Team TPS

Nurturing today's readers
Inspiring tomorrow's leaders

Twynham Primary School

School Behaviour Procedures

Behaviour Support

AY 2026-27

Status of this strategy

This strategy must be read alongside the Twynham Learning Behaviour Policy. Where this document and the Trust policy differ, the Trust policy takes precedence. This strategy sets out how Twynham Primary School applies that policy in a primary setting, and reflects our view that the most effective way to secure calm, orderly conduct in a primary school is through relationships, explicit teaching and consistent adult behaviour.

It should also be read alongside our SEND Information Report, Anti-Bullying Policy, Safeguarding and Child Protection Policy, the Trust's Suspension and Permanent Exclusion Policy, and the Trust's Drug and Alcohol Policy. The use of reasonable force is covered in the Trust Behaviour Policy. It is written with regard to Behaviour in Schools (DfE), the statutory guidance Mobile Phones in Schools (DfE), Searching, Screening and Confiscation (DfE), Keeping Children Safe in Education, the SEND Code of Practice, and our duties under the Equality Act 2010.

Everyone has a part to play. The Headteacher is responsible for this strategy and how it is put into practice. The SENCo leads on support for children with SEND. All staff apply the strategy consistently and model the behaviour we expect. Pupils follow our Golden Rules. Parents and carers support the strategy, reinforce it at home and tell us about any changes that may affect their child's behaviour.

What we mean by therapeutic — and what we do not

A therapeutic approach is not a soft approach, and it is not the absence of boundaries. High expectations and warm relationships are not in tension; the evidence is that children behave best where both are present and weakest where either is missing on its own.

What it does mean is this:

- We hold the same high expectations of every child, and we accept that children will need different levels of support to meet them.
- We treat behaviour as communication. Before we decide what to do about a behaviour, we ask what it is telling us.
- We distinguish between a child who will not and a child who cannot. The response to each is different, and treating the second as the first makes it worse.
- We teach the behaviour we want— explicitly, repeatedly, and with the expectation that children will need practice before they are fluent.

- We use consequences that teach or protect. We do not use consequences whose only purpose is to make a child feel bad.
- We always repair the relationship afterwards. A child who has been sanctioned and not reconnected with has learned only that adults withdraw.

Consequences, including suspension and permanent exclusion, remain available and will be used where they are warranted. Nothing in this strategy removes any sanction available under Trust policy or in statute.

Our principles

The Trust's core principles are set out in Section 1 of the Trust Behaviour Policy. The principles below sit underneath them and describe how we apply them here.

We share the Trust's founding principle: all staff have the right to teach, and all pupils have the right to learn in a calm, safe and focused environment.

Adults set the climate. The calmest person in the room is responsible for the temperature of the room. Where a child escalates, the adult de-escalates — that is a professional skill, not a personality trait, and we train for it.

Connection before correction. A child who feels noticed and liked is far easier to teach and far easier to redirect. The relationship is the intervention; everything else works through it.

Regulate, relate, reason — in that order. A dysregulated child cannot access reasoning. Attempting to discuss behaviour with a child who is in fight or flight will fail and will usually escalate. We help the child become calm, we re-establish the relationship, and only then do we talk about what happened.

Fair is not the same as equal. Some children need adjustments to meet our expectations. Providing them is not favouritism, and we explain this openly to children so that it does not look like inconsistency.

Curiosity, not counting. A pattern of repeated incidents is information about an unmet need, not a tally to be escalated. When a child appears repeatedly in our records, the question is what we have missed, not what sanction comes next.

Every day is a fresh start. A child's record is used to understand and plan, never to shape how we greet them in the morning.

Our Golden Rules

Our Golden Rules are set by the Headteacher, in line with the Trust Behaviour Policy. They are displayed in every classroom and shared space, taught explicitly at the start of each year, and used by every adult as the common language for noticing and correcting behaviour.

- We say kind things
- We use kind hands and feet
- We listen to others
- We do as we are told by adults
- We look after our school property
- We walk around school quietly

Prevention: the part that does most of the work

The great majority of behaviour in a primary school is secured before anything goes wrong. The following are expectations of all staff, not optional strategies.

Predictable routines, explicitly taught

- Routines for lining up, entering, transitions, talk, movement and tidying are taught at the start of each year and re-taught after each holiday where necessary.
- We teach routines rather than announce them: model, practise, notice, repeat. Children are not expected to be fluent first time.

- Where a child repeatedly fails a routine, our first question is whether they have been taught it well enough, not whether they are being defiant.
- Routines are also taught for moving around school, assemblies, and welcoming visitors. Children walk around school quietly, in line with our Golden Rules, sit and listen respectfully in assemblies, and are polite and welcoming to visitors.

Our behaviour curriculum

Positive behaviour is taught, not assumed. Our behaviour curriculum covers our Golden Rules and routines, and the social and emotional skills children need to meet them: taking turns, listening, recognising and managing feelings, resolving disagreements, asking for help, and putting things right. It is taught at the start of each year and after holidays, and reinforced through PSHE and RSHE, assemblies, and adults modelling and noticing it throughout the day.

- **EYFS:** learning routines, sharing and turn-taking, naming feelings, and calming with an adult's help.
- **Key Stage 1:** understanding and following the Golden Rules, playing cooperatively, and making simple repair.
- **Key Stage 2:** growing independence and self-regulation, taking responsibility for choices, leadership roles, and safe and kind behaviour online.

Being ready to learn also means good attendance and punctuality, wearing school uniform, and bringing what is needed. These are covered by our attendance and uniform expectations. Where a child struggles with them, we look first for the reason and work with the family.

Relationships built deliberately

- Every child is greeted by name at the door each morning.
- Over time, adults know something about each child that is nothing to do with school.
- Staff make time to reconnect with a child within the same session as any correction, so the last interaction of a lesson is not a negative one.
- Children know which adults they can go to. For children who need it, this is named and written down rather than assumed.

Curriculum and environment

- Work that is too hard, too easy or unclear is a common cause of behaviour we would rather not see. Adapting the task is often the intervention.
- Sensory needs, seating, noise, lighting and proximity are considered before behaviour is treated as a choice.
- Unstructured times are the highest-risk points of the day. Playtimes and lunchtimes are planned and staffed accordingly, with activities available for children who find free play difficult.
- Lunchtime supervisors use the same scripts and stages as all other staff. Incidents at playtime or lunchtime are dealt with by the adult on duty, recorded on Arbor in line with the stages, and passed on to the class teacher before the next session, so that nothing is left unresolved.
- Children are expected to share and look after play equipment, and to follow the same Golden Rules in the playground and dining hall as in class.

Recognition

- We recognise children through house points, Over the Rainbow in EYFS and KS1, STAR certificates, celebration assemblies, house celebrations, and leadership roles and responsibilities. Recognition is specific and describes the behaviour — what was done and why it mattered.
- We do not remove earned recognition as a sanction. Taking back something a child has earned teaches that effort is not safe.

Mobile phones and smart devices

Twynham Primary School is a mobile-phone-free school, in line with the Twynham Learning Behaviour Policy and the DfE statutory guidance *Mobile Phones in Schools*. Pupils do not use mobile phones, smartwatches or

other smart technology with similar functions at any point in the school day. This includes lessons, the time between lessons, playtimes and lunchtimes, and any club or activity run by the school.

Our expectations

- Pupils are not allowed phones within the school's perimeter fence. A child who needs to bring a phone to school switches it off before coming through the gate and hands it in at the school office at the start of the day.
- Phones are stored securely in the office and returned at the end of the day. They stay switched off until the child is outside the perimeter fence.
- Smartwatches and other devices that can call, message, take photos, record or go online are treated in the same way as phones and are handed in at the office. Ordinary watches and simple fitness trackers are fine.
- The same expectations apply on educational visits and residentials, unless the Headteacher has agreed an exception for that visit.
- Parents who need to contact their child during the day do so through the school office. Children who need to contact home do so through a member of staff.
- We remind children and parents of these expectations regularly, including at the start of each school year, and they are published on the school website.
- Staff model the expectation. They do not use personal phones in front of children, except where needed for safety, for example on an educational visit.

Exceptions, including medical monitoring

- Where a child needs a phone or other device for medical monitoring, for example to run a continuous glucose monitor or insulin pump app, the Headteacher agrees an exception with the family. The arrangement is recorded in the child's Individual Healthcare Plan. The plan sets out where the device is kept, who may access it, how it is used and which adults need to know.
- Exceptions may also be agreed as a reasonable adjustment for a disability or special educational need, or for another specific need such as a young carer's responsibilities. They are agreed by the Headteacher with the family and the SENCo, recorded, and reviewed at least annually or when the child's needs change.
- A device allowed as an exception is used only for the agreed purpose. All adults who supervise the child know about the arrangement, including cover staff, lunchtime supervisors and visit leaders.
- An agreed medical or support exception is never withdrawn as a consequence.

If the expectations are not followed

- In keeping with this strategy, the first time is usually treated as a routine that is not yet secure. The device is taken, kept safely in the office and returned at the end of the day, and parents are told.
- If it happens again, it is recorded on Arbor, a parent collects the device from the office, and we agree with the family how the expectation will be met in future. This may mean the child no longer brings a phone to school.
- Confiscation follows the Trust Behaviour Policy and the DfE guidance *Searching, Screening and Confiscation*. Staff do not look through the contents of a child's device.
- If there is any concern about what a device contains or how it has been used, including images, messages or contact with other people, staff do not view, copy, forward or delete anything. They tell the DSL straight away.

Online behaviour

We expect the same standards of behaviour online as offline, and everyone should be treated with kindness, respect and dignity. Unkind messages, cyberbullying, inappropriate language, misuse of AI tools (for example, creating or sharing fake images of others), and spreading misinformation are addressed in line with the same principles and stages as any other behaviour. Children are taught about safe and kind online behaviour through our computing and RSHE curriculum.

Much online behaviour happens outside school, where parents are responsible for it. In line with the Trust Behaviour Policy, we will respond when a child's online behaviour poses a threat or causes harm to another pupil, could affect the orderly running of the school, or happens when the child can be identified as a member of our school.

Any incident involving nude or semi-nude images or videos is referred straight to the DSL. Staff do not view, copy, forward or delete the images. Where an online incident raises any other safeguarding concern, staff follow the Trust Child Protection and Safeguarding Policy and speak to the DSL.

Behaviour beyond the school gate

Our expectations apply whenever children are representing the school. In line with the Trust Behaviour Policy, we may respond to behaviour outside the school premises, including online, when a child is:

- taking part in any school-organised or school-related activity, including educational visits and residentials;
- travelling to or from school;
- wearing school uniform, or in some other way identifiable as a pupil at the school.

We may also respond to behaviour outside school that could affect the orderly running of the school, that poses a threat to another pupil, or that could adversely affect the reputation of the school. Any consequence is given in school, and any safeguarding concern is passed to the DSL.

Specific concerns

Child-on-child abuse. Sexual violence, sexual harassment and other child-on-child abuse are never acceptable. Every concern is passed to the DSL, who follows Keeping Children Safe in Education (Part 5) and the Trust Child Protection and Safeguarding Policy. The child who has been harmed is always taken seriously and kept safe.

Suspected criminal behaviour. If staff suspect criminal behaviour, the Headteacher and DSL gather enough information to establish the facts, record what they find and keep any evidence safe. They then decide whether to report to the police, and to children's social care where appropriate. Once a report is made, the school makes sure its own actions do not interfere with any police action.

Drugs, alcohol, tobacco and vapes. Any incident involving these is dealt with under the Trust Drug and Alcohol Policy, and the DSL is informed.

Malicious allegations. Where an allegation against a pupil or member of staff is found to have been deliberately invented or malicious, we consider whether a consequence is appropriate, taking account of the child's age and understanding. The DSL is always involved, because a false allegation can itself be a sign that a child needs help.

Searching, screening and confiscation. We follow the DfE guidance *Searching, Screening and Confiscation* and the Trust Behaviour Policy. The Headteacher, and staff the Headteacher authorises, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil has a prohibited item, as defined in the DfE guidance, or an item banned by the school. At Twynham Primary, banned items include mobile phones and smart devices that have not been handed in. Reasonable force may be used when searching for prohibited items, but never for other banned items. Staff may confiscate, retain or dispose of a pupil's property as a consequence where this is proportionate, taking account of any special circumstances. In a primary school a search is rare: parents are contacted, the DSL is informed of any safeguarding concern, and every search and confiscation is recorded.

Understanding behaviour

When a child behaves in a way we would rather they did not, staff consider four questions before deciding on a response:

- What happened immediately before? Behaviour rarely comes from nowhere.
- What is this child communicating? Common messages include: this is too hard, I am not safe, I do not know what to do, I need you, I cannot stop.

- Is this a can't or a won't? Consider developmental stage, SEND, language and communication, sensory need, anxiety, hunger, tiredness, and what is happening at home.
- What do I want this child to have learned by the end of today?

Some children in our school have experienced trauma, loss or significant instability. For these children the behaviours we see are often survival responses that were once necessary. They do not respond to escalating sanctions, and they may escalate sharply in the face of them. They respond to predictable adults, clear structure and repair.

Responding in the moment

De-escalation

- Lower your voice rather than raising it. Slow down. Use fewer words.
- Move alongside rather than standing face-on, and give physical space.
- Reduce the audience — move the class, not the child, where that is easier.
- Name the feeling, not the behaviour: "I can see this is really hard right now."
- Offer a limited choice rather than an instruction where you can: two options, both acceptable to you.
- Give take-up time. Say what is needed, then turn away and allow the child to comply without an audience.
- Do not ask "why did you do that?" in the moment. A dysregulated child does not know, and the question invites a lie or a further escalation.
- Change the adult if the relationship is strained in that moment. This is a strategy, not a failure.
- Script and rehearse. Agreed phrases, used consistently by all adults, are more effective than improvisation.

Regulation support and removal from the classroom

We avoid removing children from the classroom. When a child is dysregulated, we encourage them to use our nurture room, the Roberts Room, or our sensory room. These rooms are for support, not punishment, and a child using them is always supervised by an adult. Children return to class when they are calm and ready, and a planned regulation break is not recorded as a removal.

Removing a child from the classroom as a sanction goes against the approach set out in this strategy, and it is not part of our practice. The Trust Behaviour Policy requires us to say that removal may be used in response to serious misbehaviour. If a child ever became so dysregulated that the safety or learning of others was at risk, we would move the other children out of the room rather than remove the child, so that we avoid physically handling a dysregulated child. A child is only moved physically if they are putting themselves or others at risk of harm, and then only in line with the reasonable force section of this strategy. If a removal ever did take place, any member of staff is empowered to make it. A child who is removed is supervised by an adult, continues meaningful work, is never locked in a room, and has a reintegration conversation and repair before returning to class. Parents are told the same day, and the removal is recorded on Arbor. A child is not removed for a prolonged period without the Headteacher's explicit agreement.

Two kinds of consequence

We use consequences. We are clear about what each is for. Clear, predictable consequences also help every child understand where the boundaries are, and know that unsafe or unkind behaviour will always be addressed.

Protective consequences keep people safe. They limit what a child can access for as long as is necessary and no longer — for example, supported rather than free play, a change to where a child works, an adult escort at transitions, or adjusted arrangements for a trip. They are not punishments and are reviewed, not open-ended.

Educational consequences teach the thing that was missing. Completing work alongside an adult, practising the routine that went wrong, helping to put right what was damaged, rehearsing what to say next time, or making a genuine act of repair to the person affected.

Every serious incident should result in at least one educational consequence. A protective consequence on its own changes nothing for next time.

Missed break. Where a child misses all or part of a break as a consequence, an adult supervises, and the time is used for repair or for practising the routine that went wrong. The child always has time to eat, drink and use the toilet. The Headteacher authorises class teachers, Key Stage Leaders and the Senior Leadership Team to use this consequence. We do not use detentions after school or at other times.

Internal provision (internal suspension). For a serious incident, the Headteacher may decide that a child spends a period out of their class in internal provision. This may be with pastoral support, with the Assistant Headteacher or Headteacher, or in a different classroom if that works better for the child. The child continues their learning, and the time includes support to repair and prepare for their return. Parents are told the same day, and internal provision is recorded on Arbor and included in our monitoring by pupil group.

Repair

Repair is not an apology extracted under pressure. It is a structured conversation, held once everyone is calm, that helps a child understand impact and put something right. All staff are encouraged to use the same five questions:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected, and how?
- What do you need to put it right?
- What will help next time?

The child who was harmed is asked what they need, and is never required to accept an apology. Where a child is not yet able to manage this conversation, an adult scaffolds or scripts it. A rehearsed apology of action — doing something helpful for the person affected — is often more meaningful for a young child than words.

Children who need more

Where a child needs consistent additional support, we do not simply repeat the ordinary response more firmly. We plan.

- An Individual Behaviour Plan or Risk Reduction Plan is written with the child, the family and the SENCo, and shared with every adult who works with them — including cover staff and lunchtime supervisors.
- Plans name the child's triggers, the early signs of dysregulation, what helps at each stage, the agreed script, and the agreed safe space.
- Plans follow the assess–plan–do–review cycle and are reviewed at least each half term.
- Where a child's behaviour may relate to an unmet special educational need, the SENCo leads. Where it may relate to a safeguarding concern, the DSL leads.
- Reasonable adjustments under the Equality Act 2010 are made where a child's behaviour relates to a disability. These are recorded, explained to staff, and reviewed.
- For a looked-after child, we involve the Virtual School Head in any significant incident and review the child's Personal Education Plan. For a child with a social worker, including those on a Child in Need or Child Protection plan, we inform their social worker of any suspension, internal provision or prolonged removal.

We track suspensions and internal provision by SEND status, Pupil Premium status, ethnicity and gender, and by other protected characteristics where data allows, including for any removal and any use of reasonable force, and report this to the School Ambassador Committee termly. Where any group is over-represented we treat that as a question about our practice.

Reasonable force

All members of staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). It may be used to prevent a child from committing an offence, injuring themselves or others, or damaging property, or to maintain good order and discipline. We follow the DfE guidance on the use of reasonable force and the Trust Behaviour Policy.

- Reasonable force is a last resort, used only when de-escalation has not worked or the risk is too immediate for it. It is never used as a punishment.
- It must be necessary and proportionate, use no more force than is needed, and last no longer than is needed. Staff take account of the child's age, SEND, mental health needs and any medical conditions.
- The behaviour incident is recorded on Arbor. The use of force is reported separately on Civica as soon as practicable, normally by the end of the working day.
- The Headteacher, or a delegated senior leader, reviews every report to check that the intervention was reasonable, proportionate and necessary. Patterns are reviewed termly with the Trust.
- Parents are told the same day. We explain what led to the intervention, how we tried to de-escalate, why force was necessary, any injuries, and what support or follow-up has been agreed. The DSL is consulted where there is any safeguarding concern.
- Staff involved are offered a debrief on the same day.

Suspension, permanent exclusion and other measures

Suspension and permanent exclusion are decided by the Headteacher, in line with the Trust Suspension and Permanent Exclusion Policy and DfE guidance. They are used only in response to serious incidents, or to persistent poor behaviour that has not improved despite support. We never send children home informally. Every suspension is followed by a reintegration meeting with the child and parents. The child's plan is reviewed, and SLT monitor how the child settles back in over the following weeks.

Off-site direction, managed moves and pupil support units are used only in line with the Trust Behaviour Policy and the Trust Suspension and Permanent Exclusion Policy.

Working with parents

- Parents hear from us about what is going well, not only when something has gone wrong.
- We contact parents on the day of any Stage 3 or above incident.
- We do not use removal from the classroom as a sanction. A planned regulation break is support, not removal. If a removal is ever necessary, parents are told the same day and it is recorded on Arbor.
- We describe what happened factually, without labels attached to the child.
- Where it helps, parents are involved in repair and in agreeing what will help next time.

Support for staff

Responding to distressed behaviour is demanding, and adults cannot co-regulate children if they are themselves depleted.

- Support is available from the Senior Leadership Team. A member of the Leadership Team is available at all times.
- Any member of staff involved in a Stage 4 or 5 incident, or in any physical intervention, is offered a debrief on the same day. This is about the adult, not an investigation of their conduct.
- All staff receive training, including emotion coaching, in de-escalation, the escalation curve, restorative conversation and the principles in this strategy, with refresher training annually.
- Every new member of staff, including supply staff and lunchtime supervisors, is introduced to this strategy.
- Staff will not be judged on the number of incidents they record. Under-recording is a greater risk to children than over-recording.

Monitoring and review

- We keep accurate records of significant behaviour incidents, consequences, internal provision, suspensions, any removals, searches and confiscations, and any use of reasonable force. Behaviour is recorded on Arbor, use of force on Civica, and safeguarding concerns on the school's safeguarding recording system. Records are kept in line with the Trust's data protection and retention arrangements.

- Behaviour data is analysed half-termly by the Headteacher and SENCo, by year group, by time of day and location, and by pupil group.
- Alongside incident data, we review attendance, suspensions, internal provision, any removals, use of reasonable force, and searches and confiscations.
- The pattern we look for is not simply the number of incidents but whether the same children are appearing repeatedly, which indicates that our provision rather than the child needs to change.
- Pupil voice on how safe and fairly treated children feel is gathered each autumn term. Staff and parent voice is gathered each spring term.
- This strategy is reviewed and approved annually by the Headteacher in the autumn term. Its implementation and effectiveness are reported to the School Ambassador Committee.
- This strategy is published on the school website.