency and resilience, taking immediate and proportionate action.
- To foster intrinsic motivation, supporting pupils to understand and value behaviours such as respect, kindness and responsibility, which contribute to a calm, safe and inclusive school community.
- To secure a calm, supportive and enjoyable environment for pupils, staff and visitors across the Skylark Federation, underpinned by mutual respect and kindness.
- To support all children to meet their physical, emotional and learning needs, developing resilience and independence so they feel confident, well and ready to learn and play.
- To develop pupils' skills for successful learning and play, including self-regulation, social understanding, responsibility and resilience.
- To ensure a consistent, federation-wide approach to behaviour, with shared language rooted in the **Skylark Behaviour Values of Respect, Kindness and Resilience**, and clear expectations used by all adults.
- To establish clear procedures for setting expectations, supporting pupils to take responsibility for their actions, plan for success, and respond constructively when expectations are not met.
- To ensure all members of the Skylark Federation community understand and apply these procedures consistently, modelling respect, kindness and professionalism at all times.
- To explicitly teach valued behaviours and positive learning habits through the PSHE curriculum, promoting British values alongside our core values of Respect, Kindness and Resilience.
- To embed the Skylark Federation values in all aspects of school life, ensuring they are lived, modelled and celebrated daily.
- To recognise, value and celebrate progress, including examples of kindness, respect, resilience, and positive attitudes to learning.
- To promote equity for all, recognising that every child and young person has diverse needs, which may include Childhood ACEs (see appendices) and SEND.

			
REALITY	EQUALITY	EQUITY	JUSTICE
One gets more than is needed, while the other gets less than is needed. Thus, a huge disparity is created.	The assumption is that everyone benefits from the same supports. This is considered to be equal treatment.	Everyone gets the support they need, which produces equity.	All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

Theory-Based Practice

The **B.A.S.E Model** underpins our Therapeutic Behaviour Policy.

BELONGING AND RELATIONSHIPS

Belonging - A sense of acceptance, identity, and inclusion as a valued member of the school community.

Relationships - Positive and consistent connections with adults and peers in the school, based on trust and mutual respect.

AUTONOMY

Being involved in shared decision making and choosing your own actions.

SENSE OF SAFETY

All pupils, staff, parents/carers, and visitors to the school should feel physically, psychologically, and emotionally safe.

EQUITY

Every pupil receives the resources they need to achieve their full academic and social potential.

Zones of Regulation (Emotional/Sensory Regulation)

We use the Zones of Regulation approach on a whole-class and individual pupil level. This is a simple coloured scaling system (red/yellow/green/blue) which encourages children to regularly consider their emotional and sensory wellbeing. In this system, the 'Just Right' colour is **green** (calm, content, ready to learn); the **blue** colour represents feeling tired/lethargic/low; the **yellow** colour represents feeling anxious/fizzy/stressed/over-stimulated and the **red** colour represents anger/meltdown/shutdown.

Children learn to know what helps them feel better (for instance, move from the yellow zone back to the green). Some children need an adult to notice their emotional/sensory state to help them regulate; others may need additional support to access the Zones of Regulation with the use of Body Check resources (see appendices).

The ZONES of Regulation

Sad, Tired, Sick, Bored, Uninterested, Lonely, Isolated, Disappointed	Calm, Focused, Alert, Ready to Learn, Proud, Grateful, Thankful, Content
Frustrated, Anxious, Worried, Silly, Wiggly, Excited, Energetic, Confused	Anger, Rage, Elation, Terror, Panic, Devastation, Out of control, Explosive

The Tornado Zone

In PSHE, the Tornado Zone is a behavioural and emotional self-regulation concept. It teaches children to recognise intense, overwhelming emotions (such as explosive anger or panic) and gives them strategies to pause, self-regulate, and avoid “acting out” when they feel caught in a metaphorical storm.



What is the Therapeutic Approach?

The Skylark Therapeutic Behaviour Policy is in part, based on the East Sussex Therapeutic Approach, which is a philosophy.

- It focuses on how to support all children and young people, particularly in terms of their emotional wellbeing and mental health; developing an understanding of how to respond to those who may be communicating through specific behaviours.
- The approach is a school-led embedded ethos characterised by an inclusive culture, based on training and information that is underpinned by best practice, policy and plans.
- “Therapeutic” refers to approaches, interactions and environments that intentionally support a child’s emotional wellbeing, sense of safety, and capacity to learn.



How we teach behaviour:

- **Build positive relationships**, including getting to know the child.
- **Modelling** what we want to see at all times.
- **Through consistently and repeatedly teaching** behaviours such as listening, following instructions and sharing.
- **Reward and positive reinforcement** - a planned logical response to a behaviour, designed to help children learn and develop transferable behaviours leading to the likelihood of this being repeated in all contexts.
- **Feedback and recognition** - giving feedback when something has not been asked for – don't just celebrate the things that are expected e.g., a sticker for holding the door open – this should be the norm.
- **Comfort and forgiveness** - understanding and knowing that we will do it differently tomorrow.
- **Ignoring** unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours.
- **Positive language** - telling children what you *do want* to see, not what you *don't* - e.g., "Thank you for walking" rather than "No running".
- **Restorative Practice** - following up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
- **Manage the development of internal discipline** to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.
- **We have no public methods of tracking behaviour that risk creating negative feelings** – we have adopted private levels of praise and reminders where necessary. Predominantly, children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given publicly to compare).
- **Therapeutic language strategies** (see appendices).

The Skylark Behaviour Values

The **Skylark Behaviour Values of *Respect, Kindness and Resilience*** underpin all the Skylark Federation rules and expectations.

Shared language and Therapeutic Thinking

- Staff language - We retain the use of the Zones of Regulation and Let's Talk vocabulary (e.g., 'Tornado Zone', 'Press Pause').
- We agree shared language for staff and pupils - behaviour understood as 'respectful', 'detrimental', and 'dangerous' (see appendices).
- Adults model positive phrasing, limited choice, and de-escalation; follow Regulate – Relate – Reason – Repair (see appendices).
- Adults are encouraged to use simple, memorable and authentic phrases to help de-escalate:
 - "I notice"
 - "I wonder"
 - "I see"

Behaviour charter and home partnership

- All pupils, families, and staff sign the Skylark Therapeutic Behaviour Charter annually.
- A Families' Charter is signed each September (pupil and parent/carer).
- Autumn-term workshops introduce the therapeutic approach, expectations and how families can help at home.

Teaching and promoting respectful, kind and resilient behaviour

REWARDS for Valued behaviour

Rewards are given for but not limited to the following: helping peers, working hard, being kind, persevering, being polite, caring for one another, looking after the school and/or belongings.

Acknowledging and praising valued behaviours

The most effective method of promoting valued behaviour is by regularly and consistently recognising it in children. This is maintained, encouraged and promoted daily.

Children may be rewarded by:

- Deserved and specific praise from any adult or child (verbal praise or silent gestures such as a smile, thumbs up or a nod)
- Feedback in children's books
- House points, with the leading team announced each week in celebration assembly*
*assembly in this policy refers to collective worship at Barcombe and Iford and Kingston
- Celebration of achievements (in and out of school) with the class or in assembly
- Receiving a sticker
- Certificates
- Cups and trophies
- Feedback to other adults, including family members
- Earning a class or table reward towards a treat
- Visiting another member of staff to show good work

House Points and House Captains

The schools operate a house system to foster a sense of belonging and identity. Children are placed into one of four houses. Children earn house points for valued behaviour, including, but not limited to: being kind; being polite and friendly; being helpful; working hard and trying their best.

Barcombe	Hamsey	Iford and Kingston	Plumpton
Red Yellow Green Blue	Fire Earth Air Water	Red Yellow Green Blue	Anning Attenborough Rashford Thunberg

Class Rewards

We prioritise safety, connection, and co-regulation to support wellbeing and view behaviour as a form of communication. Rewards focus on shared community successes, which may include unexpected class treats, group activities, or collaborative celebrations that everyone enjoys together.

Expectations around the school building

Children are expected to:

- Walk while inside the building.
- Keep left in corridors.
- Move quietly and sensibly.
- Hold doors open for adults and each other.
- Greet or acknowledge another verbally or non-verbally.

All staff are responsible for all children and their behaviour, acknowledging valued behaviour and maintaining high expectations.

Expectations in assembly

- Children have an agreed assembly order to support listening and behaviour.
- Led by a member of staff, classes leave their classrooms calmly and enter the hall in silence.
- When leaving assembly, children remain calm and quiet until they reach their classroom or the playground.
- When possible, class teachers support with behaviour expectations during assembly.

Playground Rules

- We look after each other and use equipment safely.
- We show kindness and respect to everyone.
- We use *kind hands and kind feet* and avoid rough play.
- We invite children who are on their own to join our games.
- Rudeness, name-calling and bad language are not allowed.
- We line up sensibly and walk quietly into school.

Additional Expectations

- Children must ask before entering the building or going to the toilet so staff know where they are.
- At the end-of-play signal, children should stop, acknowledge the signal and walk calmly to their class lines.
- At the end of lunchtime, children place equipment in the designated area before lining up quietly. Play Leaders and a supervising adult return the equipment.
- No equipment is available before school (other than at Breakfast Club); children engage in imaginative or team games supported by staff.

Staff have an important role in developing and maintaining a calm and safe environment and establishing clear boundaries. Staff are to teach and model expected behaviour and positive relationships so that pupils can see examples of good habits.

Staff should remind pupils of expectations, e.g., if a child is running in the corridor, staff ask the pupil to go back and try again, walking as required.

Unsocial, detrimental or dangerous Behaviour consequences

Consequences

Consequences are swift, logical and educational. They include:

- **Regulation** by moving the child to another area of the classroom or having some time inside away from their class to regulate, typically 5-10 minutes.
- Followed by time with an adult to **relate** and **reason** about what went wrong and what they will do differently next time.
- This is then followed by a chance to **repair** any damage caused. Please see examples overleaf.

Reporting

The federation uses CPOMS (for detrimental or dangerous incidents, safeguarding-linked concerns, or patterns requiring SLT oversight). Staff are expected to follow this system consistently, ensuring timely communication with SLT and parents/carers.

Tier 1: Unsocial Behaviour

Examples	Staff Responses
• Calling out repeatedly • Talking over others • Talking back • Leaving seat without permission • Not completing a task • Pushing in	1. Strategic ignoring of low-level behaviour at first.  2. If behaviour persists, non-verbal cue given.  3. If behaviour persists, teacher addresses the whole class in a generalised way, regarding specific behaviour.  4. If behaviour persists verbal reminder given directly to the child.  5. If the behaviour occurs again: - 5 minutes regulation time in a different area of the classroom or 5 minutes out of break or lunchtime.  6. This is followed up with a short restorative conversation with the pupil about what happened, why the pupil was behaving in an unsocial way and what they should do next time. This is the relate and reason part of the conversation. If there is any repair to do this is part of this process. For example: - Finishing off work - Check if the person they pushed in on is ok  7. Parents/carers are informed if behaviour is repeated.
Recording	
• Where helpful, a record of discussions may be completed and uploaded to CPOMS under the relevant category. • SLT to look for emerging patterns indicating a pastoral or safeguarding concern.	

Tier 2: Detrimental Behaviour

Examples	Staff Responses
• Swearing • Spitting • Vandalism • Threatening behaviour	1. Verbal warning given.  2. 5 minutes regulation time in a different area of the classroom, 5 minutes out of break or lunchtime or 5 minutes with a member of SLT.  3. This is followed up with a restorative conversation with the pupil to relate and reason about what happened, why the pupil was behaving in a detrimental way, what they should do next time and a way of repair is agreed upon. Examples could include: - Checking if anyone else involved is ok - Tidying up whatever has been vandalised - Coming up with better choices of words to use  4. Parents/carers are invited in to meet with a member of SLT and the class teacher if appropriate.
Recording	
• All detrimental incidents are to be recorded on CPOMS, even if resolved.	

Tier 3: Dangerous Behaviour

Examples	Staff Responses
• Throwing objects • Deliberate disruption • Leaving class • Physical harm • Hitting or kicking • Leaving school site	1. Immediate SLT assistance is given to the member of staff. ↓ 2. SLT/support staff de-escalate the child's behaviour using a de-escalation script. ↓ 3. This is followed by a period of regulation in a calm space. ↓ 4. Once the pupil is completely regulated the member of staff has a restorative conversation with the pupil to relate and reason about what happened and why the pupil was behaving in a dangerous way. What they should do next time, and a way to repair is agreed upon. Examples could include: - Checking if anyone else involved is ok - Tidying up whatever has been vandalised or broken - clear it up, mend it, give time back - Coming up with better choices of words to use instead of swear words - Deciding on a random act of kindness by thinking of something that may make that person feel better ↓ 5. Parent/carer is invited in to meet with a member of SLT and the class teacher on the same day. - The incident must be logged on CPOMS the same day. - Repeated dangerous behaviour may lead to suspension or exclusion procedures.
Recording	
• All dangerous incidents are to be recorded on CPOMS, even if resolved.	

Patterns or Escalations

Any repeated behaviour, or any behaviour that relates to pastoral, SEND or safeguarding concerns, should be recorded on CPOMS to ensure SLT oversight and appropriate support.

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models.
- Ensuring that they are fully aware of the expected therapeutic behaviour approach.
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting valued behaviour - “treat others as we would like to be treated”.
- Facilitating learning about relationships and behaviour.

What do we expect from Governors?

- Monitoring and evaluating the impact of the policy.
- Governors should be able to confidently say, “We understand each school’s behaviour trends, know which groups require additional support, can see the impact of leaders' actions, and are assured that the behaviour policy is creating a safe, inclusive and purposeful environment for learning.”

What do we expect from the Senior Leadership Team (SLT)?

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensure that no pupil will be discriminated against race, religion, culture, gender, sexual orientation or other individual need and ensuring the safety of all.
- Regular and clear communication with families about the role they are expected to play in the development of their child’s behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Record and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Regular training on a whole school basis and for individuals both as part of the school’s induction process and as part of an individual’s training needs.

What do we expect from staff?

- Use positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Refer to the Zones of Regulation and the Tornado Zone.
- Plan for whole-class and whole-group sensory circuits throughout the school day.
- Pro-actively seek ways to avoid detrimental and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Provide opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of “Rights and Responsibilities” (this needs to be re-enforced each half term or whenever appropriate).
- Recognise and value the needs of individual pupils according to social and academic ability to enable them to achieve their full potential.
- Ensure that children behave in a way that is safe for themselves and others by taking action to prevent accidents and detrimental/dangerous behaviours before they occur (e.g., stopping a ‘silly’ game from continuing) both in the classroom and playground.
- Enable pupils to take an increasing responsibility for their own learning and conduct.
- Implement behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil’s right to learn or feel safe.
- Ensure there is always effective supervision of all pupils (i.e., ‘walking’ the playground and ensuring pupils are not left anywhere without supervision).
- Liaise with families about matters which affect their child’s happiness, progress and behaviour by keeping them well informed and attending meetings when requested.
- Plan and deliver a curriculum to promote valued behaviour and how to deal with unsocial, detrimental and dangerous behaviours.
- Ensure that new pupils understand the procedures and guidelines that are in place.
- Record serious incidents on CPOMS, where a child's behaviour is deemed to have a serious effect on themselves and others.

What do we expect from families?

- Accept, contribute and support the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accept responsibility for the conduct of their children and offer encouragement or sanctions when appropriate.
- Liaise about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

What do we expect from pupils?

- Follow class charters, school rules and guidelines.
- Become increasingly responsible for the school environment and for their own learning and behaviour.
- Use the Zones of Regulation and/or the Tornado Zone to communicate feelings.
- Take responsibility and reflect on their own actions and know the consequences of unsocial, detrimental or dangerous behaviour.
- Show respect for each other and for each other's property and resources as well as for school property.
- Take pride in their learning, actions and appearance.
- Value each other's opinions.

Strategies and provision used to support positive behaviour at the Skylark Federation

Nurture and Mental Health First Aider Leads

Nurture and Mental Health First Aider Leads work with children from EYFS to Y6 and act as key adults for children in emotional or social need. They help children improve outcomes by unblocking barriers to learning and/or behaviour. Nurture and Mental Health First Aider Leads work closely with a child's teacher and parents/carers to ensure progress. The mentor creates an inclusion plan in consultation with the child, the child's parents/carers and the child's teacher. This sets clear, hopeful targets and strategies for improvement. We recognise that times of transition are vulnerable times for children and so, to this end, we provide mentor support to all children joining our school from another school. Mentors also support their mentees with transition to secondary school or into another primary school should the child move.

Sensory Plans/ Therapeutic Plans

Children with poor attention/ impulse control/ concentration/ other behavioural challenges can respond positively to additional planning to meet their sensory needs – even if these needs are not obvious. This is well researched but not widely implemented yet in schools. We are committed to growing our practice in this area and have trained all staff in the Zones of Regulation approach.

Social Skills/ Nurture Groups

Social skills/ Nurture groups are set up within the school on a needs-basis. Children who have mild behavioural challenges may be invited to join such a group, especially where that problem is linked to social skills. We would not call these groups 'social skills' groups but the children would be clear about their reason for attending and the group goals – and we will ask the children to name their own group!

Flexible support for more vulnerable pupils

There are a small number of children who will need a far greater amount of support in managing their own impulses/ behaviour. Some children can fail to respond to the Zones of Regulation as they feel less securely attached to our school community and our priority is to develop these children's sense of belonging. Some children have other emotional vulnerabilities which may mean they act defensively, lack resilience or empathy. Some children have special educational needs or disabilities (such as autism; ADHD; attachment disorder) or underlying mental health conditions and specific, individual plans/ additional support need to be planned to ensure these children are supported to reach the same positive behaviour goals.

We have a clear Equalities Policy (based upon our duties under the Equality Act 2010) and believe that all children have the same rights, although they may have very different needs. This does not mean that we create differing expectations of behaviour for different children – rather that we use bespoke strategies and support to enable children to meet the same high expectations as everyone else.

We occasionally create an individual support plan for a child's positive behaviour development. Where a child needs particular understanding, or where a particular response to situations is effective, we share that information in an individual response plan with the whole staff group. This ensures that children receive the same response from all adults and that everyone understands the appropriate and effective measures in supporting a child's behaviour.

Responding to the behaviour of pupils with SEND

The school should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. **It should not be assumed that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.**

We will consider whether a pupil's SEND has contributed to the behaviour and if so, whether it is appropriate and lawful to sanction the pupil. We will always consider whether any reasonable adjustments need to be made, and to seek to understand the underlying causes of behaviours and if additional support is needed.

Children with severe social, emotional and mental health challenges:

External Support

In cases of children who present long-standing and persistent behavioural difficulties which we cannot understand and which do not respond to intervention, we may refer the child to outside agencies such as TASS (Team Around the School and Setting), CLASS (Communication, Learning and Autism Support Service), CAMHS (Child and Adolescent Mental Health Service) or an Educational Psychologist with parental/carers consent. This is something we rarely consider, preferring to use our community resources and peer and adult relationships to make a positive change.

On rare occasions, the following strategies may also be used:

Adults have the right to remove/confiscate property from a child. Children may also be physically positively handled to prevent them hurting themselves or others, damaging property or compromising the order of the class/school. Parents/carers would be informed of this and support for the child put in place.

Inclusion, equality and reasonable adjustments

- We make reasonable adjustments for pupils with SEND and for those with protected characteristics, tailoring regulation and restorative opportunities while maintaining clear, safe boundaries.
- Staff consider individual regulation needs, communication profiles and processing time; consequences remain logical and related but may be adapted in duration or format.

Reporting behaviour incidents

- Serious or dangerous behaviour - record on CPOMS and inform SLT the same day.
- All other incidents - families are informed in line with thresholds above.
- Use radios to request SLT support when necessary; follow scripted language and therapeutic steps.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Senior Leadership Team can use suspension and permanent exclusion in response to serious incidents or in response to persistent detrimental/dangerous behaviour which has not improved following in-school sanctions and interventions. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the document - *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance* (see appendices).

Internal Exclusion

Will be considered where behaviour systems are not helping to change the pattern of behaviour. Parents/carers will be informed if this has taken place.

Fixed-Term Exclusion

Will be considered for incidents of serious violence or continued disruption/all of the above have failed to change the behaviour. *In these cases, the national guidelines will be followed, particularly with regards to recording and reporting.*

Permanent Exclusion

We would hope to never resort to excluding a child from our community. We maintain this process as part of the school's behaviour policy as exclusion of children remains a legal right all schools are given.

There are 3 types of exclusion: 1) an internal exclusion; 2) a fixed-term exclusion; 3) permanent exclusion.

1) **Internal Exclusion** means that a child is excluded from their class but stays at school. The child would spend time with another teacher or a member of SLT, and would be given curriculum work to complete as well as spending time thinking about how to build bridges and put right their particular situation.

2) **A Fixed-Term Exclusion** involves a child being excluded from school for a short period of time. During a fixed-term exclusion, a child should be supervised at home and should not be out in the community. When a child returns from a fixed-term exclusion, we ask parents/carers to accompany the child for a meeting with members of SLT. In this meeting we will set targets for the child and decide ways we can help the child meet the targets. The targets will be monitored by a senior member of staff and a review meeting will be held. We will ask that parents/carers attend this review meeting.

3) **Permanent Exclusion** remains a measure we need to retain in our policy. If, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts themselves, others or property in danger – or – performs a uniquely dangerous act – the school can decide to permanently exclude a child.

If parents/carers do not agree with the school's decision to exclude their child (fixed-term or permanent) then they have a right to appeal. The letter informing parents/carers of the exclusion also informs them of how they can appeal against the decision.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

Behaviour outside of school premises

We reserve the right to sanction pupils for behaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that we might sanction for include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Specific Behaviour Issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. Each incident will be considered on a case-by-case basis. We ensure that staff understand the importance of challenging all inappropriate language and behaviour between pupils.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness and respect.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents/carers are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones

All Skylark Federation schools are smart-phone free. Please refer to separate Mobile Phone Policy.

Suspected criminal behaviour

In cases when a member of staff suspects criminal behaviour, we will make an initial assessment of whether the incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented. Once a decision is made to report the incident to police, we will ensure any further action taken does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

Related documents

- Anti-Bullying Policy
- Inclusion Policy – Local Offer
- Use of Reasonable Force
- Teaching and Learning Policy
- Equality Policy

Appendices

Appendix A: Prosocial reinforcement (private) – examples

- Non-verbal: thumbs up; smile; private sticker/certificate.
- Specific praise: ‘I noticed you...’.
- House points; postcards/notes home; share with previous/another teacher; SLT show-and-tell.

Appendix B: Staff Script (positive phrasing, limited choice, de-escalation)

See staff scripts

Appendix B1: Restorative conversation script (short, same day where possible)

- How did we get to a timeout?
- Who did that impact?
- How can we repair it?
- It’s okay to feel _____. How can we manage this feeling next time?

Appendix C: Regulate-Relate-Reason-Repair

Conscious and Sub-conscious Behaviour	
REGULATE <i>Teaches pupil how to shift states</i>	- Consider that the child may be in a negative stress system such as; Fight or Flight system or Freeze system. - DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES – This could heighten stress state further. - Offer regulation activities; distraction, fidget toys, job or errand, heavy lifting, crunchy snack, etc. - Mindfulness or safe zone and sensory activities. - Play a game of thought, puzzle or other thought-provoking distraction - Use a calm box or other agreed strategy to regulate.
RELATE <i>Teaches pupil relationship-building</i>	- Warm, friendly, expressive face - positive body language. - Be attentive and in tune. - Acknowledge feelings and meet body language. - Let them know you are on their team. - Overcompensate for their past experiences.
REASON <i>Teaches pupil skills, understanding and alternative behaviours needed next time</i>	- Reduce your words, chunk information. - Use multi-sensory techniques to describe or relay facts – drawing. - Drop the subject into a play situation or relate to own feelings/experience. - Avoid lecturing.
REPAIR <i>Teaches pupil how to shift states</i>	- Fix it together – clear it up, mend it, give time back. - Random acts of kindness – think of something that may make that person feel better. - Avoid asking to say ‘sorry’, could ask them to check someone is okay. - Do something together to reduce the shame.

Appendix D: Adverse Childhood Experiences (ACEs)

ACEs are stressful or traumatic experiences that occur before the age of 18 and may impact a child's development, behaviour and ability to engage successfully in school.

Examples include:

- Physical, emotional or sexual abuse.
- Neglect.
- Domestic abuse within the home.
- Parental separation or family breakdown.
- Living with a parent who has mental ill health.
- Living with a parent who misuses alcohol or drugs.
- Bereavement.
- Exposure to violence.
- Experiencing poverty, homelessness or instability.

Why are ACEs important in schools?

Children who have experienced ACEs may:

- Struggle to regulate their emotions.
- Find it difficult to trust adults and peers.
- Display heightened anxiety or hypervigilance.
- Present behaviour that appears challenging or dysregulated.
- Have difficulty concentrating and learning.
- Require additional support to feel safe, connected and successful.

Appendix E: Body Check Resources

Before we can expect children to regulate their emotions, they must first learn to notice what their body is telling them. A Body Check helps children identify:

- What they are feeling emotionally.
- What is happening in their body.
- Whether they are regulated and ready to learn.
- What support or strategy they may need.

Body Check Questions

- Is my body calm or tense?
- Is my heart beating fast or slowly?
- Are my hands relaxed or clenched?
- Is my breathing calm or fast?
- Do I feel tired, worried, cross, excited or overwhelmed?
- Which Zone am I in?

Visual Prompts

Children may use visuals showing:

- Tight shoulders
- Racing heart
- Wobbly legs
- Tummy butterflies
- Sweaty hands
- Headache
- Heavy/tired feelings

These help children who struggle to recognise or verbalise emotions.

Linking to Regulation

Body Signal	Possible Zone	Strategy
Tired, slow, low energy	Blue	Movement, drink, sensory input
Worried, fidgety, tense	Yellow	Breathing, sensory break, trusted adult
Angry, overwhelmed, out of control	Red	Safe space, regulate, adult support
Calm, focused, ready	Green	Ready to learn

Child-Friendly Script

STOP

What is my body telling me?

❤️ My heart feels...

👃 My breathing feels...

🧠 My thoughts feel...

😊 My emotion is...

🎨 My Zone is...

✅ What can help me feel ready to learn?

Appendix F: Statutory DfE Guidance - Suspension and Permanent Exclusion

Click link:

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Or go to:

<https://assets.publishing.service.gov.uk/media/6a2c1d4aa3674dfd3eb50816/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-comes-into-force-from-26-July-2026.pdf>

Appendix G: Therapeutic Language Strategies

Avoid	Use Instead
"Why did you do that?"	"Tell me what happened."
"Calm down."	"I'm here to help."
"Stop shouting."	"Use your calm voice."
"You are being rude."	"That was a disrespectful choice."
"What's wrong with you?"	"You seem upset. How can I help?"
"If you don't stop..."	"What do you need to be successful?"
"You've made a bad choice."	"Let's think about a better choice."
"You know better."	"Let's work out what happened."
"Because I said so."	"The expectation is..."
"You need to..."	"I need you to..."

When a Child is Dysregulated

Regulate

Use: ● "You're safe." ● "I'm here." ● "Take your time." ● "Let's breathe together." ● "Would a movement break help?"

Avoid: ● "Talk to me now." ● "Explain yourself." ● "What's your problem?"

When Building Relationships

Relate

● "I'm glad you're here." ● "Let's solve this together." ● "Everyone makes mistakes." ● "I care about you." ● "We'll work through this."

When Reflecting

Reason

● "Tell me what happened." ● "What were you feeling?" ● "What was happening for other people?" ● "What could you do differently next time?" ● "How can we make a better plan?"

When Restoring

Repair

● "How can we put this right?" ● "Who has been affected?" ● "What could help repair the situation?" ● "Let's practise for next time."

Language We Use at Skylark

We describe behaviour, not children.

✗ "You're naughty."	✓ "That was a disrespectful choice."
✗ "You're difficult."	✓ "That behaviour was unsafe."
✗ "You're a bad influence."	✓ "That choice affected other people's learning."

Giving Directions

Use the 3-Step Approach

1. State the expectation	2. Give take-up time	3. Acknowledge success
"I need everyone to be listening."	Pause and allow children time to respond.	"Thank you for being ready."

Our Core Message

The child is not the problem; the behaviour is the problem we are working together to solve.

Appendix H: Therapeutic Behaviour Charter



SKYLARK THERAPEUTIC BEHAVIOUR CHARTER

At the Skylark Federation, we believe every child deserves to feel safe, valued and supported. By signing this charter, we agree to work together to create a community built on our shared values.

RESPECT	KINDNESS	RESILIENCE
• Listen to one another • Use kind words and actions • Respect our school and environment	• Care for one another • Offer help when needed • Celebrate success	• Keep trying when things are difficult • Learn from mistakes • Support one another through challenges

OUR SHARED PROMISE		
As Pupils We Will	As Families We Will	As Staff We Will
• Try our best • Follow school expectations • Take responsibility for our actions • Ask for help when we need it	• Work in partnership with the school • Promote Skylark values at home • Support our children to learn and grow • Communicate openly and positively	• Build positive relationships • Teach behaviour with kindness and consistency • Maintain high expectations and high support • Help every child feel safe, valued and successful

WHEN THINGS GO WRONG, WE WILL			
Regulate	Relate	Reason	Repair
help everyone feel calm and safe	listen and build understanding	reflect and learn	put things right and move forward

Pupil Signature:	Parent/Carer Signature:	Staff Signature:
------------------	-------------------------	------------------

Appendix I: How We Teach Behaviour Poster



HOW WE TEACH BEHAVIOUR

Build Positive Relationships

Get to know the child - find out what you can about their likes, dislikes, their homelife, their friendships. What shared ground do you have?

Modelling

Children need to see you modelling what you want to see. Think about your interactions with other adults and explicitly show the valued behaviours we want.

Repeated Teaching

Be consistent. Repeatedly teach children how to listen and what this looks like. Be clear about which instructions you want them to follow and what sharing looks like.

Reward and Reinforcement

Plan logical responses to a behaviour, designed to help children learn and develop transferable behaviours, leading to the likelihood of this being repeated in all contexts.

Feedback and Recognition

Give feedback when something has not been asked for – don't just celebrate the things that are expected, e.g., holding open a door - this should be the norm.

Comfort and Forgiveness

Understanding and knowing that we will do it differently tomorrow. We all make mistakes and we learn from these.

Ignoring

Ignore unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours.

Positive Language

Tell children what you do want to see, not what you don't.
"Thank you for walking" rather than "No running".

Restorative Practice

Follow up on the behaviour, its impact and consequences at the appropriate time, after regulation has taken place.

Therapeutic Language

"You're safe." - "I'm here." - "Take your time." - "Let's solve this together." - "Everyone makes mistakes." - "What could you do differently next time?" - "How can we put this right?"