Tweeddale Primary School

Parent Handbook

Our Approach to Behaviour

Tweeddale Primary School

Aspire and achieve

Vision and Values

A Culture of Belonging

At Tweeddale Primary School, the most important thing to us – above all else – is that every child feels a deep sense of belonging. When children feel seen, heard, and accepted for who they are, they begin to thrive—academically, emotionally and socially. We work hard to ensure that every pupil knows they matter, that their voice is valued and that they are an essential part of our school family.

We believe that learning happens best when children feel safe, happy and inspired. That's why we place relationships and wellbeing at the centre of everything we do. We aim to nurture confident, compassionate individuals who are ready to take on the world.

Our Vision

Everything we do is rooted in The Tweeddale Promise:
In partnership with you, we inspire limitless potential to Achieve through our ASPIRE values.

We believe that the journey of learning and growing is one we must take together—with our families, staff and wider community. When home life and school life work in harmony, we can support every aspect of a child's development, helping them flourish into confident, kind and capable young people.

Our Values

Statement of Values	Associated Behaviours
A **Ambitious children who want to achieve**	We set high goals and standards for ourselves. We take pride in our learning, progress and achievements. We set our own challenges for ourselves. We make the most of the opportunities learning gives us. We have high hopes for the future. We enjoy challenging activities.
S **Safe children who demonstrate self-control**	We use Zones of Regulation to manage our emotions. We keep ourselves safe online, both in and out of school. We respect each other's boundaries and personal space, by keeping hands and feet to ourselves. We walk around school quietly and calmly. We tell an adult if anything upsets, worries or scares us. We react sensibly if things don't go our way.
P **Positive children who persevere**	We put 100% effort into all work and do not give up. We try to work independently. We ask an adult for help and support with work if needed. We have a growth mindset. We are willing to make mistakes and learn from them. We value small steps of progress. We use all available resources to help us learn.
I **An inclusive school that will inspire everybody**	We celebrate everybody's faiths, traditions and beliefs. We support each other in good times and bad. We celebrate everybody's progress and achievements. We make sure that everybody has the same access to learning and education. We listen to each other's ideas and help each other. We offer praise, support and compliments. We welcome visitors and people who are new to our school.
R **Respectful children who will become responsible adults**	We use good manners in our words and body language. We are good ambassadors for Tweeddale both in and outside of school. We behave appropriately for all members of staff, not just our usual class teacher. We will take care of our classroom and school grounds. We model the behaviour we would expect of others. We look after our own property and that of others. We will listen carefully to instructions and constructive feedback.
E **Enthusiastic children who are always engaged**	We are eager to learn new things. We ask interesting and relevant questions. We come to school every day we can and arrive on time. We answer questions in class. We are curious about the wider world around us. We enjoy extra-curricular activities, clubs, teams and trips. We smile!

Our School Rules

Be Ready

Be Respectful

Be Safe

Tweeddale Primary School

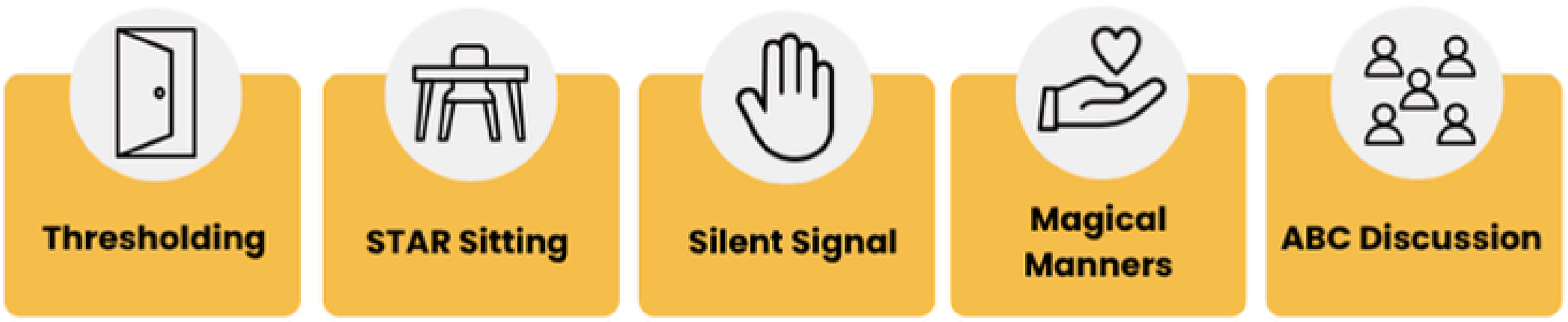
Aspire and achieve

Being Ready, Respectful and Safe

To help our children feel safe and secure in school, and to give them practical support in how they can Be ready, Be Respectful and Be Safe, we actively teach them our Core Ten Behaviour Routines . For each routine, we spend time breaking down and teaching these routines to our children (just as we do for elements of maths or reading). Each routine will develop with age (for example how four years olds manage FAB walking is different from what it might look like for six year olds!), but our expectations are always high. Most importantly, we want to make sure our children know WHY each of these routines is important so that we can create a HIVE THAT THRIVES!

In some cases, for example where a child has a Behaviour Support Plan or an EHCP, we will make reasonable adjustments to the routines, in the same way we would do for maths or reading.

Our Core Ten Behaviour Routines



Celebrating Positive Behaviour

We love highlighting and celebrating when children make brilliant choices or go "over and above". Rewards and Recognition across the school include:



Star of the Week



Praise Postcards



End of Term Trophies



Hot Chocolate with the House Captains



Extra Playtime



Taking Home Mr Bee



Sharing Success with Senior Leaders



Headteacher's Tea Party

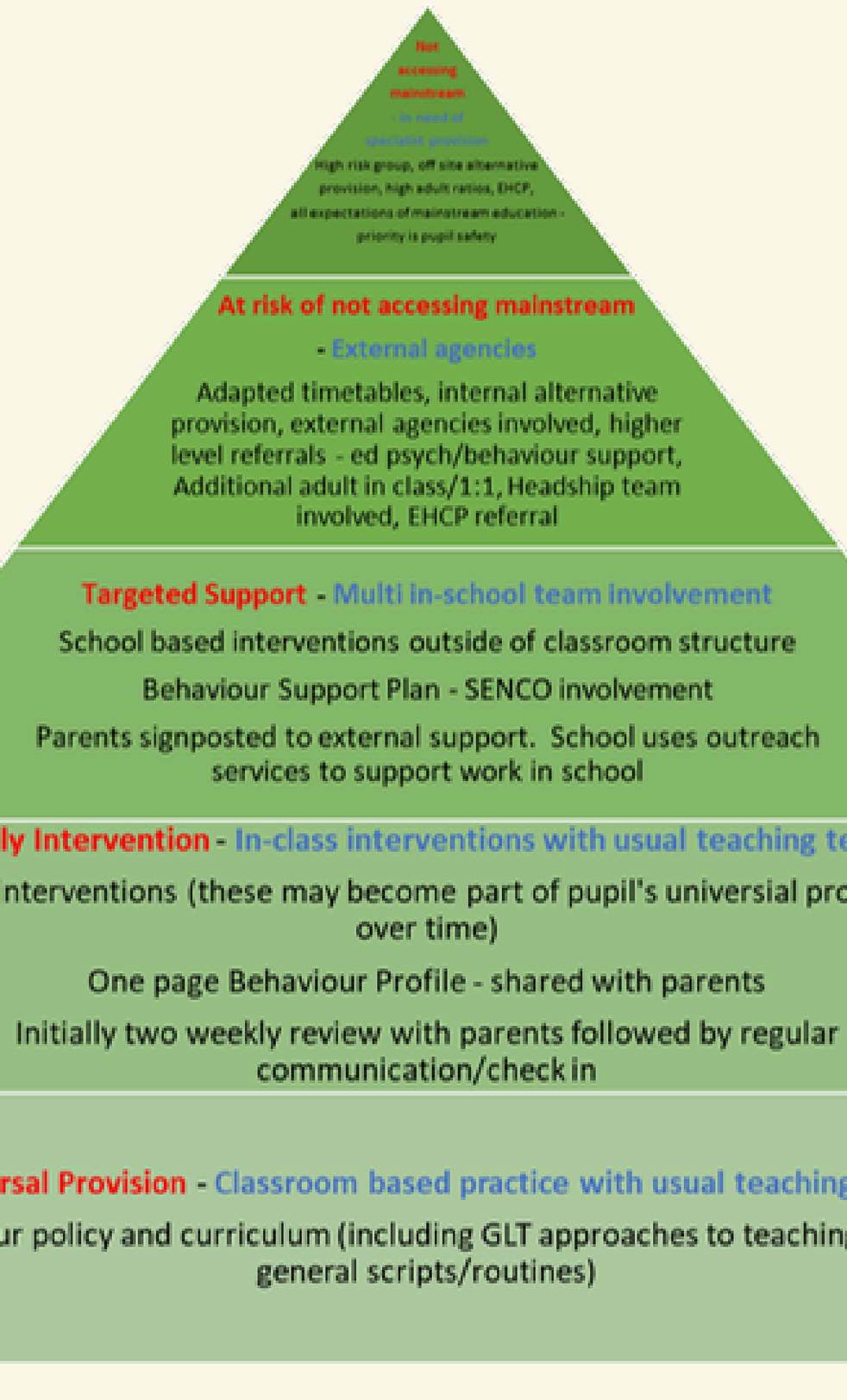


Reader of the Week



Stickers

Our Graduated Approach to Supporting and Challenging Behaviour



Tailored Support: Graduated Approach

We recognise that some children need extra help to manage their feelings or focus. We use a 5-Stage Graduated Approach to match support to every child's needs:

Stage 1 (Universal): Class-based support, clear routines, and rewards for all pupils.

Stage 2 (Early Intervention): If initial needs show, staff write a personalised Behaviour Profile (outlining what the child likes, finds tricky and agreed adjustments) in partnership with parents.

Stage 3 (Targeted Support): Formal Behaviour Support Plans (BSP) created alongside our SENCO and Child & Family Team. Strategies might include visual timetables, safe spaces, movement breaks, ELSA (Emotional Literacy) or mentoring.

Stages 4 & 5 (Focused & Intensive Support): Coordinated work with external specialists and Sutton local authority services for pupils requiring specialised educational or alternative provision arrangements.

How We Support Choices & Correct Behaviour

When children make mistakes or become dysregulated, our priority is to help them reset quickly and restore relationships. We follow a stepped, calm approach which is clearly shared with all our children. We will always aim to give a quick ‘Prompt’ first, either a non-verbal nudge or a positive verbal reminder.

Step 1: Reminder
A gentle conversation reminding the child of the school rules (Ready, Respectful, Safe) and reminding them of a past success to build confidence.

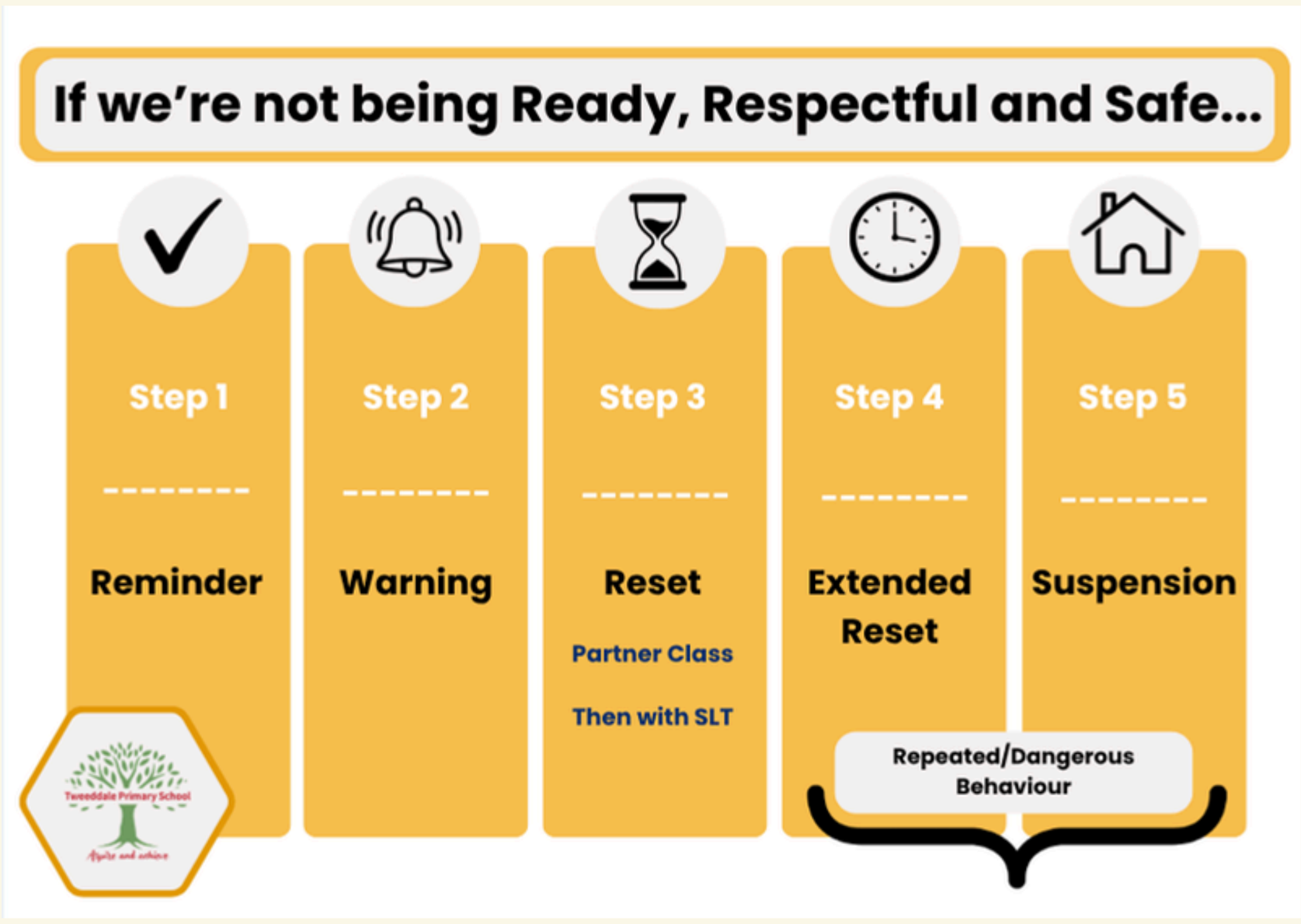
Step 2: Warning
A clear, private warning letting the child know they need to turn their choice around, offered with encouragement ("I know you've got this!").

Step 3: Reset (Time in Partner Class)
If disruption continues, the child takes a short break with a sand timer and their work to a paired class.

EYFS to Year 2: 5-minute Reset.
Years 3 to 6: 10-minute Reset.
After returning, and at an appropriate time, the teacher holds a brief Restorative Conversation with the pupil to discuss what happened, how it affected others and how to move forward together.

Step 4: Senior Leadership (SLT) Involvement
SLT Reset: If a child is unable to reset in a partner class or repeats disruptive behaviour, they complete a reset with a Senior Leader (10 mins for KS1 / 20 mins for KS2).

Step 5: Internal Suspension (Extended Reset) or Fixed-Term Suspension:
For serious, unsafe or persistent high-level incidents (such as physical aggression, property damage or severe disrespect), Senior Leaders will intervene immediately. Parents are always informed and a Reintegration Meeting takes place before the child returns to class to plan positive support.

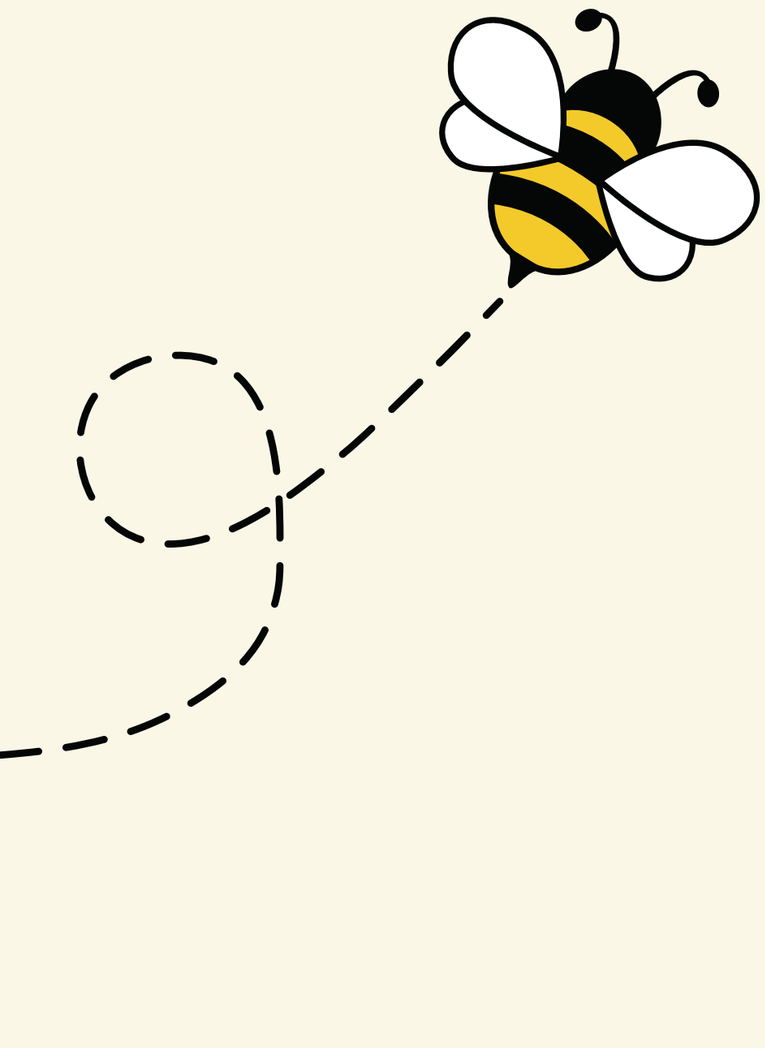


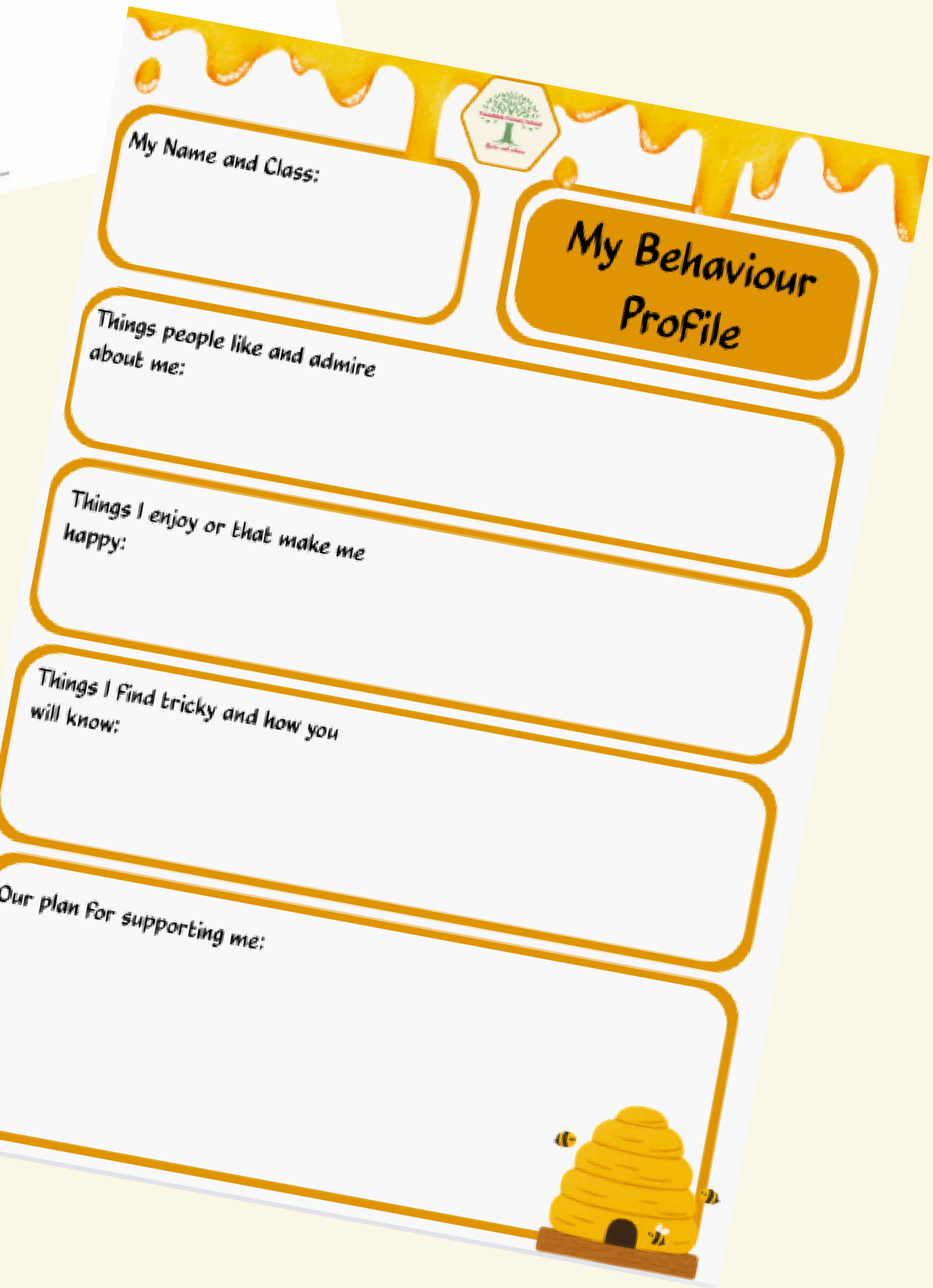
Communicating Behaviour Support with Parents

If your child requires a Reset or other consequence during the school day, we will send them home with a Reset Slip to inform you as a parent or carer that this has happened. Wherever possible, a member of staff will speak to you during or at the end of the school day to inform you of this directly. However, this is not always possible so the slip is an additional way to help us with regular communication.

If a child has had several Resets across a week or two, or an escalating pattern of Resets, then the class teacher will be in touch with you as the parent or carer to talk this through. It is likely that we will then move to Stage 2 on the Graduated Approach to Behaviour and create a Behaviour Profile. This involves Home, Pupil and School. We will work together to create practical and positive strategies that we can work on for two or three weeks and then review together.







Behaviour for Pupils with Additional Needs

Many of our children have additional needs which can make it more challenging for them to consistently follow our school rules and our Core Ten routines. These additional needs might be identified through a professional 'diagnosis' and be reflected in an EHCP (Education Health Care Plan) or the ILP (Individual Learning Plan). However, they might be on a pathway to a diagnosis, or finding school challenging at the present time or have 'undiagnosed' needs that the school and home are working in partnership to support.

When this is the case, we will create a personalised BSP (Behaviour Support Plan) that identifies the reasonable adjustments that the school will make each day to support that child to succeed in school within the expected rules and routines. This includes the proactive strategies that will be in place each day to help them stay in a successful place but also the approaches we will take if a child is 'bubbling' and also if they become dysregulated. This BSP is co-created with school, a parent or carer and the pupil themselves and is reviewed on a regular basis.

Children with a BSP, EHCP or ILP will still receive consequences when the expectations of being Ready, Respectful and Safe have not been met and their support has been in place. These consequences will be relective of those set out in the school's universal provision and based on the system of Reminder, Warning, Reset wherever possible. It can also extend to a Fixed Term Suspension or a Permanent Exclusion.

Tweeddale Primary School - Behaviour Support Plan

Pupil Name:		**Year Group:**		**Date Issued:**		**Review date:**	
PP:	Yes/No	**SEN:**	Yes/No	**Area of Need:**		**EAL:**	Yes/No
Behaviour Support Plan							
Things I find easy and enjoy…				**I have a behaviour support plan because…**			
I find things tricky when…				**You'll know if I'm finding things tricky because I'll…**			

Personalised Provision	
Universal Provision	
Triggers	
Identified Triggers	**Proactive Strategies**
Bubbling Behaviours	
Signs of Dysregulation	**Deescalation Strategies**
High Level Behaviour/ Crisis	
Dysregulated Behaviour	**Deescalation and Management Strategies**
Post Crisis Management	
Recovery and Repair	**Consequences**

Examples of Possible Reasonable Adaptations		
Visual Timetable	Daily Pastoral Check Ins	Off Site Lunch
Now/Next Board	Personalised Reward Chart	Excused from Trigger Activity (e.g. PE)
Timeout Card	Indoor Space at Break/Lunch	Risk Assessment
Safe Space	Wobble Cushion	ELSA
Calm Area	Timer and Clear Choices	Speech and Language
Ear Defenders	Fidget Toy	Mentoring
Reduced Timetable	Alternative Provision	Home Communication Book
Uniform Adjustments	Use of Laptop	Forest School
Individual Work Station	Additional Task Time for Learning	Movement Breaks
Zones of Regulation	Talking Through Self Quizzing	Targeted Small Group Teaching
Lego Therapy	Pre Teaching	Exaggerated Praise
Play Therapy	Discrete Praise	End of Day Reflection with an Adult
Tangible Rewards	Doing a job	Stay near/stay far/speak/give them space

Fixed Term Suspensions FAQs

What is a Fixed-Term Suspension (FTS)?

- Temporary Removal: The Headteacher temporarily removes a child from school for a set, specified number of school days (or parts of a day, like lunchtime) due to a serious breach of the school's behaviour policy.
- Not Permanent: Unlike a PEX (Permanent Exclusion), a FTS is temporary, and the child returns to school once the specified time is finished.
- Maximum Duration: A pupil cannot be suspended for more than 45 school days in a single academic year.

What Happens During an FTS?

1. Parental Notification: The school must immediately inform parents of the reasons for the suspension and the exact dates it applies to.
2. School Work at Home: For the first 5 days of a suspension, the school is required to set and mark learning work for the child to complete at home.
3. Parent Responsibility: Parents must ensure the pupil is not in a public place during school hours during the suspension without reasonable justification.
4. Reintegration Meeting: Before returning to the classroom, a formal Reintegration Meeting takes place between the school, the child, and parents to review support plans and ensure a smooth return.

Why does the school send a child home as it does not seem like a sanction?

- Protecting the physical and emotional Learning Environment for other pupils
- Communicating clearly to the school community that this behaviour is unacceptable
- Creating a Pause for Safety and De-escalation
- Time to Review and Update Support Plans
- Triggering Early Help & External Support Services
- Enabling a Fresh, Structured Restart
- Following DfE guidance
- Creates a legal record of the circumstances

How does PEX differ from FTS (Fixed-Term Suspension)?

- FTS (Fixed-Term Suspension): Temporary. Your child stays home for a set number of days (e.g. 1 to 5 days) and then returns to school after a reintegration meeting.
- PEX (Permanent Exclusion): Permanent. Your child's placement at the school ends completely.

Can parents appeal a Fixed-Term Suspension?

Yes. You can submit written representations to the school's Governing Body if you feel the suspension was unfair or inaccurate. While governors cannot directly overturn a short suspension that has already been served, they can place your written comments directly onto your child's educational record alongside the suspension notice.

What happens if suspensions are happening frequently?

If a child is at risk of repeated suspensions, the school moves up the Graduated Approach:

- School staff, the SENCO, and parents will convene a Pupil At Risk of FTS/PEX Strategy Meeting.
- External services (such as Sutton Early Help, Cognus, or ELSA nurture support) will be involved to provide targeted interventions.

Permanent Exclusion FAQs

What is a Permanent Exclusion (PEX)?
A PEX means a child is formally removed from the school's roll and is not allowed to return to the school. It is the most serious disciplinary action a Headteacher can take and is reserved only as a last resort.

When is PEX considered?
Under UK education guidelines and school policy, a Headteacher usually only considers a PEX when:

- A child has committed a serious, single incident that poses a risk to the safety or welfare of pupils or staff in the school.
- A child shows persistent, serious breaches of the school's behaviour policy that have not improved despite extensive support, interventions and fixed-term suspensions.

What support is given before a PEX is considered?
Except in extreme, sudden emergencies, schools work through a Graduated Approach to prevent PEX. At Tweeddale, this includes:

- Creating personalized Behaviour Profiles or Behaviour Support Plans (BSP).
- Offering internal support (such as ELSA nurture, calm spaces and adapted timetables).
- Holding "Pupil At Risk of FTS/PEX High Needs Strategy Meetings" with external local authority services (e.g. Cognus, Sutton Early Help, or outreach teams) to put extra support in place.

What happens immediately after a PEX is issued?

1. Notification: The Headteacher will contact you immediately to explain the decision, followed by formal written notification detailing the reasons.
2. First 5 Days: The school will set and mark work for your child to complete at home for the first 5 school days.
3. From Day 6 Onward: The Local Authority (for example, Sutton Council) takes over statutory responsibility to arrange full-time alternative education for your child.

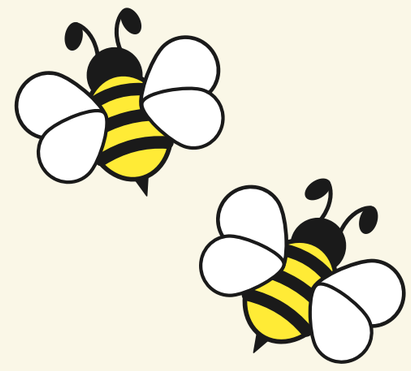
Do parents have a say or right to appeal?
Yes. As a parent, you have clear rights during a PEX process:

- Governors' Discipline Committee: The school's governing body must hold a formal meeting (usually within 15 school days) to review the Headteacher's decision. You have the right to attend, present your views, and bring a representative or support person.
- Independent Review Panel (IRP): If the governors uphold the exclusion, you can request an independent review panel to examine whether the decision was fair, proportionate and lawful.

Who can parents contact for impartial advice?
If your child is facing or at risk of a PEX, you do not have to navigate it alone. You can reach out to:

- Sutton Information, Advice and Support Service (SIASS) or your local authority's SENDIAS service (for independent parent advice).
- IPSEA (Independent Special Education Advice) if your child has Special Educational Needs or an EHCP.
- Coram Children's Legal Centre / Child Law Advice for free legal information on school exclusions.

How Parents and School Work Together



We believe open communication between home and school is essential. Here is how we stay connected:

Positive News: Keep an eye out for weekly Praise Postcards and stickers coming home, or phone calls.

Behaviour Updates: If your child has required a Reset or extra support during the day, we will reach out via a Behaviour Update Slip or a direct conversation.

Support Meetings: If a Behaviour Profile or Support Plan is introduced, you will be invited to discuss strategies so home and school can work seamlessly as a team.

If you ever have questions or concerns about your child's well-being or behaviour support, we want to hear from you. We appreciate that drop off and pick up time can be tricky for both staff and parents to try and find time talk so please fill out a **Concerns and Questions form** which can be found on our website and we will get back to you within 24 hours (excluding weekends and holidays).

Handle With Care: You can let us know that for that day, your child needs some extra TLC with no questions asked. Please see below for further information.

