

# Fair Field Junior School



FAIR FIELD  
JUNIOR SCHOOL

## Behaviour Policy

### Statement of Intent

Fair Field Junior School is committed to nurturing an individual's potential and thirst for learning by offering a safe, happy and stimulating environment. We build all we do on our shared values: Respect, Honesty, Perseverance, Kindness, Forgiveness and Inclusion.

Behaviour Policy	
Written by:	Davinia Leggett
Date:	17.11.25
Approved by:	LGB
Date:	27.11.25 effective from Jan 2026
Review frequency	Annually
Target Audience	All stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. Fair Field Junior School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

## **Aims**

We believe that school must be a welcoming and caring place for all. We recognise that children, families, staff, governors and our local community all have a vital part to play in the success of our school.

The purpose of this policy is to create a happy, caring, secure and stimulating environment where everyone will be encouraged and inspired to do their very best.

We believe that high quality teaching promotes effective learning and positive behaviour. We endeavour to work together with parents / carers and staff for the mutual well-being of all who are connected with the school. In working together as a community, we seek the best for the children in our care and see the behaviour policy as a part of this goal.

Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and become responsible citizens for the future. We use the Hertfordshire Therapeutic Thinking approach through which we help our children to make the right decisions regarding their behaviour and become independent in their choices. Kindness and acceptance to all is encouraged and we adopt a firm and proactive approach to bullying and any discrimination - any such incidents will be dealt with promptly.

## **Behaviour Policy – General Principles**

There are three basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child
- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable.
- We teach children how to learn from their behaviour

Everyone at Fair Field Junior School has a part to play in the promotion of high standards of behaviour. Our school values underpin this ethos in our day-to-day practice.

It is important that our school rules are reinforced by a balanced combination of rewards and consequences within a secure and positive environment creating links to our core values whenever possible.

## **School Values**

At Fair Field we teach and model positive behaviour through our core school values.

- Respect
- Honesty
- Perseverance
- Kindness
- Forgiveness
- Inclusion

## **Staff and other adults in school will:**

- be aware of, understand and support the policies and procedures that help our school work effectively
- model the behaviour and actions expected of our children
- be appropriately organised for what they are here to do
- ensure that they are aware of specific needs and requirements of children in their care
- ensure that everyone is safe and secure within the school environment and on educational visits
- use positive phrasing when speaking with children
- follow the Therapeutic Thinking Principles when dealing with children's behaviour

## **What is Therapeutic Thinking?**

Therapeutic Thinking Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. This approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

Therapeutic Thinking Hertfordshire Steps is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The Therapeutic Thinking Steps approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

It emphasises the importance of consistency and teaching internally, rather than imposing external discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

Working with a child's experiences and feelings creates an internal discipline. This results in long term change. Using external discipline, imposed by staff through rules and suppression would only achieve short – term change.

## **Prosocial Behaviour**

Prosocial behaviour relates to behaviour that is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings, and welfare of other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

## **How the adults at Fair Field teach prosocial behaviour (positive)**

We help children to be enthusiastic and focussed about learning by:

- recognising and rewarding positive behaviour and achievements
- providing high quality learning and varied experiences in a stimulating environment
- promoting a 'can do' attitude
- displaying children's work in a variety of ways and celebrating their achievements
- providing reflection time to help the children learn from their behaviour
- where appropriate, give opportunities for restorative teaching and learning
- use of Zone of Regulation to support children's understanding of behaviours.

## **Zones of regulation**

Zones of Regulation is a framework that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. Zones of Regulation is used in school to support the children regulate their behaviour. It provides the children with an easy way to think and talk about how they feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once they understand their feelings and zones, we can help them learn to use tools/strategies to manage their different Zones in order to meet goals and achieve tasks, managing big feelings, and healthy relationships with others.

## Rewarding Prosocial Behaviours (Positive Behaviours)

<b>Fair Field Junior School</b>
<b>House Points</b> Each child is a member of one of 4 houses. House points are awarded for a range of reasons including effort, use of school values, attitude to learning and academic achievement.
<b>F Factor</b> Pupil of the week receive the F Factor award this can be for sustained effort, using the school values etc
<b>Diamond Book</b> Children go to the Headteacher to celebrate their success. Their name goes into the special Diamond Book, the children receive a diamond sticker, and their name appears in the weekly newsletter, so others can celebrate their success.
<b>Effort awards</b> Silver for good choices and attitude to learning moving onto the Gold where a golden sticker is given.
<b>Stickers</b> Class Teachers and Teaching Assistants may use stickers for motivation and celebrate success. These can be given to children and also stuck in books to acknowledge work.
<b>Class rewards from teachers</b> Some teachers may use verbal praise, stickers, marble in the jar, table of the lesson etc

### School Rules

School rules are written using positive phrasing for example – we will use kind words. These are displayed in the classroom and referred to when unacceptable behaviour is observed – Appendix 1

### Managing Unsocial and Antisocial Behaviour (Low Level / Dangerous)

Despite focusing on rewarding prosocial behaviours, we recognise that at times, children will sometimes make unacceptable choices. Consequences will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging, and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school expectations and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences, and the use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.)

Parents/Carers will be continually involved in supporting the school in managing their child's behaviour issues. Exploring the child's behaviour more deeply will be done using the 'Roots and Fruits model' along with anxiety mapping, see Appendix 2 It may also be appropriate to complete an early help assessment if multi-agencies are involved with the child, or a Behaviour Support Plan if the child is at risk of exclusion.

### Unsocial Behaviour (Low - level behaviours)

This describes not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Examples could be:

- not doing as instructed, but not to the detriment of others

- leaving their desk without permission
- leaving the carpet during input/story without permission
- refusing to complete the work set
- choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- rocking on their chair
- calling out/talking to a friend
- not listening to instructions
- misusing equipment

Please be aware, all these behaviours could be a sign of needing help, attention or that they are bored or impatient. Not all unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes antisocial.

### **Antisocial Behaviour**

This describes behaviour that causes harm to the to an individual, a group, community or the environment or that violate the rights of another person. At times this is behaviour that can be deemed dangerous.

Examples could be:

- Swearing
- Graffiti
- Bullying
- Fighting
- Throwing objects
- Racism

Antisocial or dangerous antisocial behaviour will result in SLT support/intervention.

### **Behaviour Steps when responding to behaviour**

#### **Step 1 (low – level)**

Children will be given a quiet reminder to stop the low-level behaviour.

#### **Step 2**

If children continue to display unsocial low-level behaviours, they will be given a 'verbal warning'. At this point they may: need to move desk / removal equipment / lose chair for 2 minutes etc.

#### **C1**

*Persistent low-level behaviour*

5 minutes with an adult and a restorative conversation. This will take place outside of teaching time.

#### **C2**

*Behaviour continues*

For persistent unsocial behaviour the child will go to another class for 10 minutes with work.

The class teacher will inform parents.

#### **C3**

*Behaviour continues*

The child will miss 15 minutes of play / lunch time

They will go to their phase leader during class time

They will complete a think sheet – see appendix 3

The phase leader will inform parents.

*Please note - Children of different ages/ability will need varying levels of adult support to complete this following a restorative conversation, with the class teacher. The behaviour will be logged on CPOMS and the Think Sheet will be passed to the Inclusion Lead.*

For persistent unsocial behaviour where the child is off task, refusing to learn and denying others the opportunity to learn, they will be sent to the Inclusion lead (in their absence, a member of SLT). This will result in a call to parents to discuss the next steps (possible roots and fruits completion – appendix 2 or anxiety mapping to identify behaviour triggers and a support plan.)

#### **C4**

##### **Antisocial / dangerous behaviour**

The child will be sent to Inclusion lead

They will complete a think sheet – see appendix 3

They will miss a full lunch time

A restorative conversation will take place

The Inclusion lead will call parents to discuss next steps

#### **C5**

##### **Antisocial / dangerous behaviour**

The child will be sent to the Headteacher

The Headteacher will call parents requesting them to make an appointment to discuss the behaviour

The consequence will depend on the incident, it may require a serious form of sanction e.g. internal or external suspension

Examples of behaviours can be found in Appendix 4 and 5.

*In addition, if there are repeated incidents of unwanted behaviour at a lower level, it may also be necessary for the Senior Leadership team or Headteacher to intervene and liaise with parents.*

Steps in the behaviour management of a child may be missed out, depending on the severity of the situation. Teachers liaise closely with parents / carers early so that the teacher does not raise unexpected historical incidents.

#### **What is a restorative conversation?**

It involves an approach where a pupil whose behaviour has fallen below an acceptable standard takes part in a conversation with a teacher or other appropriate adult in the school. The use of visual cards (appendix 8) / questions and books can be used to support the conversation.

A variety of questions will be asked:

- How can we make it right?
- How did you feel?
- What happened?
- What could I do differently?
- Who was affected by it?

#### **Children with additional needs**

Some children may have behaviour plans specific to their individual needs, as stipulated by external professionals. In these exceptional circumstances these plans are followed in agreement with parents/carers.

## **Bullying**

Bullying of any kind is unacceptable at school. We believe that children have a right to feel that they are safe from verbal, physical and emotional harassment when they come to school. See the Anti-Bullying Policy for more information.

Children who engage in inappropriate behaviour towards other children will be supported as detailed in the school's Anti – Bullying Policy. Abuse towards individuals with protected characteristics will not be tolerated. Incidents are kept on CPOMS (Child Protection Online Monitoring and Safeguarding) system and reported in summary to the governing body.

## **Recording Antisocial behaviour**

Staff will record behaviour incidents on CPOMS. This allows us to spot patterns in pupils behaviour and monitor the effectiveness of our work which will be monitored by the Inclusion lead.

## **How we deal with unacceptable behaviour**

### **Language when dealing with unacceptable behaviour**

Staff will use positive phrasing when addressing a child for example 'Walk with me, thank you'. Language will involve clear short and simple instructions when dealing with unacceptable behaviour, for example:

- 'Stand next to me'
- 'Put the pen on the table'
- 'Walk in the corridor'

At all stages of unacceptable behaviour, staff will use the de-escalation script, see Appendix 6

### **Choices**

Where behaviour is unacceptable, staff will offer the child choices. The choices will be limited to 2 and will be simple and clear for example, if a child is refusing to do their work the adult will offer two choices 'you do the work at the table or library, table or library.' They will not use the word please when giving limited choices.

### **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger unwanted or inappropriate behaviour.

## **Behaviour Steps – to promote independence**

The '3 steps' is used as a way for children to help tackle unwanted behaviour from other children including their friends whilst in the playground or around the school. **The 3 steps are: (Appendix 7)**

**Step 1:** Say to the person doing the unwanted behaviour PLEASE STOP (*state the behaviour e.g. shouting*). I DON'T LIKE IT.

**Step 2:** If the behaviour continues, child says PLEASE STOP (*state the behaviour e.g. shouting*) OR I WILL TELL THE TEACHER /ADULT.

**Step 3:** If the behaviour continues then the child TELLS AN ADULT.

Adults will ask if they have followed the 3 steps procedure first and then will deal with incidents and make a decision based on the above guidance. The class teacher and, in some cases SLT must be kept informed of incidents.

### **External Agencies and professionals**

Children who are repeatedly manifesting inappropriate behaviour patterns may be referred to the external agencies and professionals for additional assessment and advice. See Inclusion Policy for more details.

### **Suspension/Exclusion**

Fixed term suspension or permanent exclusion, may be considered when all other strategies have failed or in extreme circumstances. This provides an opportunity for a reset and time for changes / support to be established to support the child and school for a positive return.

Pupils' needs, such as having SEND or being in a vulnerable group, will be carefully considered in the event of a possible exclusion. Only the Headteacher has the power to exclude.

We will use the following adaptations, as appropriate, to avoid excluding a child:

- time out of class as a consequence / support their needs
- protective consequences such as playtimes being carried out at a separate time,
- supported playtimes,
- meet & greet by a named adult,
- regular check-ins with a named adult,
- Individual behaviour plan
- reduced or adapted timetable,
- referral to external agencies e.g. DSPL 9 support

This is not an exhaustive list; there may be other recommendations which school will support.

Given the importance of the safety of the school community, the Governing Body supports the right of the school to exclude permanently for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Following a fixed term suspension**

After a fixed term suspension, the child with their parent / carer is invited to a reintegration meeting with the Headteacher. At this meeting a plan for the child to be successful in school will be discussed and agreed. Strategies will be put in place to reduce the likelihood of the child needing to be suspended again; this may include a referral to external agencies, risk reduction plans and other strategies. On occasions it may be deemed appropriate to use a part time timetable, with a careful plan to return to full time, to enable the child to be reintegrated successfully.

### **Part - Time Timetables**

If a child is struggling to make good choices with their behaviour, Headteacher in conjunction with the parent / carer, may agree the use of a part time timetable. This would be in line with the HCC Guidance on the use of reduced timetables for pupils of compulsory school age. This timetable would be temporary with a view to the child's successful return to full time school.

### **Permanent Exclusion**

The Headteacher has the power to exclude a pupil immediately for persistent/serious misbehaviour. The Headteacher will follow the Herts Exclusions Guidance for schools in the administering of fixed-term suspension or permanent exclusion.

# Our School Rules



FAIR FIELD  
JUNIOR SCHOOL

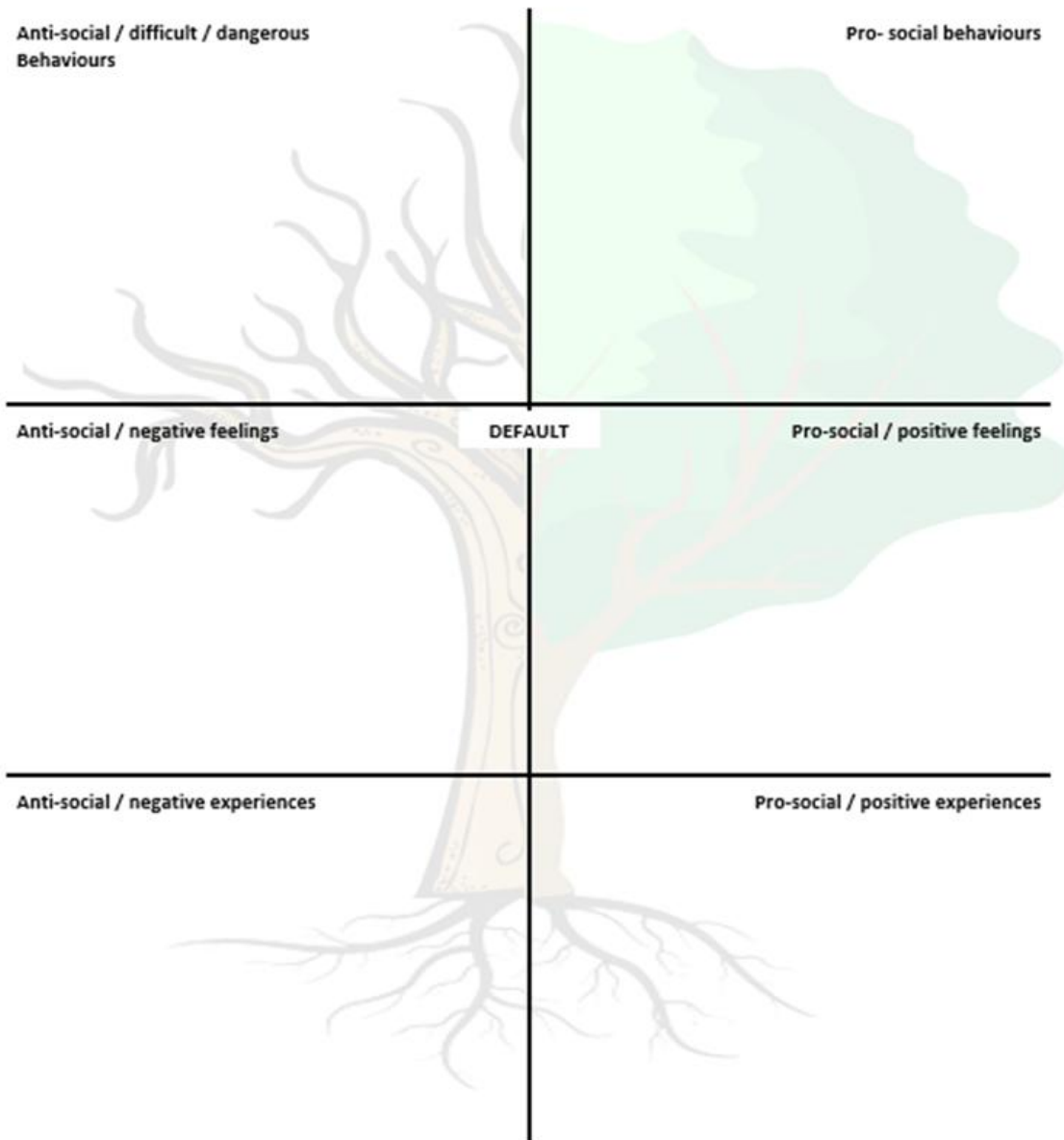
1. We use kind words when talking to each other.
2. We follow instructions the first time they are given.
3. We use equipment and resources appropriately and respect our school grounds.
4. We treat everyone equally and celebrate our differences.
5. We work hard to achieve our best.
6. We follow the 3-step procedure when solving issues with others.
7. We take turns and listen to each other respectfully.

## APPENDIX 2

### Therapeutic Tree (Roots and fruits)






Name	
Supporting Staff	
Date	
Review Date	



### APPENDIX 3

Children may need support from an adult to complete this / form part of then restorative conversation.















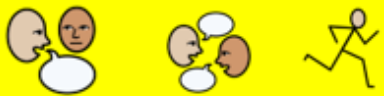







THINK SHEET		
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
Write or draw what happened.		
		
What can you do to fix it?		
		
What could you do better next time?		
		
<b>Signed by Teacher:</b>		<b>Date:</b>





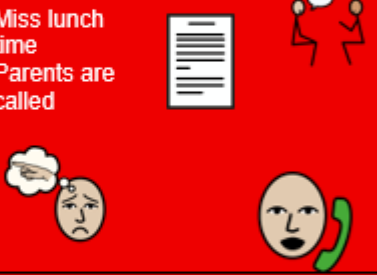



## APPENDIX 4

This is not an exhaustive list; however, it is a list of examples of how different behaviours may be dealt with.

Level	Type of behaviour	Consequence
Step 1	Talking during class Rocking on chair Shouting out Walking around the classroom Tapping Off task Not following instruction first time Distracting others Running indoors	Quiet reminder
Step 2	Persistent Step 1 behaviours	Verbal warning'. At this point they may: need to move desk / removal equipment / lose chair for 2 minutes
C1	<i>Further persistent low-level behaviour as in Step 1 and Step 2 also</i> <i>Answering back – non aggressively</i>	5 minutes with an adult and a restorative conversation. This will take place is outside of teaching time
C2	For persistent unsocial behaviour also Answering back aggressively Throwing equipment Refusal to follow instructions Misuse of equipment – breaking and throwing	Go to another class for 10 minutes with work. The class teacher will inform parents.
C3	Verbal rudeness and unkindness Deliberate physical contact Intentionally breaking equipment Lying Swearing Mimicking	Miss 15 minutes of play / lunch time Go to their phase leader during class time Parents called by phase leader
C4	Repeated behaviours from Step 1 - C3 Bullying Leaving the classroom without permission Running away from an adult Throwing dangerous objects Inappropriate touching Graffiti	The child will be sent to Inclusion lead Think sheet completed Miss a full lunch time Restorative conversation will take place Parents called by Inclusion lead
C5	Repeated behaviours from C4 Misuse of technology Swearing at staff Violence Racism, homophobia, misogamy – hate crime Jumping school gates Sexual behaviours – verbal and physical Vapes Theft	Depending on situation: Loss of playtime and lunchtime Internal suspension External suspension Permanent exclusion

## APPENDIX 5 – Child friendly version of Examples of behaviour and consequences

Level	Examples of behaviour	Consequence
	<ul style="list-style-type: none"> <li>• Making good choices </li> <li>• Trying your best in lessons</li> <li>• Having a positive attitude to learning</li> <li>• Working hard and not giving up </li> <li>• Completing your work carefully and neatly </li> <li>• Showing the school values every day</li> <li>• Listening well and joining in </li> <li>• Being kind and helpful to others</li> <li>• Working well as part of a team </li> <li>• Feeling proud of your work</li> </ul>	<ul style="list-style-type: none"> <li>• Stickers </li> <li>• Class reward from teachers</li> <li>• Efforts awards – silver and gold</li> <li>• House points</li> <li>• F factor award</li> <li>• Diamond book </li> </ul>
Step 1	<ul style="list-style-type: none"> <li>• Talking during class </li> <li>• Rocking on chair</li> <li>• Shouting out</li> <li>• Walking around the classroom</li> <li>• Tapping</li> <li>• Off task</li> <li>• Not following instruction first time</li> <li>• Distracting others</li> <li>• Running indoors </li> </ul>	Quiet reminder 
Step 2	<ul style="list-style-type: none"> <li>• Repeating Step 1 </li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning, moving seat or removal of equipment </li> </ul>
C1 	<ul style="list-style-type: none"> <li>• Continued behaviours from Step 2 </li> </ul>	<ul style="list-style-type: none"> <li>• 5-minute restorative chat with adult </li> </ul>
C2  	<ul style="list-style-type: none"> <li>• Answering back aggressively </li> <li>• Throwing equipment</li> <li>• Refusal to follow instructions </li> <li>• Misuse of equipment – breaking and throwing </li> </ul>	<ul style="list-style-type: none"> <li>• Work in another class and parents are told. </li> </ul>

<p><b>C3</b></p> 	<ul style="list-style-type: none"> <li>• Verbal rudeness and unkindness</li> <li>• Fighting (including play fighting)</li> <li>• Intentionally breaking equipment</li> <li>• Lying</li> <li>• Swearing</li> <li>• Mimicking</li> <li>• Spitting at someone</li> <li>• Threatening behaviour</li> </ul> 	<ul style="list-style-type: none"> <li>• Lose 15 minutes of playtime</li> <li>• See Mrs Hinton or Miss Gray</li> <li>• Parents are called</li> </ul> 
<p><b>C4</b></p> 	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Leaving the classroom without permission</li> <li>• Running away from an adult</li> <li>• Throwing dangerous objects</li> <li>• Touching others where they don't want to be touched</li> <li>• Graffiti</li> </ul> 	<ul style="list-style-type: none"> <li>• See Mrs Parmar</li> <li>• Think sheet</li> <li>• Miss lunch time</li> <li>• Parents are called</li> </ul> 
<p><b>C5</b></p> 	<ul style="list-style-type: none"> <li>• Repeated behaviours from C4</li> <li>• Misuse of technology</li> <li>• Swearing at staff</li> <li>• Violence</li> <li>• Hate crime</li> <li>• Leaving school without permission</li> <li>• Stealing</li> </ul> 	<ul style="list-style-type: none"> <li>• See Mrs Leggett</li> <li>• Parents come into school for a meeting</li> <li>• Loss of playtime and lunchtime</li> <li>• Internal suspension</li> <li>• External suspension</li> <li>• Permanent exclusion</li> </ul> 

# De-escalation Script

- **Child's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

**Step 1:** Say to the person doing the unwanted behaviour:

**PLEASE STOP (say the behaviour).  
I DON'T LIKE IT.**

**Step 2:** If the behaviour continues, child says:

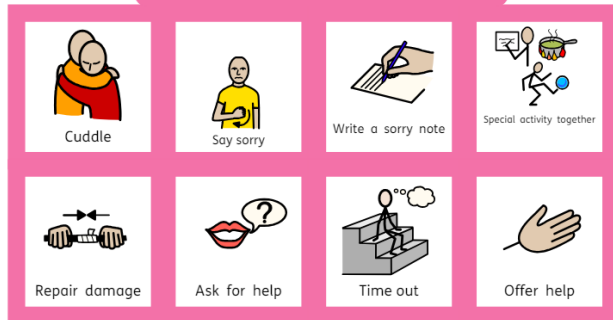
**PLEASE STOP (say the behaviour) OR I  
WILL TELL THE TEACHER / ADULT.**

**Step 3:** If the behaviour still continues then the child will:

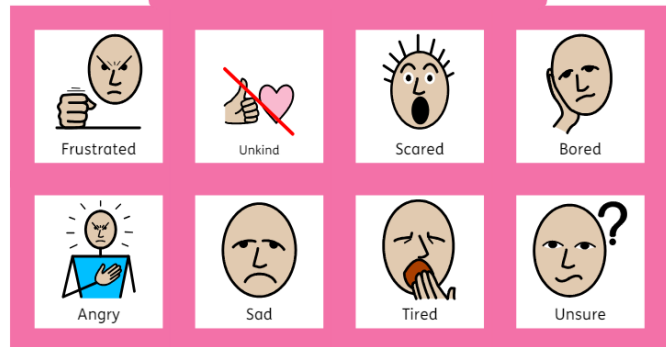
**TELL AN ADULT**

## APPENDIX 8 Cards to Support Restorative Conversations

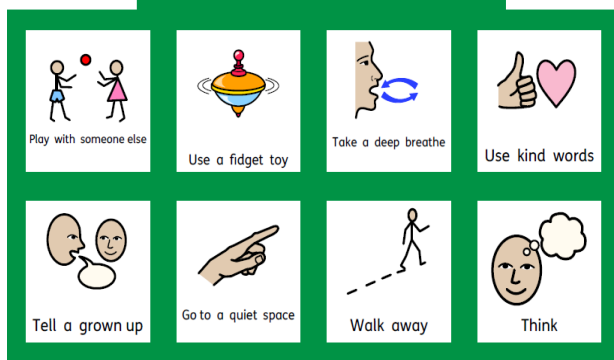
How can we make it right?



How did you feel?



What could we do differently next time?



Who was affected?



What happened?

