NETHERFIELD
PRIMARY SCHOOL

Netherfield Primary School Behaviour Policy

This policy will be reviewed annually by the school governing body.

Date of last review: Autumn 2026

Date of next review: Autumn 2027

Our Approach

At Netherfield Primary School, we believe positive behaviour creates a safe, welcoming and inclusive environment where every child can learn, develop positive relationships and feel valued.

Our approach towards behaviour is positive, restorative and progressive. We recognise that behaviour is learned and that adults have a responsibility to teach, model, recognise and reinforce positive behaviour. When children make mistakes, we provide opportunities to reflect, repair relationships, make better choices and move forward positively.

We maintain high expectations while recognising that some children need additional support to meet them. Our aim is to teach appropriate behaviour, maintain positive relationships and help every child succeed.

Our School Values

Our behaviour is underpinned by six values:

- **Integrity** – doing the right thing, even when nobody is looking.
- **Respect** – treating others with dignity and listening to their views.
- **Kindness** – being friendly, considerate and caring.
- **Honesty** – being truthful and taking responsibility.
- **Perseverance** – continuing to try when things are difficult.
- **Politeness** – using kind words, good manners and thoughtful behaviour towards others.

These values are explicitly taught, modelled and celebrated throughout school.

Recognising Positive Behaviour

We actively notice and celebrate pupils who demonstrate our values and positive behaviours for learning through specific praise, reward points, class rewards, stickers, positive communication with families, Integrity Certificates and assemblies. Reward points can be saved and exchanged by students through the school shop.

Progressive Behaviour Pathway

Our pathway is progressive rather than punitive. Pupils are given opportunities to positively change their behaviour before further action is taken.

1. Verbal Warning
The adult calmly identifies the behaviour, reminds the pupil of the expected behaviour and gives them an opportunity to make a better choice.

2. Second Warning / Name on Board
If the unwanted behaviour continues, a second verbal warning is given, and the pupil's name is added to the class board. If behaviour improves, the name is removed at the end of the next breaktime, lunchtime or school day, allowing the pupil to reset and move forward for the next lesson.

3. Thinking Time
If behaviour continues, the pupil has Thinking Time during their next immediate breaktime. During thinking time, the teacher discusses the behaviour and identifies strategies to support future success. All Thinking Time is recorded on Arbor to help identify patterns and provide appropriate support.

Progressive Behaviour Pathway	Where is this recorded, when and by who?	Who needs to be made aware and by who?
Verbal warning.	Not recorded.	
Second verbal warning. Pupil's name is recorded on the classroom whiteboard.	On the classroom whiteboard by the member of staff who gave the 2nd verbal warning. This is removed at the end of the session if behaviour improves.	
Thinking time is given.	Recorded on Arbor the same day by the member of staff who gave thinking time.	Parents made aware by class teacher at teacher's discretion (e.g. repeated behaviour, parent has asked to be made aware)

Additional Support Pathway

Where behaviour continues, the class teacher may involve the relevant Phase Leader. A pupil may spend time with their Phase Leader to de-escalate, reflect and prepare to return successfully to learning.

- Phase 1 – Nursery & F2: Katie C, Deputy Headteacher/ EYFS Lead
- Phase 2 – Years 1, 2 & 3: Sue, KS1 Lead
- Phase 3 – Years 4, 5 & 6: James, Assistant Headteacher/ KS2 Lead

Parents/carers will be informed when a pupil spends time out of class with a Phase Leader, and the incident recorded on Arbor.

If further support is required, the Deputy Headteacher may provide additional intervention, including a period away from class where appropriate. If behaviour continues, the Headteacher will provide further support. In these instances, parents/carers will be contacted and significant incidents recorded on Arbor.

Additional Support Pathway	Where is this recorded, when and by who?	Who needs to be made aware and by who?
Phase leader support	Recorded on Arbor by the class teacher.	Parents are informed by the class teacher before home time. Class teacher must let HT, DHT & AHT know verbally or via email that parents have been contacted.
Deputy Headteacher support	Recorded on Arbor by the Deputy Headteacher.	Parents are informed by the DHT before home time. DHT will inform HT & AHT of this.
Headteacher support	Recorded on Arbor by the Headteacher.	Parents are informed by the HT before home time.

Inclusion and Report Cards

The Inclusion Team regularly reviews behaviour recorded on Arbor to identify patterns, triggers and pupils requiring additional support. Where appropriate, pupils may be placed on a Report Card, with achievable and measurable targets agreed with the pupil and reviewed daily.

Stage 1: Behaviour is reviewed each session by the class teacher and by the Deputy Headteacher daily.

Stage 2: Behaviour is reviewed each session by the class teacher and by the Headteacher daily.

A Report Card lasts a maximum of five school days, after which the pupil either comes off report or moves to the next stage of support.

Restorative Practice

At Netherfield Primary School, our approach to behaviour is restorative. Conversations take place when pupils are calm enough to engage meaningfully. We separate the behaviour from the child, challenging behaviour while maintaining positive relationships and communicating that everyone can make better choices.

Serious or Unsafe Behaviour

Not all behaviour will follow every stage. Where behaviour presents an immediate or significant risk to safety or wellbeing, the school may move directly to an appropriate level of leadership support.

Working with Parents and Carers

Positive relationships between school and home are essential. Where additional intervention is required, parents/carers will be contacted and invited to work with us to identify appropriate strategies.

Our Commitment

At Netherfield, we maintain high expectations alongside high levels of support. Our aim is not to move children through consequences, but to help every child understand their behaviour, take responsibility, learn from mistakes and develop the skills they need to be safe, successful and ready to learn.