



TWINEHAM POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY (Statutory)

Last Reviewed: September 2025

Next Review: September 2026 (annually)

The Department for Education requires governing bodies of maintained schools to publish statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

Purpose:

At Twineham we aim to create a culture of high-quality learning and behaviours within a positive and supportive learning environment where students feel safe, respected, and able to explore their potential. We believe that positive relationships are at the heart of a happy and inclusive school. We provide specialist help and support for those children and families who may require it during their time with us.

Our whole-school approach aims to meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community. We work together to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, support will be provided using the graduated approach to 'assess – plan – do – review'.

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally." (Behaviour in Schools, Feb 2024, DfE)

Twineham's approach to behaviour meets the following national minimum expectations:

- *The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of*

the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.

- *Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language (including name calling) occur, they are dealt with quickly and effectively and are not allowed to spread.*
- *General and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.*

Terms used in this policy:

Behaviour is everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour.

Pro-social behaviour is behaviour which is positive, helpful, and values social acceptance.

Anti-social behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment.

Difficult behaviour is behaviour that is anti-social, but not dangerous.

Dangerous behaviour is behaviour which is anti-social and will result in injury or harm. This includes harm to self or others, damage to property.

Well-being refers to a state of being comfortable, happy and able to cope within the environment.

At Twineham our core values thread through our Positive Relationships Policy

<i>Nurture</i>	<i>We all take responsibility to look after each other- children, staff and families</i>
<i>Togetherness</i>	<i>We collaborate and work together to solve problems and make things better</i>
<i>Resilience</i>	<i>We keep on trying until we've got it right for all</i>
<i>Creativity</i>	<i>We think creatively to promote well-being in lots of different ways</i>

Aims & Ethos

Our aim is to value, create and maintain positive relationships which take into account the rights of children as set out in the UN Convention on the Rights of the Child. This includes the right to be safe, have a good quality education and to develop friendships. By promoting positive behaviours we aim to strengthen teaching and learning, attainment and achievement. At all times, a proactive, solution-oriented approach will be a priority whereby children, families and staff are respected, supported, and included. We will be consistent and coherent in our promotion of positive relationships. However, we will also ensure that our policy can adapt to meet the needs each unique child, considering their specific context and an awareness of any adverse childhood experiences (ACEs). We believe that a fair approach depends on everyone getting what they need (equity) rather than everyone getting the same (equality).

As a Church of England School we see each and every child as a gift. We strive to develop an ethos of kindness and cooperation and believe that 'every day is a new beginning'.

Policy Development

We aim to promote positive, pro-social behaviour, prevent and manage negative behaviour, and provide appropriate and timely support to children experiencing difficulties with behaviour. Our policy focuses on 'Behaviours for Learning'. By focussing on the positive behaviours we want to encourage, we reinforce ways that we can all actively support our learning and well-being. Children across the school identified the behaviours in themselves and others that made it more difficult to learn and these have led our policy development. Staff and Governors have also contributed.

It has been influenced by the Education Endowment Foundation's Guidance Report: Improving Behaviour in Schools, October 2021, <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> and the Department for Education's guidance <https://www.gov.uk/government/publications/behaviour-in-schools--2>

Linked Policies

This policy should be read alongside our Anti-Bullying Policy 2025, Use of force and restraint policy 2025 and Child Protection & Safeguarding Policy 2025

Learning Behaviours and Non-Negotiables

At Twineham we have 3 'umbrella' rules of learning behaviours: we are ready, respectful and safe. Within each strand we have identified what these sets of behaviours 'look like' and why they are useful to help us to learn and get along. See Appendix 1

Alongside our learning behaviours staff and children have agreed non-negotiable behaviours that support all to feel safe and happy around school.

Proactive strategies to promote pro-social behaviour

We recognise that a sense of safety and security are the foundation of the mental health and well-being of children, and ensure that **our school environment is safe and welcoming**.

All staff work hard to **establish and maintain good relationships with all children**, and repair relationships when something has gone wrong and to teach these skills to children as part of our RSHE programme.

We recognise that behaviour is a function of being able to manage emotions, and we therefore actively **teach 'self-regulation'** in the school environment, using the 'Zones of Regulation' to support emotional literacy.

Children and staff will learn about our learning behaviours and why we refer to them because:

- The Learning Behaviours are displayed in every class and shared on our website.
- Expectations are reviewed regularly in whole school and key stage assemblies.
- Non-negotiables are re-enforced daily through consistent routines and expectations. Links are made at playtimes as well as class-times
- The behaviour policy and expectations are outlined as part of staff induction
- Behaviour expectations are shared with children and families who are new to school when they join.

Pupils who demonstrate these positive behaviours will be celebrated with:





- Immediate and descriptive praise (“thank you for thinking carefully about what your friend has said, I can tell you are actively listening”)
- Team points.
- Other class devised rewards (e.g. ‘Marble Time’, stickers)
- Sharing successes with parents in person or via Seesaw.
- Sharing successes with other key staff e.g. Headteacher, former class teachers
- Recognising consistent positive behaviour in key stage and Celebration assemblies.
- Recognition of the impact of their behaviour on their attainment and progress in learning

Responding to anti-social behaviours:

The strategies outlined above promote pro-social behaviour throughout the school for the majority of pupils for the majority of the time they are in school. However, we recognise that at times, and despite our best endeavours, the behaviour of some pupils will not exemplify these standards, and will need a consistent response. Twineham will address anti-social behaviours and disruption by:

- Ensuring all children know the expectations, using language and visuals appropriate to their development and needs.
- Using clear routines and visual timetables in all classes.
- Considered, sensitive and skilled early intervention. This may include directed choice, e.g. you can stay in your seat and work quietly or move to the table over there to work on your own; or praising those doing the ‘right’ thing.
- Minimising potential triggers for individuals (e.g. using ear defenders at louder times or 1:1 time at morning arrival)
- Responding to specific behaviours in their planning and teaching e.g. addressing a recurring playground issue in RSHE lessons; changing class routines to minimise transitions.
- Acknowledging children’s feelings and re-focussing them (“I can see you might be feeling..., but remember our rule is to...)
- Sanctions will be used when necessary to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. There is a clear stepped procedure, which is shared with the children as follows:

5 Step Behaviour plan

Step	Symbol	Action
1		Gentle reminder Visual reminder about behaviour, adult pegs child's name to lanyard/post-it note on desk to indicate they are "held in mind".
2		Reminder in private Happy, safe, ready to learn Child's peg returned once their behaviour has improved.
3		Reflection area Sit on reflection cushion/chair in the class
4		Conversation with Mrs Davy or Mrs Hayter at playtime Reflection and identify feelings. Talk and draw session.
5		Conversation with Parent or Carer.

Steps are cumulative within individual sessions. **Each session/day is a fresh start.**

Where behaviour is escalating, persistent, difficult or dangerous:

- Children will move directly to step 3, or 4 depending on the severity of the incident. This protects the learning and well-being of others and allows the child to take a break and 'reset'. Depending on the level of behaviour, the child can take a break at a table outside the classroom with an adult supporting or the de-escalation strategies planned for the child can be followed.
- Children who need this level of behaviour support will have an individual behaviour plan and/or risk assessment in place.
- The class teacher, or Headteacher will take time, following the incident (and only once the child is regulated) to have a restorative discussion (or comic strip story conversation). These are used to support the resolution of disagreement or conflict between children, incidents of disruption of learning, or another breach of school rules. This approach empowers all children involved in a difficult situation to recognise the impact of anti-social behaviours and consider appropriate consequences. The outcome of the restorative process is that an agreement on what needs to happen next is reached.
- Parents will be notified if their child is sent to the Headteacher.
- Any incident that occurs is logged on CPOMS by the staff member who dealt with it. In addition some children will have ABC logs to enable staff to reflect on any incidents, look at triggers and put in place additional strategies in response. These logs may be used as evidence and to seek advice for further support from professionals.

Supporting the behaviour and self-regulation of children with additional needs

This policy is written to support the needs of all the Twineham community. However, it is important to adopt an equitable approach where an individual's needs may require specific strategies and support. If this is the case the class teacher and SENCo will work closely with parents and listening to the child, to put in place an individual support plan and risk assessment if appropriate. The school, with parent's

permission, may also seek support from external agencies such as the Learning Behaviour Advisory Team (LBAT) or Educational Psychology Service (EPS) or, if a child is at risk of suspension or permanent exclusion, the Fair Access team can be informed.

Bullying

Twineham seeks to create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully. Please see our Anti-Bullying Policy 2025 based on the Anti-Bullying Alliance document.

Positive Handling

Adults will ask before they touch a child but may often take a hand, give a pat on the back or a hug, to reassure or comfort, especially for our youngest learners.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to a child or adult. The actions that we take are in line with government guidelines on the restraint of children. Staff members have been trained by Intelligensa (July 2025) in Positive Handling and will always seek to deescalate situations before use of any restraint.

Where, a child's individual needs may mean adults are more likely to need to use positive handling techniques, this will inform a specific risk assessment appropriate to that child, in discussion with their parents.

Dangerous Behaviour and Suspensions and Permanent Exclusions

All severe behaviours are referred straight to the Headteacher. The response to and consequence for these incidents are at the discretion of the Headteacher and will be based on factors such as the age and level of understanding of the child, the severity of the risk to themselves/others and whether the behaviour has occurred before. All severe behaviours will be recorded and the Headteacher will contact parents. The following is a list of severe, unacceptable behaviours.

- Racist or homophobic language, abuse relating to disability
- Physical violence towards others
- Verbal abuse/swearing towards others
- Threatening behaviour towards others, including threat to use weapon
- Sexual harassment or abuse
- Theft
- Wilful damage to property
- Persistent disruption or disturbance in the classroom or other areas of the school
- Attempting to leave school, or go out of bounds without permission
- Confirmed cases of bullying

Only the Headteacher has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also

exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body will convene a discipline committee, which is made up of between three and five members, to consider any exclusion appeals. The panel will consider the circumstances in which the pupil was excluded, considers any representation by parents and the LA, and considers whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Roles and Responsibilities

The Headteacher:

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Class teachers and support staff:

- Promote positive behaviour, acting as role models at all times
- Adhere to our shared school rules and learning behaviours
- Apply praise and sanctions in line with our policy
- Share successes and targets with parents, in line with our policy (teachers only)
- Liaise with external agencies for advice and support (teachers only, with parental consent)
- Log all behaviour incidents via CPOMS which are automatically reported to the Headteacher.

Children:

- Do your best to be ready, respectful and safe.
- Know about our school rules and learning behaviours. Listen and ask questions to find out more. Adhere to the 5 step behaviour plan and complete restorative/ comic strip story work as required in order reflect and improve behaviour.
- Talk to a trusted adult at school if you are worried about yourself or someone else.

Parents:

- Work collaboratively with the school so children receive consistent messages about how to behave at home and at school
- Read and support this policy (available on the website and for new starters)
- Raise any concerns you have with your class teacher in the first instance

Governors:

- Set down the general guidelines on standards of discipline and behaviour
- Review the effectiveness of the behaviour policy
- Monitor the rate of suspensions and exclusions
- Ensure that the school policy is administered fairly and consistently.
- Support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Appendix 1: Learning Behaviours at Twineham

Twineham School Rules

I have the right to...	School rule:
Ready (Article 13)	<ul style="list-style-type: none">• Good listening• Always try my best
Respectful (Article 12)	<ul style="list-style-type: none">• Use kind words, hands and feet• Help each other
Safe (Article 27)	<ul style="list-style-type: none">• Keep the school tidy• Make good choices