West Twyford
Primary School

Behaviour Policy

Last reviewed on:	Autumn 2026
Next review due by:	Autumn 2027
Approved by:	FGB

West Twyford School Vision

Our vision is for children to enjoy learning, develop effective learning skills and become life-long learners. We strive for excellence in all we do and aim for high academic standards. We support children to be respectful, polite and kind, and give them the tools to have positive mental health and well-being. We want all children to take pride in belonging to our diverse community, and we celebrate our differences while fostering a learning community. We are an inclusive school that supports all children to flourish.

To achieve our school vision, we promote high standards of behaviour across the school. This is essential for a number of key reasons: learning time is maximised, which supports pupils to achieve their academic potential, there is a pleasant atmosphere and children are safe. Stress levels are reduced for everyone, and strong relationships built on mutual respect, can prosper. In addition, we think it important that children learn the self-discipline that comes with good behaviour and a positive and respect for authority is an important life skill.

West Twyford supports staff and pupils to develop positive relationships, establish and maintain high standards of behaviour for every child, and we model the behaviours we seek. The aim of our behaviour policy and the systems and strategies used is to support children to learn good behaviour. All members of the school community have responsibility for creating and maintaining an environment which models appropriate and positive behaviours, allows all children to flourish and which does not tolerate bullying, intimidation or physical threats and where pupils are educated about and protected from exposure to radicalisation and extremist narratives.

Our high expectations are encapsulated in our three school rules which are:

- **READY** - We are ready to listen, learn and respond. We pay attention and follow instructions
- **RESPECTFUL** - We are kind in our words and actions. We treat everyone the way we would like to be treated.
- **SAFE** – We follow instructions, move sensibly around school, use equipment safely, and protect others and our environment

These rules are displayed in each classroom and around the school and all children are expected to adhere to these rules both within their classroom and around the school.

All our members of staff are expected to help all the children in the school to maintain these rules in the classroom and around the school regardless of whether they are members of their class or not. Members of staff also model these rules, through the way they conduct themselves.

Our children's good behaviour is consistently encouraged and reinforced with praise and reward using a variety of strategies. All staff are trained and experienced in behaviour management, and we also access additional support from outside agencies when required.

As well as rewarding good behaviour, we explicitly teach good behaviour and manners through assemblies, workshops, the PSHE curriculum and day-today experience for children in school.

The Role of Leadership and Management

The Headteacher is responsible for implementing the school's behaviour policy and ensuring that it is in accordance with the principles of the governors. All leaders model and support the implementation of the school behaviour policy. Leaders monitor behaviour and use this information to find effective strategies to support it. Leaders also actively engage with supporting staff to manage behaviour and support in significant breaches of the school rules.

Whole School Strategies Encouraging and Rewarding Positive Behaviour

- **West Twyford Behaviour Award** - one child from each class is chosen weekly who displays the type of learning behaviour that we expect. These children receive a certificate during Friday's assembly.

- **House Points** - there are four houses: Courage, Aspiration, Respect and Endeavour. Every child in the school belongs to a house; siblings are placed in the same house as each other. House points are awarded to pupils for good behaviour, work, effort, kindness etc. Only 1 house point is awarded at a time. Classes use the interactive class dojo application where the teacher awards points accordingly. These are all added onto a whole school house points spreadsheet at the end of each week. At the end of term, the winning house has a special reward.

- **Lunchtime Behaviour Award** – each lunchtime, classes are supervised by lunch time staff who focus on identifying positive behaviour during lunchtime. This includes, lining up, eating sensibly, and positive play. Each week, the lunch time staff select one class to receive the lunchtime trophy which is announced in Friday's assembly. This is kept in the classroom until the following Friday.

- **Green Time** – West Twyford uses the 'Good to be Green' behaviour system. Children who have remained on green throughout the week recieve 20 minutes at the end of Friday. Children who have had a red card lose 5 mins for 1, 10 minutes for 2 and all the time for 3 or more.

Children may show good work to the Phase Leader, Deputy Head or Head Teacher to receive praise, a house point and/or a sticker.

House Captains are elected from Year 6. House points go towards the competition to win the house cup at the end of each term and towards the final overall winning house at the end of the academic year. During Friday's assembly, the current house point totals are read out by two House Captains and the winning house are congratulated with a round of applause. The house cup is presented to the winning house at the end of each term and the overall winning house at the end of the academic year. The winners at the end of each term will receive a special reward. There is a separate house cup for Sports Day and the children compete in their houses for this cup. These cups are displayed in the trophy cabinet in the foyer.

Staff at West Twyford use a range of approaches and strategies to effectively support and encourage positive behaviour. See Appendix 2 for examples of strategies adults may use, where appropriate. This is not an exhaustive list and not all strategies will be used with every child

Rewards For Attendance

Certificates are awarded weekly for any class with 95% attendance or above (this is the whole school target). These certificates are displayed in the classroom. Each week the class with the lowest number of lates receives the punctuality cup, which they then keep for the week.

At the end of each academic term, children with 100% attendance and punctuality receive a sticker given in the end of term assembly, which they then wear home, and receive a round of applause. Those children who have gained 100% attendance for the whole year, will receive a medal.

Procedures For Supporting Positive Behaviour

In cases of children breaking the school rules, we have procedures for helping those children to manage their behaviour. It is important that these procedures are followed carefully and recorded accurately in order that a record of individual pupil's behaviour can be measured and modified.

Good to be Green - each class displays a 'Good to be Green' chart which staff have received training on how to use. A document outlining the behaviour system is given to supply teachers on arrival. All children begin the day on a green card which is displayed on the chart by their name. If a child breaks a school rule, the teacher will follow a clear, visual system of warnings and consequences.

Green	Praise for good behaviour House points	Teaching staff
	Clear verbal warning given	
Purple	'Stop & think' card - this card is placed on the chart by that child's name and they are required to spend 2 minutes in the class reflection zone. This is an opportunity for the pupil to consider their actions and how to change them.	Teaching staff
Yellow	After reflection, if the behaviour persists, children will receive a final warning card (yellow) which is placed on the chart behind their name.	Teaching staff
Red	If there is no improvement in behaviour, children will receive a consequence card will receive time out in a different classroom and miss a portion of their breaktime. Red consequence cards are recorded on the teacher's record sheet.	Teacher Phase leader

At each stage, if the child's behaviour improves, they can return to a green card. After a consequence has been given, children should also return to green, as long as their behaviour improves. If the behaviour continues then they are referred to the phase leader. In the case of significant breaches of the behaviour policy these are referred directly to SLT and dealt with in line with the behaviour policy- see appendix 1 for examples of behaviours for immediate referral)

Children who have reached the red card stage are recorded by teachers. Other cards do need to be recorded. This is supported by the use of red cards placed behind the children's names. This must be completed every week and teachers will need to be aware of the number of reds for individuals as the number of red cards issued triggers additional consequences:

3 red cards- referral to phase leader
3 additional red cards second referral to phase leader
At the 7th red card referred to SLT for detention.

Lunchtime
Behaviour is managed at lunchtime by the lunchtime team of SMSAs. The school rules apply to all areas of the school and at all times of the day. SMSAs use time out as the first sanction for children not following the rules. In the case of serious breaches these are reported to the lead lunchtime supervisor who reports them to SLT.

Early Years Foundation Stage
The EYFS follow the school rules and support children too understand and manage rule following behaviours and understanding of choices and consequences. The Good to be Green system is introduced in this phase.

Children with SEND
Good behaviour is essential for all children and this includes children with identified SEND and we support them appropriately to develop this. We recognise that children with additional needs may find it harder to follow the behaviour policy and that regular sanctions and strategies may not be effective for these children. In this case we make reasonable adjustments to meet the needs of individual children and to support them in developing appropriate behaviour.

We maintain appropriate expectations of good behaviour and the behaviour policy applies to all children including those with identified SEND. These children will receive appropriate sanctions determined by the school and in very serious incidents (as listed in Appendix 1) we may consider suspension and/ or exclusion as appropriate sanctions.

Vulnerable Children
We recognise that vulnerable children can have particular difficulties with meeting expectations of behaviour in school. We support individual children in developing appropriate behaviour through reasonable adjustments while maintaining our expectation of positive behaviour.

Mental Health support
Positive mental health supports good behaviour and we support this through a variety of strategies including: classroom talk box for child to record any concerns, staff trained in supporting mental health (ELSA and school mental health lead), weekly PHSE lessons and the support of our trained counsellor (SPACE service).

Mobile Phones
Children in years 5 and 6 with parental permission are able to travel to and from school without adult supervision. In these cases, children can carry a mobile phone with them, with parental permission, for their safety. We recommend that these phones are not smartphones and children use 'brick'

phones. If children bring a mobile phone to school, it must be switched off before entering the school gates. Mobile phones are placed into a labelled, plastic zip bag and collected into a box, which is then stored in the staff room for the duration of the school day. At the end of the day, an adult collects and hands out mobile phones to the children. Children must not switch their mobile phone on until they have left the school grounds. No mobile phones are permitted to be turned on or used on site.

Behaviour off site
In line with Department for Education guidance the behaviour policy may be applied for breaches of the policy outside school. This is at the headteacher's discretion and is not common practice. However, in certain serious circumstances sanctions may be applied. This includes poor behaviour outside school and examples of inappropriate use of online resources such as cyber bullying. Each case is taken independently and with careful consideration. For this reason, it does not appear in the appendix 1. In these cases, referral to agencies such as the Police may be more appropriate.

Banned Items
The following items are banned from the school site.

- Any form of weapon, such as knives
- Illegal substances, such as drugs
- Alcohol
- Tobacco or tobacco products such as vapes
- Pornographic material
- Stolen property
- Fireworks or flammable items
- Large quantities of money
- Any other item likely to cause either injury or commit an offence

In the case that school believes anyone to be carrying such an item, they may be subject to a bag search. This will be carried out only at the direction of the Headteacher.

Dealing with dangerous breaches of the school rules
In the case that a child is behaving in a way that is dangerous to themselves or to others, school staff will intervene as quickly as possible in order to de-escalate and calm the situation. Key staff such as the SENDCo and senior leaders will be alerted as quickly as possible. However, in the case that a child poses an immediate risk of harm to self or others all members of staff are able to intervene to avoid injury or harm in line with Department for Education guidance.

Safeguarding Concerns
Serious incidents or incidents which indicate a cause for concern are recorded on CPOMS and followed up by the school's DSL.

Breaking school rules and poor work habits are dealt with by order of severity according to the school's agreed procedures and sanctions. See Appendix 1 for details.

APPENDIX 1

<table>
<tr><th colspan="3">PROCEDURES AND SANCTIONS FOR UNACCEPTABLE BEHAVIOUR</th></tr>
<tr><th>Who?</th><th>What?</th><th>How?</th></tr>
<tr><td>Teacher administers

Record on class log if consequence is given.</td><td>- Low level disruption (e.g. fiddling with equipment, whispering)
- Not following instructions
- Calling out
- Low level rudeness to pupils
- Poor work habits
- Bad language (derogatory remarks that are not swear words)
- Disrespect to adults
- Pushing & low-level aggression</td><td>• Time out in year partner’s classroom (5 minutes)
• Teacher may speak to parent informally at dismissal</td></tr>
<tr><td colspan="3">Refer to Phase Leader after every 3 consequences.
OR
If the behaviour continues after teacher administered consequence.</td></tr>
<tr><td>Phase Leader Administers

NB if phase leaders not on site, refer to SLT</td><td></td><td>• Discussion/ reflection with phase leader
• Loss of some playtime (amount determined by phase lead considering age, and needs of the child. Must not be the whole playtime)
• Time out in phase leader’s class</td></tr>
<tr><td colspan="3">Following 2 referrals to Phase Leader, the Phase Leader will refer the child to SLT.
Teachers should immediately refer to SLT member for the following:</td></tr>
<tr><td>SLT Administers</td><td>- Stealing
- Bullying
- Swearing
- Racist & religious intolerance
- Misogyny
- Hurting others
- Throwing furniture
- Dangerous behaviour
-
SLT records on the behaviour log and logs for other categories: HSB, Racism, Homophobia, Bullying and Cyber Bullying</td><td>• Detention supervised by SLT member of duty
• Loss of lunchtime
• Temporary withdrawal from lesson (with work)
• Weekly (or longer) report
• Discussion with parents</td></tr>
<tr><td colspan="3">Referral to Headteacher</td></tr>
</table>

Headteacher administers	**Suspension/ Permanent Exclusion will be considered for very significant breaches of school rules. These include:** - Swearing/rudeness to staff member - Bringing or using weapons on the school site - Bringing illegal substances into school - Causing significantly harm to others - Spitting at others - Serious theft or damage to school property - Harmful sexual behaviour - Racist, homophobic or religious intolerant behaviour - Inappropriate use of media/ technology - Dangerous or unsafe behaviour

APPENDIX 2

Possible strategies for promoting good behaviour:

- Follow house points reward system
- Enforce rules and routines of class and school
- Year group assemblies
- PSHE lessons
- Following IEPs and advice from reports for pupils with additional needs
- Visual timetable on board
- Carefully planned seating arrangements
- Consider whether the child can access their learning appropriately
- Ensure consistency in using school systems
- Have high expectations for all
- Regular and consistent verbal praise

Strategies for dealing with misbehaviour:

- Follow ‘Good to be Green’ system consistently
- Follow through with consequences and ‘pick up your own tab’
- Highlight positive behaviour and improvements after you have given warnings
- Do not reprimand publicly in front of class, take children to one side to discuss behaviour
- Ensure you have a full picture and are e.g., reprimanding the correct child
- Move child quietly without drawing attention to it
- Identify good examples in other pupils and draw attention to that
- Tell them you like them but not their behaviour
- In some cases, individual children may require an additional strategy such as a target sheet or tracking system. These can be decided at the discretion of the teacher and Phase Leader