



Nateby Primary School

Behaviour Policy

Agreed by Governing Board on 16th January 2026

Policy will be reviewed by 16th January 2027

Policy Statement

At Nateby Primary School, we seek to nurture the whole child in a caring and stimulating environment. We aim to ensure the safety of our pupils, to foster their personal, moral and social development and to create an environment that is conducive to effective learning. Our policy is based upon the premise that effective learning can only be achieved within a well-disciplined setting where the expectations are known and upheld.

We wish to encourage in our pupils an awareness and understanding of acceptable and unacceptable modes of behaviour. The ethos of the school has a particularly significant part to play in the intellectual, social and moral development of our pupils. We aim to create a caring school community in which respect for others, for environment and for learning is key.

We offer a curriculum, which allows pupils to acquire the social skills they will need to become confident, responsible and independent members of society.

We believe that understanding our emotions is a key aspect of understanding and managing behaviour. We create an environment where both children and adults are able to manage their behaviour and where everyone feels safe and is able to learn.

This policy sets out how we cultivate an environment of mutual respect, understanding and growth. All staff, pupils, parents and governors work in partnership to nurture each child's potential within a caring, respectful community.

Purpose and Scope

This policy applies to all members of the school community and in all school-related contexts (classrooms, corridors, playground, trips, online learning platforms, etc.). It outlines our expectations for behaviour, the supportive strategies we use to encourage positive conduct, and the steps we take when behaviour falls short. It should be read in conjunction with related policies such as our Safeguarding/Child Protection Policy, Anti-Bullying Policy, and SEND/Inclusion Policy, ensuring a consistent and holistic approach.

Policy Aims

- To encourage exceptional behaviour
- To promote self-discipline and respect for others
- To help pupils take responsibility for, and control over, their behaviour
- To promote positive relationships between pupils themselves, and with adults
- To prevent any form of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- To develop in children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- To promote good conduct of pupils.
- To maintain an effective learning environment for all

Roles and Responsibilities

All Staff (Teachers, Teaching Assistants, Office Staff, Volunteers): Staff will model our values in their interactions and relationships with pupils and colleagues. They are expected to:

- **Build positive relationships:** greet children warmly each day, where every child is welcomed by name with a smile, show genuine interest in their wellbeing, and “notice” good choices and efforts frequently.
- **Maintain high expectations for every child’s behaviour and effort, believing each child can thrive.** This includes setting clear class rules/routines and consistently reinforcing them.
- **Create a safe, nurturing environment by being fair and respectful, listening to each child’s voice without judgment, and considering individual needs and developmental stages when responding to behaviour.** Reasonable adjustments should be made for pupils with special educational needs or other vulnerabilities.
- **Use positive strategies and restorative practices to guide behaviour, rather than relying on punishment.** Wherever possible, staff engage pupils in a restorative process to reflect on mistakes and learn from them.
- **Explicitly teach children how to make good choices** and redirect them where necessary.
- **Ensure work is engaging and adapted to meet the needs of all children including those with SEND.** Use adaptive teaching methods so that all pupils in the class can access learning.
- **Work as a team:** Behaviour management is a shared responsibility. Staff support one another, seek advice when challenges arise, and follow agreed procedures (such as logging incidents on paper and/or CPOMS). They also communicate with parents/carers regularly to celebrate successes and address concerns in a partnership approach.
- **Never tolerate bullying or discrimination:** Any form of bullying, racism, or harassment is dealt with immediately in line with our zero-tolerance stance, and relevant senior staff are informed. Safeguarding always remains paramount.
- **Have a good understanding of the needs of all children in their care,** showing awareness of the impact of SEND, ACES and attachment issues.

Pupils: We explicitly teach and frequently remind pupils of our expected behaviours. All children at Nateby Primary are expected to:

- **Be Ready** – arrive on time, in correct uniform, and prepared to learn each day.
- **Be Respectful** – demonstrate kindness, care and empathy towards others at all times. This means listening politely to everyone, using gentle voices and positive language, and treating others as they would like to be treated.
- **Be Safe** – move calmly and sensibly around school; keep hands and feet to themselves; take care of our school environment (classrooms, corridors, playground, and equipment).
- **Try Their Best** – work hard and persevere with tasks, allowing everyone to learn and the teacher to teach without disruption. We encourage a growth mindset where mistakes are seen as opportunities to grow.
- **Take Responsibility** – own up to mistakes and help put things right (with support from staff in restorative discussions).

When outside of school (e.g. on trips or wearing uniform in public), pupils should remember they are ambassadors of Nateby Primary and uphold our standards and values.

Parents/Carers: We recognise that positive behaviour is a shared responsibility between school and home. We ask parents and carers to:

- Support our school values and behaviour expectations, reinforcing them at home. This includes discussing the school rules with their child and encouraging respect for the school’s guidelines.

- Ensure children attend school regularly and punctually, in the correct uniform, ready to learn.
- Stay informed and engaged: attend parents' meetings and school events, read school communications (including behaviour reports or notes), and maintain open communication with teachers.
- Work with the school when issues arise – this means responding to communications about behaviour, attending meetings if requested, and collaborating on behaviour support plans or strategies.
- Trust that staff will address behaviour issues fairly, patiently, and positively, and model respectful attitudes toward school staff. Any concerns about behaviour management should be raised directly with the school in partnership, rather than in front of the child.

Headteacher and SLT Responsibilities, including SENCO

The Headteacher oversees the consistent implementation of this policy. They provide guidance and training to staff, monitor behaviour trends (through behaviour logs, CPOMS and observations), and coordinate additional support for pupils who need it. The Headteacher (as our Designated Safeguarding Lead, DSL) ensures that any behaviour that may be linked to safeguarding concerns is addressed with the utmost priority. The Special Educational Needs Coordinator (SENCO) works closely with the Headteacher to support pupils with underlying needs contributing to behaviour. Together, the SLT also engages with external agencies when necessary (educational psychologists, inclusion services, etc.).

Governors

The Governing Board understand and support the policy and practices, ensuring they are effective. They support the mental and emotional well-being of all stakeholders. The Governing Board review this policy regularly to ensure it remains effective and reflective of our ethos.

Behaviour Management in Classrooms

At Nateby Primary School, we believe that building positive relationships, and creating safe, nurturing environments is key to fostering good behaviour.

- **Relationships** are central to our sense of belonging and a secure environment is conducive to engagement and learning.
- **Quality first teaching** is of paramount importance to ensuring pupils learn well and to make disengagement less likely.
- **An engaging curriculum** delivered in an accessible yet challenging manner further reduces the likelihood of unexpected behaviour.
- **Routines** are important for children. Daily routines are quickly established to help children feel safe and in control. Visual timetables are displayed in every classroom so that pupils know what is happening across the school day.
- **Regulating emotions.** We realise that at some time or another we all find it difficult to regulate our emotions. We use emotion coaching to enable pupils to better manage their own behaviour.

Within our classrooms we create safe and nurturing environments where behaviour is exceptional and learning can take place.

Recognition, Rewards and Encouragement

Nateby Primary School has a culture of praise and encouragement. Staff and pupils actively seek opportunities to reinforce good behaviour such as being kind, having good manners, a good attitude, trying hard, etc. These are rewarded in the following ways:

Verbal Praise and Positive Feedback - The simplest and most frequent reward. Staff give specific praise to children, either publicly or privately, highlighting not just academic accomplishments but also positive behaviour, effort, and demonstration of values.

Team points – These can be awarded to acknowledge good work, effort and for good behaviour. Team point monitors collect team points weekly from each classroom. These are added up and the totals announced each week in Celebration Assembly. At the end of each term, the winning house team receive a treat. In the past this has included a session with Little Zoo and a visit from the Mookshake Shack. This year, the treat is half a day at Humblescough Farm, taking part in Forest School activities.

Star Awards – Certificates are given to pupils who have impressed their teachers. These can be linked to education or behaviour. These are awarded in Celebration Assembly and published in our weekly newsletter.

Shout Out – These are given out to children who have been noticed for doing something exceptionally kind. These certificates are linked to behaviour and can be given by staff and pupils. These are published in the school newsletter.

Attendance – Pupils who achieve 100% attendance each term, their names are put into a 'hat' and a name is drawn out from each year group. All pupils with 100% attendance receive a certificate, but the winner also receives a voucher.

Reading – The names of children who read every night are put into a 'hat' and a name is drawn out for each year group. All pupils that read every night receive a certificate, but the winner also receives a voucher.

Reading Challenge – At Nateby Primary, we really value the importance of reading and strive to develop a love of reading within children. In EYFS & Key Stage One children challenge themselves to become a Bookworm. If a child reads 10 books they receive a certificate and Bronze Bookworm badge, for 20 books, a certificate and silver Bookworm badge and for reading 30 books, they receive a certificate and a gold Bookworm badge. Similarly in Key Stage Two, children receive certificates and bronze, silver and gold Page Turner badges for reading 10, 20 and 30 books. This is celebrated by displaying the children's photo on the corresponding badge on display in the school corridor. This is also published on the weekly newsletter.

Each class may also have their own reward/recognition systems in place to encourage and promote good behaviour.

Our reward systems are designed to be inclusive and fair – every child has the opportunity to be recognised for their personal best. We emphasise effort and improvement as much as high achievement. Celebrating positive behaviour not only reinforces it for the child in question, but sets a visible example to other pupils of what is valued in our community. It also helps build self-esteem and a sense of belonging, aligning with our ethos of creating an environment where children are valued.

Responding to Inappropriate Behaviour

At Nateby Primary we take pride in getting to know all our children as individuals. We develop close relationships with the children, their parents/carers and their families so that we often realise when something is wrong. However, despite creating a caring environment where children are

encouraged to be responsible for their own behaviour, children will sometimes make mistakes and test the boundaries. Inappropriate behaviour is dealt with in a calm, consistent and restorative manner. We have a clear, stepped process for addressing issues, ensuring pupils understand consequences while being given the support to improve. Crucially, we always seek to maintain the child's dignity and repair relationships that may have been strained.

Relational Mindset: All staff are asked to consider why a behaviour is occurring and respond with empathy. We remind ourselves: "If a child is acting out, they may be struggling with something." Rather than immediately thinking of punishment, we ask "What does this child need? How can we help them handle this difficulty?" This mindset shift – from seeing a child "behaving badly" to seeing a child communicating distress or unmet needs – encourages supportive interventions. Boundaries are still enforced, but with understanding that our role is to teach and guide. Consequences are given in a context of care, not anger or humiliation. No member of staff will yell at or belittle a child; instead, we remain firm but caring, addressing the behaviour not the child's character.

De-escalation and Early Intervention: At the first signs of low-level misbehaviour (e.g. fidgeting, calling out, minor disruption), staff use subtle de-escalation techniques. This might include a gentle non-verbal cue (eye contact, a hand on the desk, a quiet proximity to the pupil) or a quick reminder of the rule in a positive way (e.g. "Remember, hands up if you want to speak"). Often, this tactful intervention is enough to redirect the child. We also might offer the pupil a chance to regulate if needed.

Staged Consequences Process: For instances where misbehaviour continues, staff follow a stepped process to ensure fairness and clarity. (Staff use professional judgment – serious misbehaviour like violence or swearing may skip early steps and be escalated immediately) For typical low-level disruptions that are not dangerous, the following stages apply:

1. Reminder – The teacher gives a verbal reminder of the expected behaviour and can be repeated depending on the age of the child. This reminder is delivered calmly and kindly, for example: "We speak respectfully to each other in class. Please remember to use kind words." The tone is a gentle nudge, not a scold. At this stage, the pupil is given an opportunity to correct their behaviour without further consequence. If appropriate, the teacher may also direct the child to take a short regulation break – e.g. moving to the designated calming area in the classroom or getting a drink of water – to help them reset. The goal is to nip the misbehaviour early while maintaining a positive rapport.

2. Warning – If the behaviour continues after the initial reminder, the staff member issues a clearer, more firm warning. The teacher makes sure the pupil understands that their current behaviour is unacceptable and states the consequence if it persists. For example: "I've asked you to keep your hands to yourself. If you continue pushing people, a consequence will be issued (this could be loss of some of playtime or loss of other desirable event) The warning is explicit but given in a matter-of-fact, controlled manner. This communicates to the child that they still have a choice to avoid a negative consequence by improving their behaviour. We ensure the pupil knows what is expected ("keep hands to yourself") and what will happen if not.

3. Loss of playtime/part of playtime – During this time, the teacher/adult will have a restorative conversation with the child about their actions/undesirable behaviour. Within this conversation, talk to the child calmly and try and establish what led to the inappropriate behaviour. Discuss what happened, why it was inappropriate and what better choices the child can make going forward. Discuss who has been affected by their choices and what can be done to make this right. The

incident and outcome are briefly logged on paper and/or CPOMS so that there is a record and any patterns can be identified. The child is reminded of the expected behaviour for the next lesson/day and given a fresh start to demonstrate improvement.

NB – if the undesirable behaviour takes place at playtime, the consequence may be for the pupil to stand on the yellow line for up to 5 minutes. During this time, children are asked to reflect on their behaviour.

4. Parent Contact – If the behaviour escalates or persists, the child will again miss part of their playtime or a desirable event and parents will be contacted. We believe that transparency with parents – early communication can prevent bigger problems. The conversation with parents will always be collaborative. An explanation will be provided as to what happened and that we want to work together to help the child’s behaviour improve. The behaviour log/CPOMS will be updated with details of the consequence and parent contact. As previously, the teacher/SLT will hold a restorative conversation with the pupil about their behaviour and reiterate expectations. The pupil then rejoins normal activities, knowing they have a fresh start and support to do better.

Persistent or Escalating Behaviours: If a pupil is frequently reaching the higher stages of the consequence process (for example, regularly needing time-outs or causing repeated disruptions despite the above interventions), this signals that additional support or adjustments may be needed. The class teacher will involve the Headteacher at this point. Together, they will observe the pupil in class to identify possible triggers, patterns, or unmet needs contributing to the behaviour.

Graduated Support and Intervention Strategies

While the majority of pupils at Nateby Primary will respond well to the consistent, positive approach outlined above, we recognise that some children will need more specialised or intensive support to manage their behaviour. We adopt a graduated response for those learners who present ongoing challenges or have specific social, emotional, or mental health needs. A graduated approach means providing support in increasing levels of intensity, based on the child’s needs, and always aiming to intervene early before problems escalate. This approach aligns with the “Assess – Plan – Do – Review” model used for SEND support: we assess the child’s needs, plan appropriate interventions, do (implement) the support, and regularly review progress to adjust as needed.

Monitoring and Record-Keeping

For any child identified as needing additional behaviour support, staff maintain careful records of incidents and strategies. We use behaviour logs and/or CPOMS to log not only the incidents but also outcomes and actions taken. We may also use tools like ABC charts (Antecedent-Behaviour Consequence logs) to spot patterns of behaviour. These records ensure all staff working with the child are aware of consistent approaches, and they help in multi-agency meetings if outside help is involved.

Safeguarding and Inclusion

We understand that behaviour and safeguarding are often interlinked. Changes or extremes in a child’s behaviour can be a red flag for underlying issues – including abuse, neglect, bullying, mental health problems, or other unmet needs. In line with Keeping Children Safe in Education guidelines, all staff are trained to be vigilant for signs that a behaviour incident might actually be a symptom of something more serious.

Recognising the impact of SEND on behaviour

Nateby Primary School recognises that pupils' behaviours may be impacted by a special educational need or disability (SEND). When incidents of misbehaviours arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviours will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy and keeping the pupil and others in school safe.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:
 - Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
 - Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
 - Training for staff in understanding conditions such as autism
 - Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

This section outlines the roles of key staff in safeguarding, and the actions we take to ensure no concern goes unseen. It also describes how we strive to include every child, assessing whether trauma or unmet needs are at the root of behavioural issues and addressing those holistically.

Designated Safeguarding Lead (DSL):

The Headteacher serves as the DSL, and we have a deputy DSL on staff as well. The DSL's role is to take lead responsibility for child protection and safeguarding in school. If any member of staff suspects that a child's behaviour (or disclosure during a restorative chat) indicates they may be experiencing harm (for example, sudden aggression could hint at abuse, or withdrawal could hint at neglect or mental health crisis), that staff member must inform the DSL immediately. This is non-negotiable and of utmost priority. For instance, if a child's aggressive outburst included references to being hurt at home, or if repeated absconding from class might indicate they're avoiding something distressing, these are treated as potential safeguarding concerns. The staff will make a behaviour log/CPOMS entry tagged as Safeguarding and directly speak to the DSL that day. The DSL will then assess the information and decide on next steps in line with our Child Protection Policy.

Child-on-Child Abuse

At Nateby Primary, we recognise that abuse is not limited to adults harming children; children can also be harmed by their peers. We have a zero-tolerance approach to child-on-child abuse in all its

forms, including bullying, physical abuse, sexual harassment, sexual violence, upskirting, initiation/hazing-type violence, coercive behaviour, and online abuse.

All staff are trained to recognise the signs of child-on-child abuse and understand that it can happen in any school, to any child, regardless of age or background. We do not dismiss harmful behaviour between children as “banter” or “just growing up” — such incidents are taken seriously, investigated promptly, and addressed in line with our Safeguarding and Child Protection Policy. When concerns arise, staff will record and report them immediately to the Designated Safeguarding Lead (DSL). Victims will always be supported, and appropriate interventions will be put in place for those who have caused harm, recognising that they too may be vulnerable and in need of support. Our response will always prioritise the safety and well-being of the child who has experienced harm, while working restoratively to educate and protect all involved.

We work with parents, carers, and external agencies where appropriate to ensure concerns are managed sensitively and effectively. Through our curriculum, assemblies, and pastoral work, we teach children about respectful relationships, consent, personal boundaries, and how to speak up if they ever feel unsafe.

The Use of Reasonable Force

Reasonable force can be used to prevent a pupil from doing, or continuing to do, any of the following:-

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including the pupil’s own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline.

There are a wide variety of situations in which reasonable force might be appropriate, or necessary:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property
- A pupil is, or is at risk of, causing injury or damage by accident by rough play, or by misuse of materials
- A pupil running in a corridor or stairway in a way in which they might cause an accident
- A pupil absconds from a class or tries to leave the school
- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson

The use of reasonable force is never used as a substitute for good behavioural management.

Throughout the process it is important to try to diffuse the situation by using some or all of these methods:-

- Using a calm voice
- Isolating the area so that there is no audience
- Bringing in a second member of staff
- Offering alternatives to behaviour e.g. “You can do this or you can do that but you cannot continue to do what you are doing.”

If physical intervention is necessary, the following principles apply: -

- The pupils will be warned verbally that physical restraint will be used
- Minimum force only will be applied
- Every effort to secure the presence of other staff will be made
- Restraint will be an act of care and control, not punishment
- Acts of restraint will be carried out in a firm and calm manner without being aggressive towards pupils
- Following incidents, the removing teacher takes the pupil to a quiet place and interviews the pupil to allow him/her to speak about the incident, when both the pupil and staff member are in a calm state of mind. The pupil is made aware of the seriousness of the incident and what will happen next.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us and therefore we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour. When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying/Artificial Intelligence to bully outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school

uniform (including at breakfast/afterschool club)

- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being a member of our school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Suspensions/Exclusions

Suspensions

Nateby Primary School believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of others in the school, the Headteacher may take the decision to suspend for a fixed period. A meeting will be held between the Headteacher and the parents and if this decision is taken, work will be set for the pupil to complete at home. Following suspension, the pupil and parents must meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed back and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Nateby Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to others at the school.

Monitoring and Review of Policy

- **Staff use behaviour logs OR CPOMS to record significant behaviour incidents and safeguarding concerns.** The Senior Leadership Team (SLT) review these records periodically to identify patterns

(e.g., particular times, locations, or students that might need additional support). They also ensure that actions promised (follow-up conversations, parent contacts, etc.) have been carried out.

- **The Headteacher provides termly reports to Governors summarising behaviour across the school, including number of any suspensions, common issues, and successes.** The Governors use this to evaluate how well the relational policy is working and challenge or support the Headteacher in making improvements.

- **Pupil voice is also important:** through Pupil Attitude Questionnaires, we ask children how they feel about behaviour and safety in school. Do they feel adults are fair? Do they feel safe from bullying? This feedback helps adjust our practice and ensure our relational ethos is felt by the students.

A 'Worry Box' is also available for children to use if they have any concerns to share with staff, but don't feel confident enough to speak to someone directly.

- **We commit to ongoing training for staff in behaviour management, restorative practices, and trauma-informed approaches.** New staff receive an induction on the behaviour policy, and all staff get refreshers (at least annually) to stay consistent. We also highlight and share good practice among staff – for example, a teacher who successfully turned around a challenging class might share their techniques in a staff meeting.

- **This policy will be reviewed annually (or sooner if required by changes in law or school circumstances).** The Headteacher will gather input from staff, governors, parents, and pupils when reviewing the policy to ensure it remains relevant and effective. Any updates will continue to align with current Department for Education guidance

By monitoring implementation and being willing to learn and adapt, we ensure that our Behaviour Policy truly reflects what happens day-to-day. Our aspiration is that anyone visiting Nateby Primary School would tangibly see our ethos and values in action. In partnership with our families, we will continue to nurture a school environment where every child flourishes and every mistake is an opportunity to deepen learning and relationships.