



## **Tweed Community Expectations**

## **Behaviour Policy**

**2025-26**

## Document monitoring and evaluation

This policy has been officially adopted by the Governing Body.

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Initially adopted	Sept 2025	Adopted by Governing Bodies

Approval & Authorisation			
	Name	Job title	Date
Approved by	Gary Hilton	Head Teacher	Sept 2025
Approved by		Governing Body	Sept 2025
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# Behaviour Policy



Tweed **Learning**

— FEDERATION —

## Aims

The Tweed Specialist School aims to provide an environment in which its community of pupils and staff:

- understand the importance of self-discipline and self-respect
- understand the basic virtues of honesty, fairness and politeness
- show concern for others and have regard for their safety and well-being
- show respect for the physical fabric of the school and wider community

The aim of the Tweed Learning Federation is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure through personalised approaches which recognises that every child has individual needs and their behaviour is best supported when staff respond to their need's with a flexible and personalised approach.

## Objectives of the Behaviour Policy

Our Tweed Community Expectations ensure that everyone has our objectives in mind and works to create an environment that:

- has a positive ethos in and around school with high quality relationships between pupils and adults.
- has an understood framework of general routines and individual boundaries.
- fosters partnership/working relationship between parents/carers to ensure that the school's expectations are reinforced and supported at home.
- promotes a positive, caring and supportive whole school ethos based on our core Christian values (endurance, justice, service, compassion, friendship) which values and fosters the contributions of all
- develops self-esteem and self-discipline.
- promotes understanding of and respect for others and a regard for their safety and well-being.
- provides a consistent approach by all adults working in school.
- helps children develop a clear and acceptable view of what is right and wrong.
- encourages positive inter-agency links with the local authority, social and health services in cases where a pupil's behaviour at school indicates other issues.
- promotes firm action against all forms of bullying.
- handles misbehaviour quickly using a range of positive strategies, dealing with the children in a consistently fair, firm and caring way.
- staff have appropriate training in positive behaviour management and de-escalation strategies.
- ensures restraint is only ever used if a pupil is at risk of harm or of harming

another.

## Rationale

The Tweed Learning Federation expects the highest standards of behaviour possible within each child's capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-discipline through the integration of personal, social, moral and health education into the school curriculum.

We will help children achieve this by providing clear and consistent boundaries and guidelines for them, demonstrated through the daily actions of adults and peers. The school also recognizes the vital role parents/carers play in developing a child's behaviour, therefore it is an expectation of the school that parents work in partnership with staff both to intervene when appropriate, but more importantly to help role model positive behaviour in their normal daily actions.

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Staff at the Tweed Specialist School have completed the *Safety Intervention Training* programme.

## Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010
- SEND Code of Practice 2014

This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools' DfE
- DfE (2019) 'Working Together to Safeguard Children'
- DfE (2020) 'Keeping children safe in education'
- DfE Reducing the need for restraint & restrictive physical interventions (2019)

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child Protection & Safeguarding Policy
- Code of Conduct Policy

## Policy Guidelines

The behaviour and discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

In planning, delivering and evaluating the bespoke curriculum offer and pathways at the Tweed Specialist School we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

To provide a level of consistency and understanding for behaviour, the school has adopted a set of behaviour rules designed by staff and children to support and nurture positive behaviour outcomes both inside and outside of the classroom based on and to support British Values.

Class rules for positive outcomes:

1. We will care, respect and try to understand each other.
2. We all are all listened to in our school.
3. We will work together to achieve our best.

These rules are displayed in each classroom to support adults and children in developing the behaviour we strive for at Tweed Specialist School.

## Adults in school

All staff will:

- reinforce positive values throughout the curriculum, through delivery of Personal, Social and Health Education, British Values, Social, Moral, Spiritual and Cultural Development and Religious Education
- be responsible for the conduct of children anywhere on the school premises and while supervising them out of school.
- have a responsibility to foster self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust.
- give children increasing opportunities for responsibility within class and school.
- recognise and praise good behaviour.
- set high expectations of behaviour which are explained to the children.
- present a consistent approach which make expectations clear.
- listen to the children; encourage them to reflect upon their actions and possible alternatives.
- provide children with positive role models.
- establish and reinforce clear and consistent boundaries.
- provide a stimulating school environment, an appropriate curriculum and suitable playground activities.

## Working with parents and carers

The school has an 'open door' policy for parents with any behaviour concerns in relation to their children, as we believe the relationship between school and home is vital in supporting the development of a child's behaviour and preparing them to be a positive citizen in the future. With this in mind the school's expectations for working with parents/carers are as follows:

- Positive home / school liaison and good community links will be promoted.
- Parents will be informed of good as well as inappropriate behaviour.

- Parents will be involved at an early stage of particular difficulties with individual pupils.
- Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.
- We aim to involve parents in decisions to negate negative behaviour and work with school in developing appropriate and consistent guidelines.

## Strategies to Promote Positive Behaviour

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline.

Consequently, positive and desired behaviour arises from good relationships and from setting high expectations of positive and desired behaviour across the school.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Rewards may include:

- Formal and informal praise to an individual
- Celebrating praise of an individual with the whole class
- Sharing good behaviour with class, other staff members or parents (via appropriate communication)
- Achievement certificates
- bespoke cass reward systems

## Sanctions and Consequences

We recognise that all behaviour is a form of communication. While dealing with any incidents of challenging behaviour, staff should follow these three over-riding principles, incorporating the values and ethos of the Tweed Learning Federation and Safety Intervention Training principles:

**Calm, consistent adult behaviour** – children should be dealt with calmly and directly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a reward or sanction that is reasonable and proportionate to the behaviour. Sanctions will generally have two steps.

1. The first step is to stop the misbehaviour by interrupting.
2. The second step is to redirect by providing an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

**Fresh Start and Restorative Approaches** – although persistent or serious misbehaviour will be recorded and monitored, every child must feel that every day is a fresh start as is every lesson.

It is imperative that any consequence is applied fairly and the reasoning fully explained. If the class/school rules are broken the following procedure will be followed:

## Guidance to staff, parents and pupils about the use of Physical Intervention

The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of pupils, and to do everything reasonable that is in their power to protect the child from harm, from harming others or from causing serious damage to property.

In exceptional circumstances, the carrying out of this responsibility may conceivably involve the use of reasonable force, in accordance with the school's policy, to physically control or support a pupil whose behaviour lies well beyond the usual boundaries of self-control.

### Physical Intervention

In certain and specific rare situations, members of staff will be permitted to use physical intervention where they deem it to be appropriate. This also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

Where physical intervention is required, the school will abide to the following guidance:

- The purpose will always be to reduce the level of risk and maintain safety for all parties.
- It will be the least restrictive and for the least amount of time necessary to manage the risk presented.
- It will be reasonable and proportionate to the level of risk, taking into consideration the individual pupil's circumstances, including medical needs.
- Initial interventions will always focus on *Safety Intervention Training* verbal de-escalation techniques.

For further information please see the Physical Intervention Policy.

### Managing serious behaviour

Bullying, harassment and racist behaviour of any kind are totally unacceptable. All adults in school must be alert to signs of bullying, harassment and racist behaviour and act promptly and firmly against them.

We will encourage children to tell staff about the cases of bullying, harassment and racist behaviour of which they are aware. This will include physical, verbal and social actions. Children must be made aware that staff will always follow up any incident that causes distress. (see Anti-bullying policy)

Staff will record all racist incidents, including the date, the names of the perpetrator and the victim, the nature of the incident and the action taken in response. The record should be passed to the Head teacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. Governing Bodies will inform the Local Authority of racist incidents as and when they occur. The parents of the children involved will be notified.

Where a child's behaviour at school indicates serious problems, support services (e.g. CYPS etc) will be contacted and liaison between all parties will be maintained through an Early Help Assessment (EHA).

Individualised behaviour plans are live documents and are implemented and monitored regularly in discussion with parents, staff and professionals (see Appendix).

## Recording behaviour and incidents

All information relating to incidents are recorded centrally using the schools CPOMs system, which enables a fully secure record of behaviour incidents and the subsequent actions.

Governors are provided with termly anonymous updates of incidents to ensure the school's approach to behaviour meets the ever-changing needs of the children.

We aim to provide consistent boundaries of acceptable behaviour. These boundaries are outlined below:

- Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as the sanction is concerned.
- Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking the rules will lead to sanctions. Normal sanctions will include a verbal reprimand and a reminder of expected behaviour, loss of free time, moving to sit alone, time in a paired class, letter of apology or loss of responsibility.
- Parents will be involved at the earliest possible stage if problems are persistent or recurring. A home/school diary may be used to monitor behaviour.
- Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is dealt with severely and must be referred to the Head teacher. Any such behaviour incident must be logged in the school behaviour record, (CPOMs).

## Roles

### Role of Parents/Carers

Parents and carers have an important role to play in their children's education and are invited to work together with the school. We are very eager to promote the importance of having strong links with parents and good communication between home and school. Therefore we seek to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action. If parents have any concerns about their children, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors.

See Tweed Community Expectations - Parent & Carer Agreement for more information.

### Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable and may pose a risk to themselves and others.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of positive and negative behaviour at lunchtime.

#### Role of the Class Teacher and Teaching Staff

The Tweed Learning Federation understands that good classroom organisation is imperative to promoting positive behaviour and that the provision of a high-quality curriculum through interesting and bespoke activities influences behaviour.

Teachers and teaching staff at Tweed Learning Federation are positive, enthusiastic and have equally high expectations of both learning and behaviour. All staff foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere by acting calmly and consistently.

It is the responsibility of all staff to ensure that the Class Rules are upheld in their class, and that their class behaves in a responsible manner during lesson time and beyond.

#### Role of the Governors

The governing body has the responsibility of ensuring general guidelines on standards of discipline and behaviour are set across both schools, and of reviewing their effectiveness. The governors support the Headteacher in implementing and adhering to these guidelines.

#### Role of the Headteacher

It is the responsibility of the Headteacher (under the School Standards and Framework Act 1998) to implement the school behaviour policy consistently throughout, 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 has the responsibility for giving fixed-term exclusions to individual children for serious acts of challenging behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

#### Appendix 1

This policy has used language and guidance from Northumberland County Council's model policy (June 2016) on the use of force to control or restrain pupils. The Tweed Specialist School will review this policy at least every two years by monitoring,

evaluating and assessing the effectiveness of our practice in liaison with governors or external support services if necessary.

This behaviour policy works in conjunction with the Tweed Learning Federation Behaviour Policy and the Physical Intervention Policy. Please see the website for copies of both policies or requests for physical copies can be made at the school office.