



THE FEDERATION OF NETLEY ABBEY SCHOOLS

BEHAVIOUR POLICY

Review Cycle	Every 3 years
Policy prepared by/Reviewed by	Federation Headteacher
Committee responsible	FGB
Statutory/Discretionary/School	Statutory
Date of latest FGB approval	September 2026
Date of review by committee	n/a
Date of next review by FGB	September 2029

Rationale

Behaviour in Schools Advice for headteachers and school staff (DfE, February 2024)

“All headteachers should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school’s approach to behaviour meets the following national minimum expectation:

- a) the school has high expectations of pupils’ conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;*
- b) school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;*
- c) measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;*
- d) pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;*
- e) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully;*
- f) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.”*

This policy sets out the expectation at The Federation of Netley Abbey Schools that all children will behave in a responsible manner to ensure themselves and other children can realise their right to feel safe and access a full education, achieving their potential and our vision of Excellence Every Day. This will be achieved through the consistent application of this policy and the reinforcement of our school values of being: **Kind, Respectful, Ready and Safe.**

As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for positive behaviour throughout the school and at all times during the school day. This is closely linked to our school's values and with our PDL (personal development learning) programme because we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school's Anti-Bullying Policy and RSE Policy.

Each school has defined rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships and the federation values of being **safe, kind, ready** and **respectful**, so that people can work together with the common purpose of helping everyone to learn. This policy supports the federation community in aiming to allow everyone to work together in an effective and considerate way.

At the Federation of Netley Abbey Schools, our approach to behaviour is underpinned by a *relational practice model*. We recognise that behaviour is a form of communication and that strong, consistent relationships between adults and pupils are central to promoting positive behaviour. We prioritise connection before correction, seeking to understand the reasons behind behaviours and responding in a way that maintains dignity, builds trust and supports long-term development.

A relational approach benefits children, staff and the wider community by improving wellbeing, reducing anxiety, increasing engagement in learning and fostering a safe, nurturing environment in which all members of the school community can thrive.

Aims

- To ensure a relational approach remains at the core of our behaviour policy and all approaches we use to support this across the federation
- To create a consistent environment that expects, encourages and recognises positive behaviour and one in which everyone feels happy and **safe**
- To help pupils develop independence through self-**respect**, self-control and responsibility for their own behaviour
- To further promote self-esteem through success, **kindness, respect** for others and awareness of how our behaviour impacts on ourselves and others
- To enable pupils to develop the skills necessary to be **ready** for every day, now and in the future
- The policy aims to help children grow in a **safe** and secure environment, and to become **kind, ready, respectful** and increasingly independent members of our school community.
- To encourage the partnership between home and school through our Netley Partnership below:

Our Netley Partnership

The school will:

- Keep children safe.
- Provide high-quality teaching.
- Communicate openly with families.
- Promote your values of Ready, Respectful, Safe and Kind.

Parents/carers will:

- Ensure regular attendance and punctuality.
- Support learning and reading at home.

- Communicate concerns respectfully.
- Work in partnership with the school.

Children will:

- Be Ready, Respectful, Safe and Kind.
- Try their best and follow our rules.
- Look after each other.
- Ask for help when needed.

The Role of Adults

At Netley Abbey Schools, adults are the key driver of behaviour culture. We recognise that *when adults change, everything changes* (Paul Dix).

All adults are responsible for:

- Modelling the behaviours we expect
- Maintaining calm, consistent and predictable responses
- Building strong, positive relationships
- Teaching behaviour explicitly

Children thrive when adults demonstrate kindness, fairness, emotional regulation and consistency. Every adult is responsible for maintaining a positive behaviour culture across the federation.

Supporting Children to Feel Safe and Succeed

We recognise that some children may be in a heightened state of alert due to previous experiences. For these children:

- Safety and predictability are essential
- Relationships must come before expectations
- Regulation must come before reasoning
- Adults must remain calm, consistent and emotionally available

Our approach ensures that all children feel safe, understood and supported to succeed.

Key Principles of Best Practice

- Behaviour is communication
- Regulation is a taught skill, learnt by practice everyday and through our PDL learning
- Our responses are fair, calm and predictable
- Adults must model the behaviours we expect
- Repairing relationships is essential after conflict
- All staff will be models for the pupils of our school values, demonstrating **respect, ready, kindness and safety** in all that they do.
- Teachers and support staff will use verbal praise regularly in class and throughout the school building

Explicit teaching takes place at the start of every year, with reminders every term, of how we expect all of our school community to behave, linked to ready, respectful, safe and kind at all times around school. A particular focus is made upon:

- Promoting kind, respectful breaktimes and lunchtimes
- Coming into school and leaving school safely and respectfully

- Utilising our bikes and scooters around the school grounds safely and respectfully
- Walking in corridors safely and respectfully
- Using the toilets safely and respectfully
- Eating lunch in the hall safely and respectfully
- Learning in different areas around school, including outside to show we are 'ready'

Netley School Rules:

The school rules for each of our schools are detailed in appendices 5 and 6. Our school values characters Net and Lee, support the learning of these rules.

Promoting Good Behaviours in Netley Abbey Infant School

In the Infant School, we utilise 'smileys' as a structured measure to support the children in behaving and following our school rules.

Smileys will be awarded when children demonstrate our values of ready, respectful, safe and kind. Once a child has collected five smileys, they can choose a reward from a menu. For every 25 smileys collected, children will be awarded a badge - Emerald (green), Ruby (red), Sapphire (blue), Amber (orange), Amethyst (purple). Smileys will carry over from year group to year group.

A variety of positive rewards are used in Netley Abbey Infant School to equitably reward the efforts of the children, including:

- PIP – Praise in public (including stickers and verbal)
- Headteacher stickers and certificates
- Woodland Walk class reward system - Any staff member at the Infant School can also reward classes with **class points** for showing excellent behaviours for learning at one of the key transition times indicated within our policy. When classes earn 10 awards, they will have a whole class reward, as agreed with the senior leadership team.
- Individualised reward systems with clear SMART targets
- Values certificates – name in newsletter
- Attendance Alligator (awarded to class with highest weekly attendance)
- Lunchtime stickers

Promoting Good Behaviours in Netley Abbey Junior School

In the Junior School, a Netley Points system is utilised as a structured measure to support the children in behaving and following our school rules.

The children earn Netley Points based on them demonstrating our school values – they collect these on a card, where they obtain points as follows:

- 20 points (across any values) = reward from a menu of options to be received or used on a Friday
- 50 points in a single value = that value badge plus reward
- 50 points in all 4 values = gold badge plus reward
- 200 class points = Class reward

We also reward positive behaviour in the following ways:

- Any staff member at the Junior School can reward classes with **class points** for showing excellent behaviours for learning at one of the key transition times indicated within our policy. When classes earn 10 awards, they will have a whole class reward, as agreed with the senior leadership team.

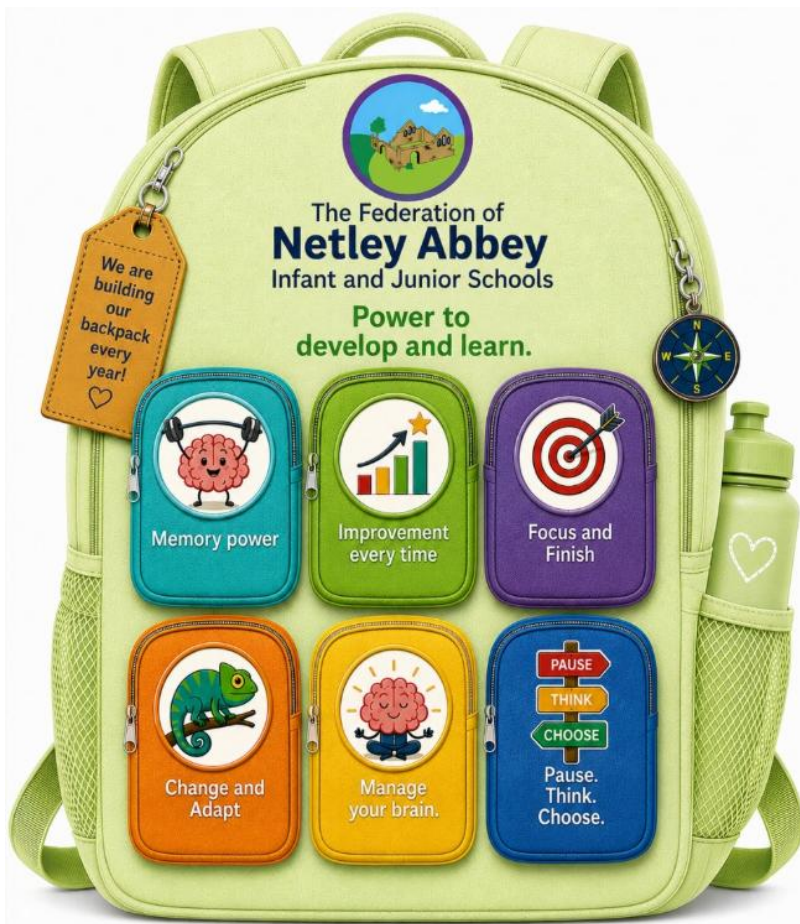
- At times, teachers may feel it appropriate to send children to another adult in the school to celebrate their achievements and efforts. This could be a senior member of staff, head teacher or any other staff member of significance to the individual child.
- In The Lighthouse, children earn points towards their behaviour related target, when they have achieved the target, the children are allowed to invite a friend to join them for a snack and a story in the Lighthouse.

Self-Regulation, Zones of Regulation and Executive Function

At Netley Abbey Schools, we recognise that learning how to regulate behaviour is a developmental process and that the executive function skills must be explicitly taught, modelled and practised. These are taught through our PDL programme, assemblies and other activities/discussions held by all staff across the school year. We recognise that not all children come to school with the same level of executive function skills. These skills are essential for successful behaviour and learning and therefore are explicitly taught from entry to school and revisited regularly. Where needed, additional scaffolds, reminders and adaptations are provided through behaviour maps and individual learning plans. We use the Zones of Regulation to support children in identifying, understanding and managing their emotions. This shared language enables staff and pupils to communicate effectively about emotional states and supports children in developing strategies to return to a regulated state, ready for learning.

The key executive function skills we develop, with the key child-friendly phrases as part of our PDL backpacks are:

- **Memory Power (working memory)** – holding and using information to complete tasks in the correct order
- **Improvement Every Tim (thinking speed)** – processing information and responding appropriately within expected timeframes
- **Focus and Finish (attention control)** – focusing on the right things, managing distractions and sustaining attention
- **Change and Adapt (flexible thinking)** – adapting to change, managing transitions and understanding different perspectives
- **Manage Your Brain (Inhibition and impulse control)** – pausing, thinking before acting and making safe, appropriate choices
- **Pause, Think, Choose (emotional and energy regulation, including self-awareness)** – managing emotional responses, self-soothing and matching reactions to the situation



We place **emotional regulation at the centre of our behaviour policy**. Children are supported to:

- Recognise their emotional state
- Understand triggers
- Use strategies to regulate
- Return to learning as quickly as possible

Adults play a key role in co-regulation, modelling calm, predictable and supportive responses that help children develop independence over time.

Staff will also use the following evidence-informed strategies to support positive behaviour:

- Build strong relationships through consistent, positive interactions
- Notice and reinforce positive behaviour explicitly and frequently
- Use clear, simple and consistent instructions
- Reduce language during moments of dysregulation
- Offer limited, structured choices to support autonomy
- Use predictable routines and visual supports
- Adapt expectations where needed to support success
- De-escalate early using calm tone, space and regulation strategies
- Focus on restoring relationships following incidents

Dealing with Unhelpful Behaviour

We recognise that behaviour is often a form of communication. What we see may be the visible response to underlying needs such as anxiety, unmet emotional needs, communication difficulties, neurodivergence or external factors.

Staff are expected to approach behaviour with curiosity, asking:

“What might this behaviour be communicating?” and “What support is needed?”

This ensures our approach remains inclusive and responsive to individual needs.

When responding to behaviour, staff will consider whether a pupil’s SEND, communication needs, or other underlying factors may have contributed to the behaviour and will make reasonable adjustments to support the pupil in meeting expectations where appropriate.

Unfortunately, there are times when pupils present unhelpful behaviour that does not meet the schools’ expectations. We must always be prepared to challenge pupils in relation to attitudes and behaviour, but it needs to be done in a fair, assertive way, in-line with our staff and pupil values. When responding to behaviour that does not meet expectations, staff will adopt a relational and restorative approach. The focus is on understanding, teaching and repairing rather than simply sanctioning. Adults will seek to regulate the child first, then address the behaviour (importantly the addressing of behaviour must take place, even if many hours after the incident), ensuring that any response supports long-term behaviour change. The basic protocols for dealing with challenging behaviour are:

- Where practical, give reminders and warnings so pupils have the opportunity to change their behavioural choices
- Maintain a calm and conciliatory tone.
- Discuss the behaviour and not the child.
- Use the language of zones to articulate what you observe.
- Avoid confrontational language and public demands in front of other pupils.
- Ensure there is an appropriate length of time to allow a ‘cooling off’ period when both the pupil and the teacher are ready to discuss an issue that has arisen e.g. time out.
- Avoid shouting.
- Take a pupil to one side if you wish to speak with him/her about poor behaviour where possible.
- State the behaviour that was observed and which rule/expectation it contravenes.
- Tell the pupil what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Give the child take-up time; allowing them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. *Resist endless discussions around behaviour and focus effort on returning pupils to their learning.*

To ensure consistency in approach, staff will use the Netley Abbey Restorative Conversations Booklet to guide discussions with pupils following incidents. This ensures a shared language and structure is used across the federation to repair relationships and support reflection. Oracy is central to our behaviour approach. Pupils are supported to articulate their thoughts and feelings, reflect on their behaviour, and resolve conflict through structured dialogue. Adults model respectful communication and support pupils in developing these skills over time.

Graduated Response to Behaviour

Our approach to behaviour support is graduated and responsive to need:

Universal (All pupils):

- Clear routines and expectations
- Explicit teaching of behaviour
- Consistent relational and restorative practice

Targeted (Some pupils):

- Additional support for low-level or persistent behaviours
- Small group interventions (e.g. social skills, regulation)
- Increased adult support and monitoring

Intensive (Few pupils):

- Individual behaviour regulation plans (behaviour map)
- Risk reduction planning
- Multi-agency involvement
- Therapeutic or nurture-based support

This ensures that support is matched to need and that all children are supported to succeed.

Behaviour Escalation Process

Step 1: Manage Within Class

Use ordinarily available provision (class toolkit, behaviour pathway, restorative conversation).
Follow behaviour maps where applicable.

Step 2: Partner Class

Pupil to work in partner class – these are utilised and set flexibly as needed.
Return within 15 minutes (unless agreed otherwise by SLT).

Complete restorative conversation on return.

Step 3: Year Group PAL

Contact or PAL support.

PAL may escalate to leadership support.

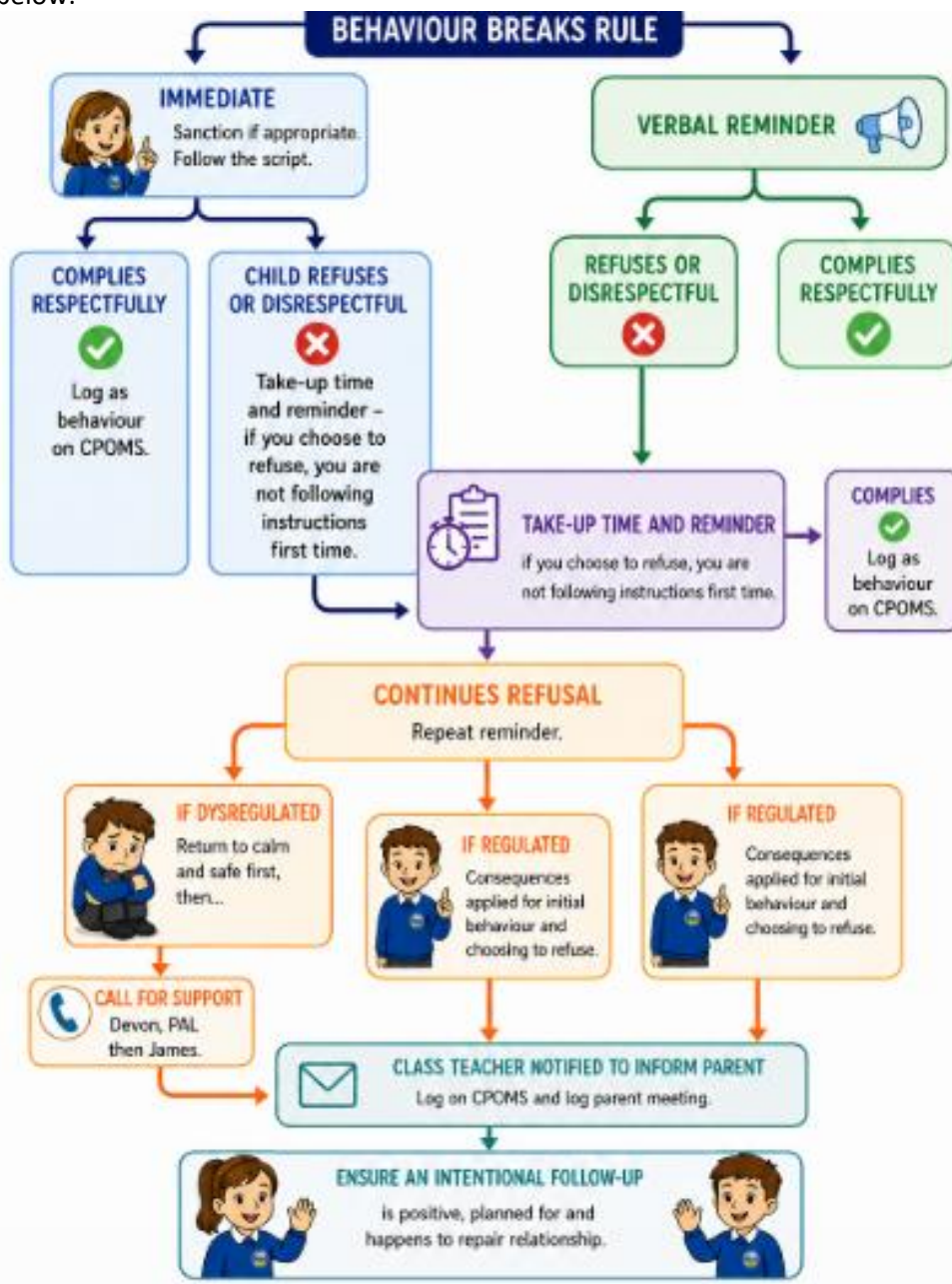
Step 4: Senior Leadership Team

SLT to support.

Important Notes:

- In emergencies, contact nearest adult then SLT

A flowchart is utilised by all staff to ensure consistency at all times and is kept on staff lanyards to refer to. This is below:



Emergency Support – Red Card System (Infant School)

If immediate assistance is required and an adult cannot leave the class, a responsible pupil should take a red card directly to:

- The nearest classroom
- A member of SLT

This may be used for:

- Medical emergencies
- Challenging behaviour
- Situations requiring immediate support

Online Behaviour

We expect our pupils to only engage in **safe, respectful** and **kind** behaviour online and we ensure through Computing and PDL lessons that our pupils are **ready** to do this. When online behaviour, in school or out of school, is brought to our attention that fails to adhere to these values, it will be dealt with by the school. This is especially true where the behaviours impact other pupils, and also where such behaviours could be construed as bullying.

Harmful Sexual Behaviours

Where children display behaviours that could be construed as sexual in nature, in school or online, the Brook Traffic Light Tool is used to determine the age-appropriate scale of the behaviour. All such behaviours are recorded on CPOMS. The nature and frequency of the behaviour will determine the outcome but all such behaviours will be reported to parents. We will always ensure that the victim is not blamed in any way for the behaviour.

Mobile Phones and Personal Devices

The Federation of Netley Abbey Schools supports Hampshire's *smartphone-free childhood* initiative. We do not expect pupils to bring smartphones into school and do not hold them on site for pupils.

If a smartphone is brought onto the school site and is seen or handed in, it will be confiscated and must be collected by a parent or carer; it will not be returned directly to the pupil.

Pupils who walk to and from school independently may bring a basic mobile phone (non-smartphone) for safety purposes. These must be handed into the school office on arrival and collected at the end of the day. They must not be used on the school site.

This approach supports pupils' safety, wellbeing and focus, and helps maintain a calm and purposeful learning environment.

Sanctions

When children fail to adhere to the behaviour policy, and don't behave in a way that demonstrates the school values of being **ready, safe, respectful** and **kind**, there are sanctions for the pupils concerned. Typically, this will take the form of a lunchtime detention, known as "*minutes*", and there is a defined scale for the minutes given to the pupil depending on the behaviour being sanctioned, and the frequency. These are recorded alongside the school rules, with an explanation of the reason for the sanction on CPOMS and additionally via the detention spreadsheet in KS2. Lunchtime detentions take the form of being reflection time; pupils will not sit in silence but will instead work to demonstrate their understanding of why they are there and how they will avoid it in the future. Where possible, any sanctioning of pupils should be discussed with parents to ensure that they are aware of any behavioural issues and to enable a joined-up approach to behaviour management between home and school.

When pupils are identified as finding adherence to the behaviour policy challenging on a consistent basis, there are interventions that may be employed. This could include ELSA for some individual children to develop social awareness, Individual Behaviour Management Plans, targeted family support meetings and support from outside agencies.

If particular behaviour concerns within classes are identified, teachers will provide opportunities within class to talk about them in a safe environment, i.e. circle time, PDL lessons, assemblies, etc and the impact will be monitored and reviewed by the class teacher and the HOS.

Suspensions may be implemented for any pupil if deemed necessary by the Federation Headteacher or any member of the Senior Leadership Team. Decisions to suspend will never be made by just one member of SLT, to ensure fairness

and consistency. The Hampshire and national guidelines for the administration of suspensions are strictly adhered to. Parents are given an opportunity to appeal and a panel of governors is ready to deal with appeals. Targets are set for a pupil following suspension and clear information is given as to the expected outcome during a reintegration meeting. The first suspension is usually for one to five days, depending on the seriousness of the offence. However, a permanent exclusion could be applied in the most severe cases - read in conjunction with the Physical Intervention and Anti-Bullying Policy.

Reintegration Following Suspension

Following a suspension or removal from class, pupils will be supported to reintegrate successfully into school life. This will include a restorative meeting with the child and the family, clear communication of expectations, and, where appropriate, a reintegration plan agreed with parents. The focus is on repairing relationships, supporting regulation and enabling the pupil to return to learning positively. Additional support or adjustments may be put in place to reduce the likelihood of further incidents.

Physical Intervention:

On rare occasions, it may be necessary for staff to intervene physically to keep children safe under the lawful rationale of reasonable, proportionate and necessary. Staff are empowered to intervene when necessary by the Education and Inspections Act 2006, Section 93. Parents/carers should be aware that the law permits all adults authorised by the Head teacher to use reasonable force:

- when it is likely that a criminal offence is being committed
- where students may injure themselves or others
- where the behaviour is prejudicial to maintaining good order and discipline at the school or among the students
- when the action occurs on the school premises or during an authorised activity off the premises
- where students may be causing damage to property.

The use of force is very much a last resort and will be used with the Team Teach ethos of 'minimum force for the shortest time, maximum care' and only when all alternatives have been tried and have failed. Staff will use their training, skill and experience to avoid such situations occurring and will act in a professional way, seeking to maintain the dignity and integrity of students in their care. Any use of physical intervention will be reasonable, proportionate and necessary to the incident itself.

All staff will have access to regular updating of positive behaviour support techniques, including positive handling procedures, in line with the policy guidance of the Disabilities Trust, the DfE and the BILD Code of Practice.

The school will follow current DfE guidance on searching, screening and confiscation where necessary to maintain safety and good order. Any such actions will be carried out lawfully, proportionately and with regard to the welfare and dignity of the pupil.

Monitoring

Behaviour across the federation is monitored regularly to ensure consistency, effectiveness and equity. Senior leaders analyse behaviour data on a half-termly basis, including incidents recorded on Arbor and CPOMS, use of reflection time, escalation to senior staff and patterns over time as per the behaviour schedule. This information is used to identify trends, inform staff training, adapt provision and ensure that all pupils are supported effectively. Pupil, staff and parent voice may also be gathered to evaluate the impact of the behaviour policy. Governors receive updates as part of their oversight of behaviour and safeguarding.

Patterns of behaviour are monitored over time to ensure early intervention. A child requiring repeated SLT support within a half term will trigger a multi-professional review to identify underlying needs and adjust provision accordingly.

Behaviour maps are stored consistently within the individual pupil files on the school internal server.

Behaviour Map



Behaviour Map

De-escalation		Risk reduction	Recover, monitor, Restore		
What do you see?	What do you see?	What do you see?	What do you see?	What do you see?	What do you see?

Appendix 2

Restorative booklet

 What happened?	 How were you feeling?
 How can we make it right?	 What can we do next time?

Reflection Sheet

Name: Date:

Draw or write what happened?



How did it make you feel?



Draw or write how you could behave differently next time?



What toolkit option could you use to help you regulate?



Which area of our school rules/values do you need to work on and why?



Ready, respectful, safe and kind

Appendix 3 – Netley Abbey Infant School Rules



Appendix 4– Netley Abbey Junior School Rules



Netley School Rules

= Ready • Respectful • Safe • Kind =



READY

We are ready to learn.

- We follow instructions first time
- We focus in lessons and do not distract others
- We line up quickly and quietly
- We wait for our turn to speak
- We wear our uniform with pride

IF MY BEHAVIOURS DO NOT SHOW I AM READY...

- 5 mins – talk about how learning was affected
- 10 mins – talk about how learning was affected and complete missed learning
- 5 mins – practise the routine
- 5 mins – impact on self and others
- 5 mins – create a target together to be prepared and ready





RESPECTFUL & KIND

We show respect to everyone and everything.

- We use respectful, kind language to everyone
- We tell the truth and take responsibility for our actions
- We hold doors open for others
- We are silent and respectful during assembly
- We look after equipment and share it properly
- We put litter in bins
- We use quiet voices inside

IF MY BEHAVIOURS DO NOT SHOW I AM RESPECTFUL AND KIND...

- 5 mins – apologise and reflection
- 10 mins – reflection time to consider impact
- 5 mins – reminder of why this is important and practise the routine
- 5 mins – practise the routine
- 5 mins – repair / clean / tidy based on the behaviour
- 5 mins – repair / clean / tidy based on the behaviour
- 5 mins – practise the routine





SAFE & KIND

We look after others and look after ourselves.

- We walk inside
- We keep hands and feet to ourselves
- We play safe games that include everyone
- We stay in the safe areas and do not use out of bounds spaces
- We are a smartphone-free school

IF MY BEHAVIOURS DO NOT SHOW I AM SAFE AND KIND...

- 5 mins – practise the routine
- 5 mins – practise safe choices / apologise / fix it / reflection time / impact on others
- 5 mins – practise safe choices / impact on others / friendly reminder / reflection time
- 10 mins – create a social story / repair / impact time / revisit / family phone call
- Parent contact to be sent in-school during playtimes



REMEMBER...

- We show respect to everyone and look after ourselves.
- We think, repair and make it right again.
- We learn from our mistakes and keep trying.
- We are a Netley family – ready, respectful, safe and kind.



Excellence Every Day

Ready, respectful, safe and kind.

UNSAFE BEHAVIOURS

IF I CHOOSE UNSAFE BEHAVIOURS...

- Absconding from class or school, making spaces unsafe, hiding
- Verbal threats, repeated swearing, aggressive behaviour
- Meeting with parents or carers
- Call with SLT
- Caution or banning from an area / event
- In-school suspension or exclusion
- Bullying logged
- Internal or external suspension