Twin Oaks Primary School
BEHAVIOUR POLICY

The school where everyone is valued and all succeed.

Governing Body with Responsibility	Full Governing Body
Agreed by Governors on	5/10/26
Chair's Signature	Samantha Hoyer
Staff Member Responsible for Review	Headteacher
Date for Review	October 2027

Aims

This policy aims to:

- Create a culture of excellent behaviour for learning
- Ensure that everyone in the school community is treated fairly and shown respect
- To help children take control of their behaviour and the consequences of it
- To ensure that excellent behaviour is the minimum expectation for all

Our behaviour principles

Twin Oaks is committed to creating an environment where exemplary learning is at the heart of productive learning. We expect everyone to maintain high standards of personal conduct, to accept responsibility for their behaviour and encourage other to do the same. We commit to supporting those who find regulating their emotions more challenging and supporting them in a calm and safe environment.
We value a partnership approach with parents and carers as well as other agencies to support children to achieve their best socially, emotionally and academically.

Our school rules

Our school rules are linked to our values. At all times, our school community is expected to adhere to 4 key principles.

- We are Respectful
- We are Resilient
- We are Ambitious
- We are Honest

Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

Inclusion statement

The school community will ensure that ALL children irrespective of ability, ethnicity, age, gender (including those who identify as transgender and all differing sexual orientations), cultural and home background will have equal access to the breadth of this policy.
The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning difficulties and more able children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and all achievements will be celebrated.

A Positive Approach

Our approach to behaviour is a positive one. The children in our school community are

lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's actions. From time to time however, children who live in a community will not always agree and difficulties arise.
Our children will learn from experience to expect fair and consistently applied rewards and sanctions. Individual circumstances will be taken into account and consistent standards of praise and consequence will be applied.

Good to Be Green

The 'Good to be Green' scheme is an effective way of promoting positive behaviour in the classroom, rewarding those pupils who consistently behave appropriately, and a means of being able to track those pupils who find it harder to meet our behaviour principles.

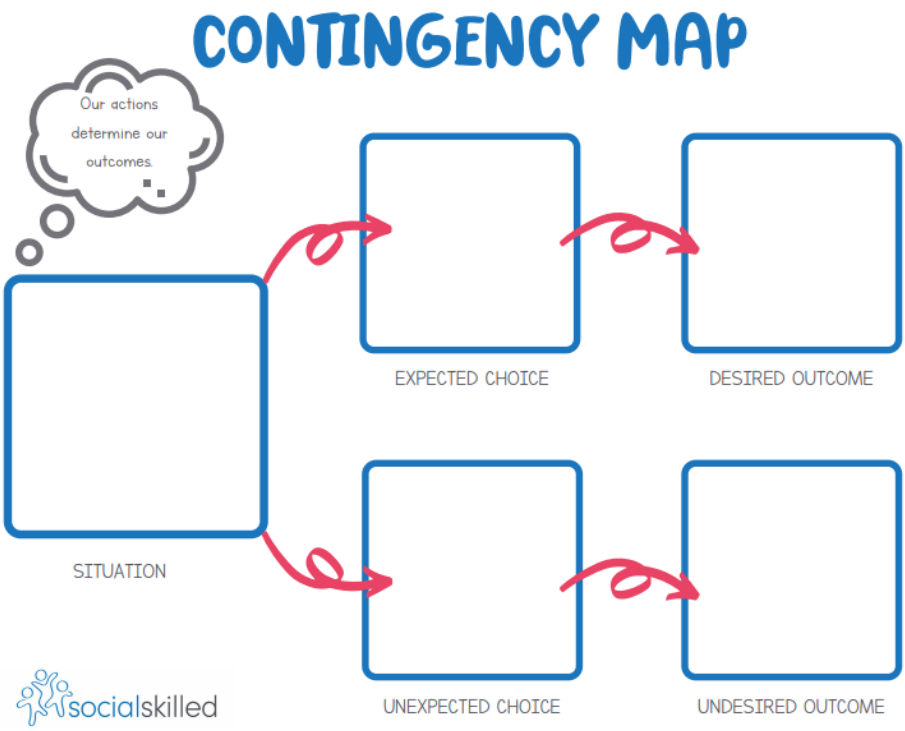
The scheme has child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times - 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a difficult day, they can start afresh the following day. Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart.

If a child breaks a rule they are given a specific verbal warning clearly stating what they have done wrong and making it clear what behaviour is expected. Ideally this is done in private, not in front of other learners. They then have the chance to change their behaviour. If they choose not to then they are asked to turn their card and a new coloured card is shown on top of the green card. Each card turn comes with an increasing level of consequence.

Class charts are kept out of sight of children. The school recognises that there may be a level of shame attached to a card turn and public displays of behaviour consequences may not be helpful. The teacher will make the judgement about who turns the card and when this happens. It is recognised that children need to understand that there are consequences for behaviours, but also that children need time to re regulate before this can take place.

- Green – first card
- White – warning. Adults will attempt to "replace" misdirected behaviour with simple, effective support if this is relevant. For example; if a young person is tapping their pencil on their desk or moving around the classroom they may be communicating the sensory seeking behaviours. Therefore, when given a "white card" adults will also consider providing a fiddle tool, wobble cushion or time in a low arousal sensory space.
- Amber – 5 minutes of playtime missed and discussion with an adult referring to previous good behaviour and setting out a clear model for the desired behaviour
- Red – completion of contingency map and shared refection with an adult. Initially the child will need time and space without additional verbal demand to regulate, before the reflective conversation begins. This time may be taken with a member of the class team, SLT or the learning mentor. Time spent completing a

contingency map to be made up in playtimes/lunchtimes so that learning is not missed.



Alternatives for pupils for whom the cards cause dysregulation

- Use of private tracking sheets or individual behaviour trackers rather than public cards.
- Adults will create supportive behaviours agreements (e.g. "If I struggle, I can take a 2-minute breathing break and then a check-in with my adult").
- Include pre-planned regulation support (sensory object, quiet corner) so the pupil can access calm before a sanction escalates.
- Have a clear and consistent use of rewards such as focussed Dojo points, certificates, and responsibilities.

In all cases pupils also get positive feedback after corrective conversations if they subsequently behave well.

All card turns are tracked and monitored so that patterns in behaviour can be identified and used to identify triggers and support positive behaviour choices.

Where there are consistent low-level concerns, parents will be invited into school to met with the class teacher with possible referrals to the SENDco ant relevant outside agencies for support.

Parents are informed if a child gets a red card and they take a copy of the contingency map home and a copy scanned into MyConcern.

If a child is receiving regular red cards, parents will be invited in to meet with the class

teacher and member of the senior leadership team to discuss possible barriers to learning and discuss way of supporting the child.

In some cases, a child may receive an internal exclusion, working for a period of time outside of their classroom either in another class, with a member of the senior leadership team or the learning mentor.

In all cases, the expectation will be that parents and staff work closely together to understand reasons for children's behaviours and to support them to be successful in the classroom. Where the school or the parents have concerns about possible additional needs, the SENDCO will be consulted and necessary referrals will be completed quickly.
If a child remains on green for ten days, the child is awarded a Good to be Green certificate The 10 days do NOT have to be consecutive.

Children who keep their card on green for the whole term are rewarded. Children who have kept their card green all year with receive a badge at the end of the year as well as that term's reward.

The card system is only used in the classroom. Sanctions in the playground are described later on in the policy. Rewards for consistent good behaviour at lunchtime are awarded in assembly by the senior midday meals supervisor.

Each class also has a system of rewarding positive behaviour with Class Dojos. Each child has an individual tally of dojos and school adults will reward pupils for positive behaviour choices. Children may receive individual rewards for dojo tallies as well as whole class rewards when a certain amount of dojos is reached. These rewards are decided by the children and the teacher and are regularly reviewed throughout the year.
Learners may have their individual behaviour monitored by teachers to show progress towards agreed targets. These target sheets are completed in collaboration with the child and their parents/carers.

Twin Oaks works in collaboration with the Outreach Inclusion service and children may be referred for additional support. These referrals are completed in collaboration with the child's parent or carer and the Outreach worker will work with the child and the school to support the learner to behave in a way that ensures their and their peer's academic success.

In extreme cases the school may suspend or exclude a child. This is a final resort and we always seek to work with the learners and their parents to support and develop appropriate behaviour before this stage is reached. Please see our exclusion policy for more details.

In the playground

Children are expected to follow the rules of Respect, Resilience, Ambition and Honesty. Rewards are given to children who display behaviour over and above expectations in the form of praise, certificates and communications with parents.

In the playground the school may use one or more of the following sanctions

- Time out away from the games
- Playtime at an alternative time to their class or peer group
- Referring the pupil to the senior meals supervisor
- Referring the pupil to a senior member of staff

The school may also use

- Letters and phone calls home
- An agreement of a behaviour contract

All instances of high-level behaviours mill be recorded on MyConcern by the adult dealing with the incident.

Regular play assemblies are held where specific playground rules are discussed and agreed on. When new pieces of playground equipment are introduced, these are discussed with the children and rules are agreed and then displayed on for all to see.

All staff will

- Refer expectations clearly to the school rules; be respectful, resilient, ambitious and honest,
- Model behaviours and build relationships with pupils
- Praise the behaviour that we want to see in classrooms and around the school
- Allow learners 'take up time' to make changes
- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and give take up time when going through sanctions
- Engage in reflective dialogue with learners
- Work in collaboration with parents and carers

Senior Leaders will

- Be visible at the gates at the beginning of the day to meet and greet learners
- Be a visible presence around the school
- Support class teachers in managing learners with more complex or entrenched negative behaviours
- Work with outside agencies to procure support for learners when this is needed

Parents will

- Support their child in adhering to the school's rules or respect, resilience, ambition and honesty
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings arranged by senior leaders or the headteacher to discuss their child's behaviour

Pupils will

Follow the schools 4 values at all times which constitute the 4 school rules

- We are Respectful
- We are Resilient
- We are Ambitious
- We are Honest

Recognition and rewards for effort

We recognise and reward learners who go over and above our standards. These include personalised certificates in assemblies with publication in the newsletter, use of Dojos in classes, class reward systems such as marbles in a jar or additional responsibilities around school. We also recognise that a quiet word of personal praise can be as effective as a larger, more public reward.

Extreme Misbehaviour

All members of school staff have a legal power to use reasonable force.
Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible
- 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.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Staff have a legal duty to record and report all:

- Significant incidents involving force

- Restraint incidents

These incidents will be recorded in a bound book and reported to parents. Incidents are reported at full governing body meetings.

Searching a pupil

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

• knives and weapons
• alcohol
• illegal drugs
• stolen items
• vapes, tobacco and cigarette papers
• fireworks
• pornographic images
• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

If a 'prohibited item' is found on a child, this will be confiscated and returned to the child's parent or the police as appropriate.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above).

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Parents will be informed of any searches that have taken place and the result of them. Incidents will be recorded on MyConcern.

Mobile Phones

Our school is a phone free zone. Children are discouraged from bringing in phones and may only do so in Years 5 and 6 if they are walking to school or home alone. Any child who brings a phone to school must hand it in to the class teacher at the start of the day. Phones will be returned to children as they leave school. Any phones that are not handed in will be confiscated and held in the school office until collected by a parent or carer. School trips and residentials are also phone free for pupils. Trip Leaders will have mobile phones for communication with school and in case of an emergency.

If a child needs their phone for medical reasons this will be agreed with the headteacher and a written protocol will be put in place.

Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be accessed on the school website.

Roles and responsibilities

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the written statement of behaviour principles

The headteacher will

- Ensure that the school environment encourages positive behaviour and that staff deal effectively with misbehaviour.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Report to/meet with parents/carers as necessary
- Investigate and keep records of all reported incidents of extreme misbehaviour.
- Report to Governors on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Sanctions for sexual harassment and violence may include:

- Phone calls/letters home
- Meetings with parents
- Loss of playtime
- Loss of privileges

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

School Visits

The expected standard of behaviour is the same on school visits as it is in school. In the event of any incidents of misbehaviour while on a school trip, the trip leader will immediately contact the headteacher for advice. This may result in the pupil being collected from the trip and brought back to school.

Online Behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher can discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school can discipline the pupil in accordance with this policy.

Sanctions may include:

- Time out of class in another class or with a senior member of staff
- Phone calls or letters to parents
- Loss of privileges or free time

In all cases responses will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specificneeds.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings with receiving schools. To ensure that the right levels of support are put in place in a pupils' new school, details of successful strategies in place to support pupil behaviour and relevant details will be passed onto receiving schools.

Staff Training

Our staff are provided with regular training on managing behaviour. -Supporting pupils with behaviour forms part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Body every year

Links with other policies and documents

This behaviour policy is linked to the following policies and documents:

- Anti-Bullying Policy
- Exclusion Policy
- Safeguarding policy