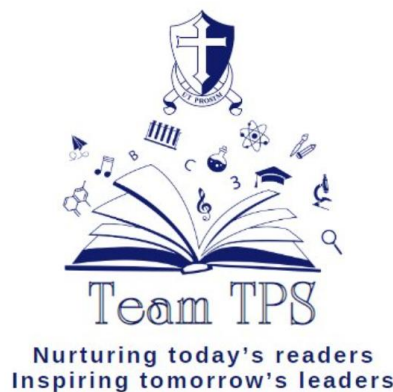




Twynham Primary School

Behaviour Support Strategy

AY 2026-27

A relational and therapeutically informed approach

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, and the Trust's policy on the use of reasonable force. It is written with regard to Behaviour in Schools (DfE), Keeping Children Safe in Education, the SEND Code of Practice, and our duties under the Equality Act 2010.

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 practise 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 Appendix 1 of the Behaviour Policy. The principles below sit underneath them and describe how we apply them here.

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.

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.

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.

Recognition

- House points, celebration assembly and class rewards continue as now. 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.

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.

Two kinds of consequence

We use consequences. We are clear about what each is for.

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.

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 SENDCo 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.

We track suspensions and internal provision by SEND status, Pupil Premium status, ethnicity and gender, and report this to governors termly. Where any group is over-represented we treat that as a question about our practice.

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 describe what happened factually, without labels attached to the child.

Support for staff

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

- Support is available from Key Stage Leaders in the first instance and from the Senior Leadership Team for more serious incidents. 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 (emotion coaching) training in de-escalation, the escalation curve, restorative conversation and the principles in this strategy, with refresher training annually.
- 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

- Behaviour data is analysed half-termly by the Headteacher and SENCo, by year group, by time of day and location, and by pupil group.
- 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 at least annually.
- This strategy is reviewed annually by the Headteacher and approved by the Governing Body.