



EASTBURY FARM PRIMARY SCHOOL

Behaviour Policy

Autumn 2026

Date of Governor Approval: **09.09.2026**

Eastbury Farm Primary School

Behaviour Policy

Introduction, Vision and Values:

Our therapeutic approach to behaviour management has been informed by the Therapeutic Thinking (formerly known as Hertfordshire STEPS) training we receive annually as a Hertfordshire School. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking. Eastbury Farm relies on its community behaving in certain ways to achieve its purpose. We want all our pupils to understand the importance of valued behaviour and the benefits that behaving in such a way has on themselves, their peers, and our wider community. At all times the central purpose of our behaviour policy is to ensure our pupils feel safe, can learn, and feel a strong sense of wellbeing. Please refer to the glossary at the end of this policy whilst reading.

Philosophy

A calm, caring and respectful atmosphere will permeate our school in all we say and do.

“You can’t teach pupils to behave better by making them feel worse. When pupils feel better, they behave better.” – Pam Leo

Aims:

- To promote a nurturing approach that involves caring, consistent, and empathetic relationships between pupils and staff
- To support pupils in developing resilience
- To promote a positive self-image and to encourage respect for others
- To support pupils in self-regulating and developing independence
- To encourage pupils to become reflective of their own and other people’s behaviour
- To develop interpersonal skills that enable positive relationships with others
- To eliminate all forms of discrimination, harassment, and bullying

Responsibilities of the Staff

- To follow Hertfordshire Therapeutic Thinking approach to behaviour
- To clearly communicate school expectations, routines, values and standards through teaching and through all interactions
- To treat all pupils with equity – enabling all pupils to demonstrate valued and safe behaviours through reasonable adjustments
- To create a safe learning environment by following school’s consistent expectations and policies
- To provide a motivating and engaging curriculum that all children can access
- To always model valued and safe behaviour
- Build and maintain positive relationships with pupils, staff, parents/carers and governors
- When a child has exhibited difficult or dangerous behaviour update CPOMS using unemotional, non-judgemental, and factual language to describe the behaviour
- In line with the SEND Code of Practice, we ensure all relevant reasonable adjustments are made to support pupils with special needs to access the behaviour policy

Responsibilities of Parents/Carers

- To support the school behaviour policy and reinforce at home where appropriate, as well as engaging with and supporting school on any pastoral work that is given as support for your child
- Support your child to reach their full potential through support and understanding of school policies, particularly those regarding learning and behaviour
- To ensure your child/children arrive(s) on time for school, calm and ready to learn with appropriate equipment and clothing - including PE kit
- To help your child value the importance of education and to acknowledge their efforts and achievements
- To be responsible for your child on the school playground at the start and end of the school day, as well as ensuring they always remain positive role models for Eastbury Farm Primary School outside of school
- To encourage your child to be an independent and responsible learner

Rights and Responsibilities of Pupils

- Please see Appendix 1

Therapeutic Thinking

The Therapeutic Thinking approach is the Local Authority's preferred approach to behaviour management in schools. Two members of staff have received the full three day 'train the trainer' Therapeutic Thinking training and receive annual refresher training. These two members of staff then disseminate the training to all staff at an annual refresher.

Therapeutic Thinking is a therapeutic approach to behaviour that priorities the helpful feelings of everyone in the dynamic. It uses techniques to de-escalate a situation before a crisis occurs and when a crisis does occur, it adopts techniques to reduce the risk of harm. Therapeutic Thinking enables staff to focus on the causes of an individual child's declining emotional wellbeing rather than the presenting behaviour itself and empowers staff to pro-actively tailor their responses.

The Zones of Regulation (see Appendix 2)

The Zones of Regulation is a tool that we use to teach the pupil how to identify, name and manage a range of emotions to help them to self-regulate.

Teaching/Promoting Valued Behaviour

Valued behaviour is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and the behaviour will benefit other people or society.

Difficult, Detrimental & Dangerous Behaviour

If the behaviour becomes Difficult, Detrimental or Dangerous, we use the term 'consequence' as we want children to understand all actions lead to either an educational or protective consequence.

- **Educational**

Staff use educational consequences when they want a pupil to learn something. When using educational consequences, staff must ask themselves two questions:

1. What does the pupil need to learn?
2. How am I going to teach them?

- **Protective**

Protective consequences are necessary measures to manage the risk of harm that result from dangerous behaviours. Staff must consider the safety of all pupils and staff when putting a protective consequence in place.

For both types of consequences, one way to ensure the consequence is either protective or educational, the 'obviously rule' should be used. This is when the word 'obviously' cohesively fits after the behaviour and before the consequence. Staff will use the Zones of Regulation to support the pupil to understand and name their own feelings as well as the feelings and impact on others because of their behaviour.

An example of an educational or protective consequence using the obviously rule is: 'You have not used safe hands with your peer/peers on the playground so obviously you will spend some time with your class teacher at break time discussing safe hands to ensure you and your peers are safe'. Once the child is calm the adult will use the Reflect, Restore, Repair questions with the child.

Preventing Difficult, Detrimental & Dangerous Behaviour

If pupils begin to show signs of Difficult, Detrimental or Dangerous Behaviour, we use the following tools to de-escalate the situation:

- Positive phrasing when appropriate, for example, 'Walking down the corridor, thank you' if a child were running down the corridor
- Limited choice – giving two options that need to be acceptable to the child and the adult. For example, 'You can complete your work at this table, or you can complete your work at the back table'
- Disempowering the behaviour for example, if a pupil chose to sit under the table, if they are safe, say 'You can listen from there', 'I'll be over here when you're ready'
- De-escalating scripts for example, 'I'm here to help', 'Talk and I will listen' (see Appendix 3)

- De-escalating body language – manage distance, side-on stance, relaxed arms

To promote internal discipline, we teach behaviours and work with pupils' experiences and feelings. We do this through our PSHE curriculum, using Zones of Regulation and through our culture and ethos. We do not want to control or impose external discipline onto pupils as they do not learn or grow from this. Alongside consequences staff must determine the cause and reasons for the Difficult, Detrimental or Dangerous Behaviour through using the Iceberg Analysis/Early Prognosis Tool. (Appendix 4)

Supporting Documents

If a pupil is consistently showing Difficult, Detrimental or Dangerous Behaviours, the INCo and/or SENCo alongside the class teacher and/or parents/carers will use a range of analysis tools. External advice will be sought as appropriate.

These may include: -

- Iceberg Analysis/Early Prognosis Tool (Appendix 4)
- High Quality Provision/APDR (Appendix 5)
- Therapeutic Tree (Appendix 6)
- Anxiety Analysis (Appendix 7)
- Predict, Prevent and Progress Plan (Appendix 8)
- Therapeutic Plan (Appendix 9)
- Reflect, Restore, Repair questioning (Appendix 10)
- Graduated Approach (Appendix 11)
- Graduated Response to Behaviour (Appendix 12)

Jigsaw PSHE Scheme

The whole school delivers the PSHE and RSHE curriculum using the Jigsaw Scheme through the learning portal, which aims to develop positive behaviours and teaches pupil's how to work together collaboratively and avoid confrontation. Through developing a sense of working together and accepting each other as individuals, this scheme also helps us to promote valued behaviour across the school.

Communication - CPOMS

To create accurate behaviour plans for pupils, staff need to start by accurately describing the behaviour and providing a context of the behaviour. Staff members use CPOMS to log Difficult, Detrimental and Dangerous Behaviours. When describing behaviour, staff members need to ensure they are using unemotional, non-judgemental, and factual language to communicate the behaviour. CPOMS helps staff to build a full picture of the context of each pupil.

Communication with Parents/Carers

Staff will communicate Difficult, Detrimental and Dangerous Behaviours on the same day (where possible) that the behaviour occurred in person or over the phone. When describing behaviour, staff members need to ensure they are using unemotional, non-judgemental, and factual language to communicate the behaviour. Staff should speak to parents/carers to acquire possible context that could contribute to the Difficult, Detrimental and Dangerous Behaviours occurring.

Suspensions

Staff at Eastbury Farm believe that pupils should remain in full time education. Internal or external fixed term suspensions will be used when it is felt that the school can no longer provide a safe environment for either the pupil or others, or if the pupil has shown Difficult or Dangerous Behaviours. Some of these behaviours are listed in the Graduated Response to Behaviour (Appendix 12). This is, however, not an extensive list and some unforeseeable behaviours may result in a fixed-term suspension or a permanent exclusion. School will consider and use permanent exclusion if the circumstances suggest that it is appropriate based on the guidance from Herts County Council and the DfE document 'Suspension and Permanent Exclusion for Mainstream Schools, Academies and Pupil Referral Units in England, including Pupil Movement'. Only the Head Teacher can suspend or permanently exclude a pupil, and Hertfordshire County Council and Department for Education guidance on suspensions and permanent exclusions will be followed. When a fixed-term suspension applies, parents and governors are informed, work is set and assessed by the pupil's class teacher and a reintegration meeting between the Head Teacher and the pupil's parents occurs on the pupil's first day back in school. The reintegration meeting

is an important meeting for staff, parents, and pupil to consider what further support is needed to help the pupil return to education and the expected standards of behaviour.



Our Code of Conduct

Everyone at Eastbury Farm Primary School has the **right to:**

- Be safe
- Be happy and respected
- Enjoy learning
- Take an active part in school and community life
- Reach our full potential

Everyone at Eastbury Farm Primary School has the **responsibility to:**

- Be kind and helpful
- Be caring and gentle
- Look after our school and property
- Listen to people and show respect
- Work hard and do our best
- Be honest
- Share concerns and worries with a trusted adult and ask for help if needed
- Be reflective on our and other's behaviour
- Learn from our mistakes

Appendix 2 – Zones of regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Emotions you may feel in this Zone:	Emotions you may feel in this Zone:	Emotions you may feel in this Zone:	Emotions you may feel in this Zone:
• Sad • Tired • Bored • Unwell • Nervous	• Happy • Relaxed • Calm • Ready to learn • OK • Focused	• Worried • Scared • Frustrated • Losing control • Grumpy	• Panic • Anger • Out of control • Terrified
Behaviours you may display in this Zone:	Behaviours you may display in this Zone:	Behaviours you may display in this Zone:	Behaviours you may display in this Zone:

• Crying • Yawning • Coughing, sneezing, tummy ache • Fiddle • Roll your eyes • Shrugging • Fidgeting • Isolating from peers • Not communicating effectively with staff • Not communicating effectively with peers	• Smiling • Interacting with peers and learning partners • Interacting well with staff • On task • Progressing • Happy to challenge yourself academically • Happy to take risks in your learning • Being kind to others • Playing well with others • Responding well to staff	• Distracting others • Fidgeting • Making noises • Ignoring instructions • Calling out in class • Unfocused on learning or lesson time • Not engaging with learning or lesson time • Not communicating effectively with staff • Not communicating effectively with peers • Trying to control situations • Saying something unkind before thinking it through • Doing something unkind before thinking it through	• Shouting • Throwing things • Damaging school or own property • Being aggressive • Saying something unkind wanting to cause hurt • Saying something unkind without thinking it through • Doing something unkind before thinking it through • Doing something unkind wanting to cause hurt • Not communicating effectively with staff and peers • Running away – from class or school
Strategies you could use to get back into Green Zone:	Strategies you could use to maintain Green Zone:	Strategies you could use to get back into Green Zone:	Strategies you could use to get back into Green Zone:
• Talk to someone • Try smiling • Get moving! • Have a brain break • Tense and relax muscles • Positive thoughts • Have a drink of water • Fake it until you make it (fake being engaged and you'll probably become engaged!)	• Keep going • Smile • Help someone • Challenge yourself	• Talk to someone • Have a cold drink • Count to 10 • Deep breathing • Breathing techniques • Tense and relax muscles • Have some time out – go to a safe space • Visualise your 'happy place'	• Go to a safe space • Deep breathing • Tense and relax muscles • Count to 10 • Have a cold drink • Fiddle toy • Weighted blanket

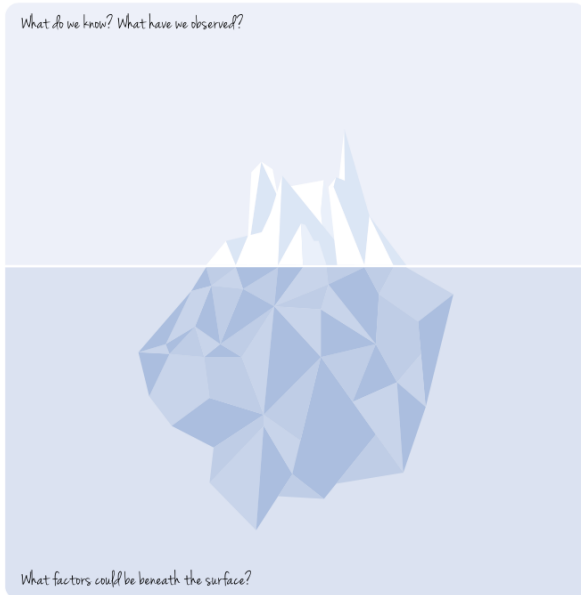
Appendix 3 – De-escalation Script

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

Appendix 4 – Iceberg Analysis

Iceberg Analysis

What do we know? What have we observed?



What factors could be beneath the surface?

Possible ways forward

A large, hollow arrow pointing to the right, intended for writing possible ways forward.



Using the Iceberg Analysis activity – top tips



Completing an Iceberg Analysis explores possible underlying causes or reasons why a child or young person is making significantly slower progress than other children and young people of the same age.



Start the activity by writing down above the waterline what you know and what you have observed about the child or young person in different situations.



Work with the child, young person and their family to ensure all the information is captured.



Work together to identify as many underlying causes, barriers to learning, triggers, and so on, that could be explored as possible reasons for limiting progress. Remember to explore a broad range of possible reasons such as poor attendance and punctuality, EAL, quality of teaching, medical conditions, summer-born children, and so on.



From this information, jointly agree the way forward to filter the information and to put a plan in place.

Early Prognosis

Date:

Staff member:

The behaviour

Unemotional, non-judgemental, factual description, including severity and frequency.

•

Pupil voice

•

Do we still need more information? ↓

Function

Sensory

Escape or Avoidance

Attention

Tangible gain

Do we still need more information? ↓

Health & wellbeing

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

•

Do we still need more information? ↓

Context

Home

School

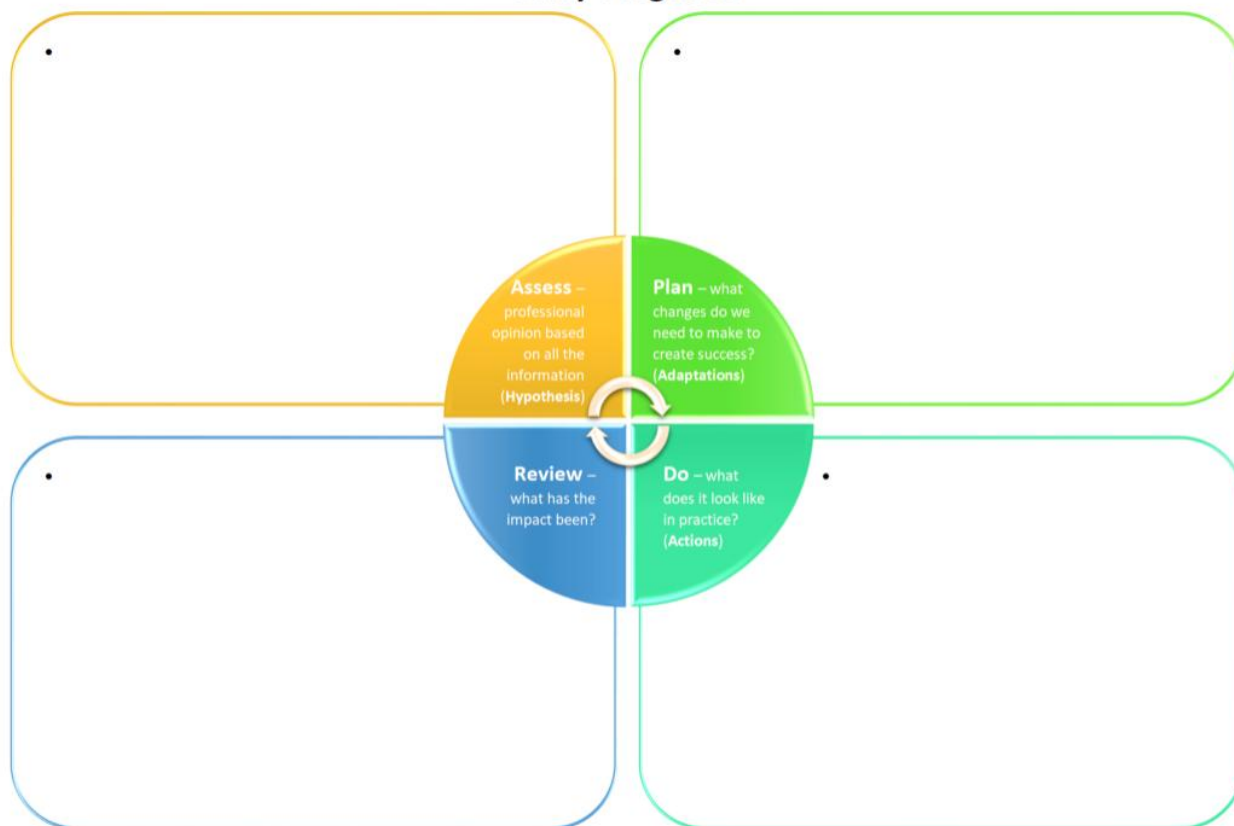
Community

Do we still need more information? ↓

Cultural relevance

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Early Prognosis



Appendix 5 – High Quality Provision/APDR

Assess, plan, do and review cycle



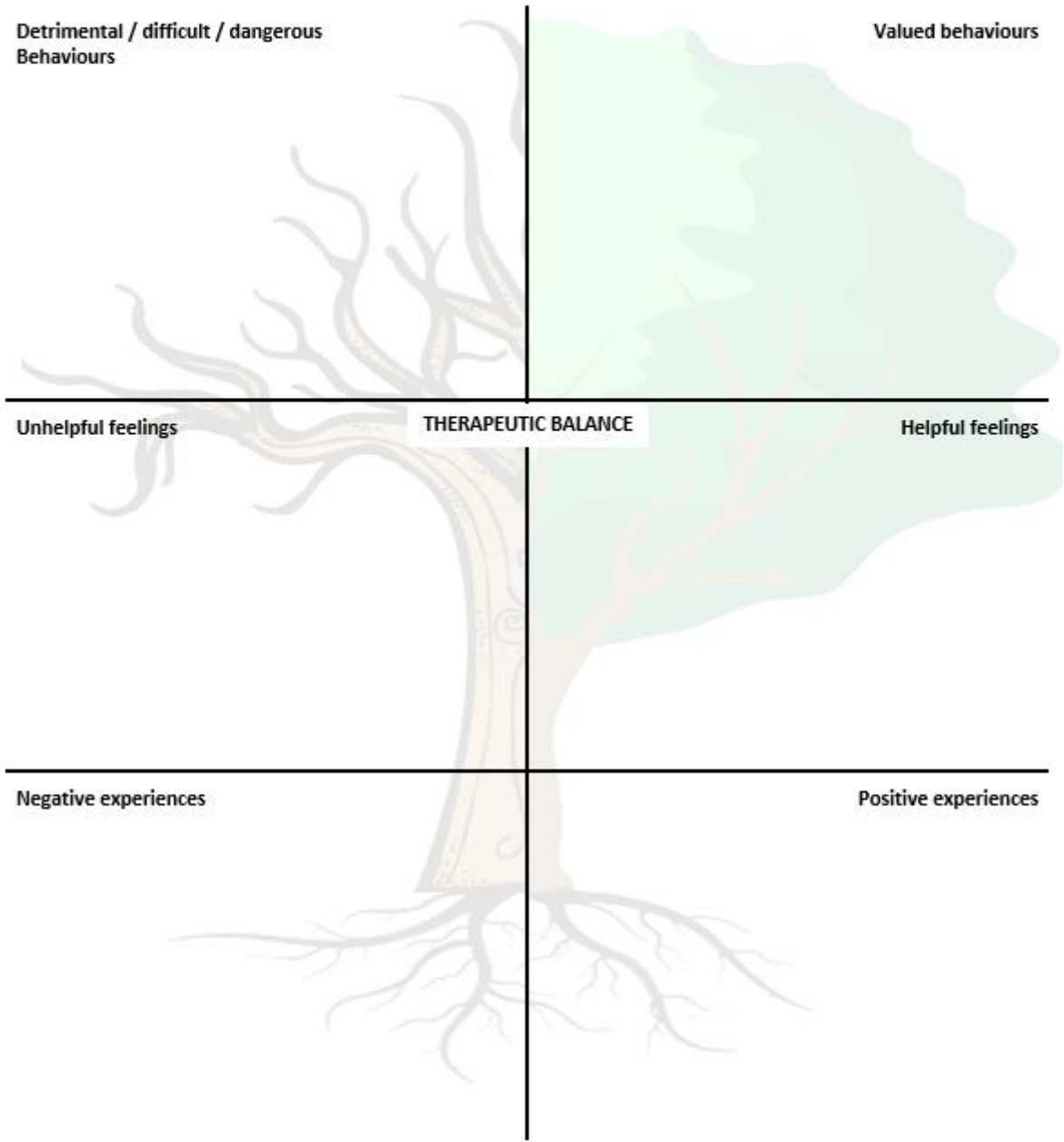
Outcome 1. Providing high-quality provision – notes

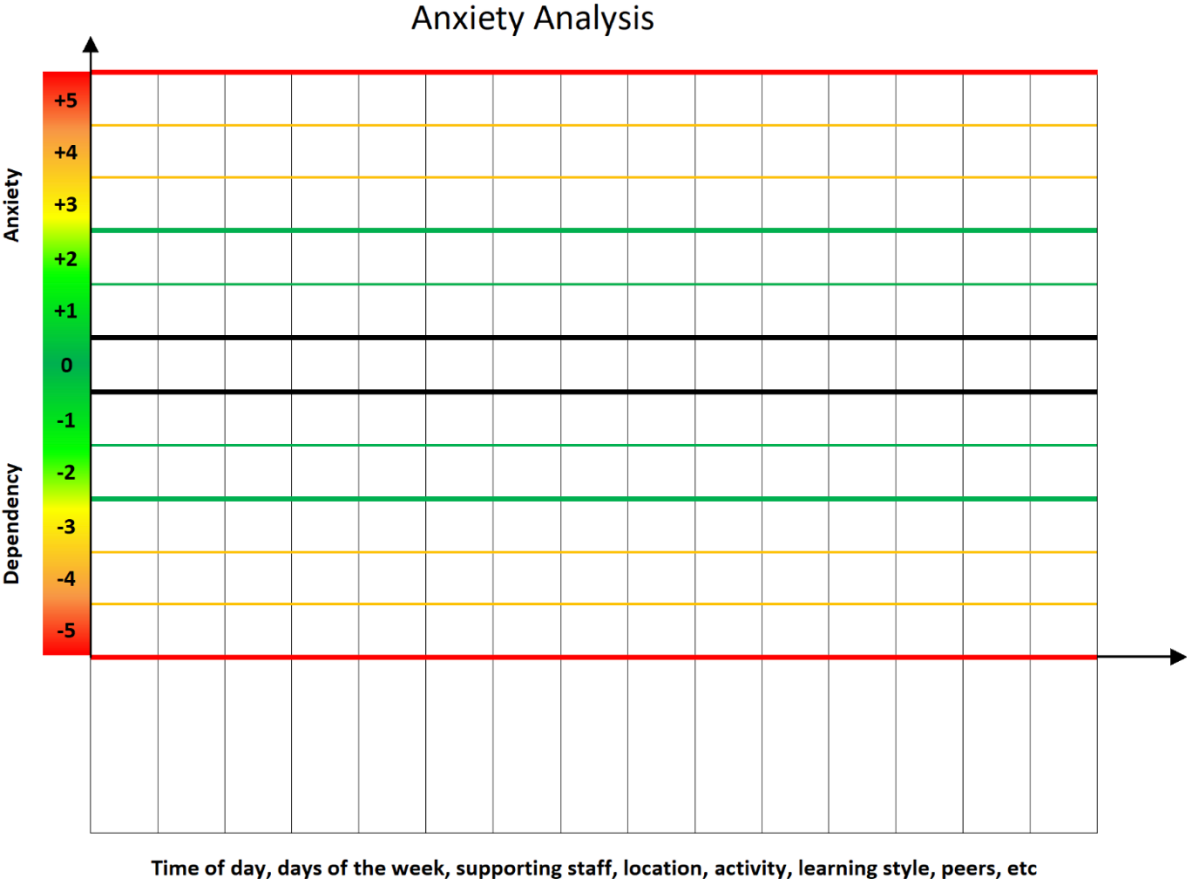
This is a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Appendix 6 - Therapeutic Tree

Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	





Appendix 8 – Predict, Prevent and Progress

Predict, Prevent and Progress Plan

Child name: _____

Date of plan: _____

Year group: _____

Date for review: _____

	Score	Predict Staff/Location/Activity/Peers/Time	Prevent Adaptations (including protective consequences)	Progress Adaptations (including educational consequences)
Increased Anxiety	+3 - +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	+2	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	0			
Increased dependency	-2	Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	-3 - -5	Unable to cope without: 1. 2. 3. 4.	What will manage the over-dependency: 1. 2. 3. 4.	How will we teach and monitor the reduction of over-dependency: 1. 2. 3. 4.

Appendix 9 – Therapeutic Plan

Therapeutic Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)

Valued behaviours	Strategies to respond
DIFFICULT detrimental behaviours	Strategies to respond
DANGEROUS detrimental behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator:

Date:

Signature of Parent / Carer:

Date:

Signature of Young Person:

Date:

Reflect, Restore, Repair

- What happened?
- What zone were you in?
- What could you have done differently?
- What should you do now?



Therapeutic Thinking Graduated Approach

Universal Behaviour Curriculum	☐ Check existing knowledge, skills and understanding. ☐ Complete pupil induction (routines and valued behaviours). ☐ Establish a realistic starting point. ☐ Establish realistic next steps. ☐ Identify opportunities for teaching and learning linked to real-world experiences. ☐ Provide guided and supported practice of skills. ☐ Review progress. ☐ Refer to Behaviour Policy.
Universal Plus Behaviour Policy	☐ Check if the identified behaviour is covered in policy. ☐ Support the pupil in line with policy. ☐ Monitor and record the impact of policy on progress. ☐ Review progress. ☐ Implement further analysis and planning.
Targeted Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from parents/carers and staff. ☐ Gather information from multi-agency colleagues. ☐ Ensure collated information informs planning. ☐ Set a review date. ☐ Review progress. ☐ Implement further analysis and planning.
Targeted Plus Predict, Prevent & Progress	☐ Update and review all information within Targeted. ☐ Consider involvement of multi-agency colleagues. ☐ Complete Risk Calculator. ☐ Identify protective consequences. ☐ Identify educational consequences. ☐ Analyse dysregulation and values and beliefs (subconscious and conscious). ☐ Complete Anxiety Analysis for relevant variables. ☐ Create a Predict, Prevent & Progress plan. ☐ Set a review date. ☐ Review progress. ☐ Implement further analysis and planning.
Specialist Therapeutic Plan	☐ Update and review all information within Targeted and Targeted Plus. ☐ Consider involvement of multi-agency colleagues. ☐ Complete the Therapeutic Tree for the individual pupil ☐ Complete a detailed Therapeutic Plan. ☐ Set a review date. ☐ Consider group dynamic options. ☐ Review progress. ☐ Involve multi-agency colleagues in review and identifying next steps.

Appendix 12 - Graduated Response to Behaviour

GRADUATED RESPONSE TO BEHAVIOUR		
Behaviour	Provision	Consequence & Communication
Valued Behaviours		
- Following Code of Conduct - Displaying school values - Engaging and interacting in the lesson - Listening to and following instructions - Using resources correctly - Being kind to others - Working in a group appropriately - Seeking help when needed - Allowing others to engage in the lesson - Being honest - Showing resilience	- School values celebrated, modelled and rewarded - Code of conduct shared and referred to - Inclusive classroom embedded - Consistent school routines embedded - Clutter free, organised classroom - A range of play opportunities at break/lunch time - PSHE lessons through Jigsaw scheme - Staff model valued behaviours in class and on the playground - Staff teaching valued behaviours - Class rules that are agreed by the whole class - The Zones of Regulation is used to allow pupils to identify how they are feeling regularly throughout the day. The pupils develop a toolkit of strategies that they can use to help them - Calming/energising strategies are explicitly taught and practised - SODA time/Busy Fingers at the start of the day - Quality First Teaching that is supported through adaptive tasks to allow all pupil to reach their full potential - The use of positive phrasing. For example, 'Walking down the corridor. Thank you' - The use of limited choice. For example, 'You can complete your work at this table, or you can complete your work at the back table' - Regular movement breaks throughout the day	- Positive praise that is meaningful, specific, and public/private from staff in school. For example, 'Thank you for sitting well and listening to the lesson' - Class reward systems - House points/End of term treat - Classroom roles of responsibility - Work displayed around the school - Staff member to communicate with parents/carers verbally - Visiting the Head Teacher, Deputy Head Teacher or Phase Leader for positive, meaningful and specific praise - Head/Deputy Teacher stickers - Values stickers - Celebration assemblies - Bee of the week certificates - Reward Time - Elected to a pupil leadership role - Mentor to younger pupils
Difficult Behaviours		
- Not engaging at their best in the lesson - Not listening - Ignoring instructions - Not looking after resources/property - Inappropriate or unkind language/treatment of others - Not co-operating in group work - Pushing in the line - Calling out and/or making silly noises - Disturbing others - Not telling the truth - Threatening to hurt others - Inappropriate responses to others	- Reminder of Code of Conduct - Reminder of value of the month - Check pupils understanding, skills and knowledge of behaviour - TA/CT check ins - Pupil voice - Adapted curriculum/tracked back tasks/scaffolds to support pupils' starting points - Consistent table places, line order - Targeted behaviour curriculum/pastoral group sessions to explicitly teach and model kindness, turn taking, feelings of others, honesty, respecting property - Reasonable adjustments e.g., individual equipment, visuals, own workstation, social stories, safe space in classroom/playground, access to regulation station/movement breaks, busy box, now/next - Positive phrasing when appropriate - Limited choice - De-escalation scripts - Consider identification of additional needs	- Select an educational consequence or protective consequence e.g. -Reflective time out 5 minutes EYFS & KS1, 10 minutes KS2 to calm down -Removal of items -Verbal or written apologies -Moved to a different place in line/seat -Reminder about losing responsibilities or privileges -Complete work at break/lunch - After the incident when calm use Reflect, Repair, Restore questions - Class Teacher/member of staff involved to log incident on CPOMS and alert KS Leader on the day the behaviour occurred - Conversation between Class Teacher and Parent/Carer if repeated
Detrimental Behaviours		
- Repeated 'Difficult Behaviours' - Unwillingness to co-operate/follow instructions/participate in learning - Challenge to authority - Deliberate misuse of property/resources - Physically unkind to an adult or pupil - Deliberate disruption of lesson - Swearing - Spitting - Minor Vandalism - Initial instance of bullying - Intimidating behaviour - Racist, sexist or homophobic behaviour - Theft of others' property - Misuse of the internet in or out of school	- Pupil voice - Therapeutic Thinking paperwork - Targeted 1:1 behaviour curriculum/pastoral intervention - Targeted break/lunchtime provision - Referral to external agency - Consider identification of additional needs	- Select an educational consequence or protective consequence: -Reflective time out 5 minutes EYFS & KS1, 10 minutes KS2 to calm down -Removal of items/loss of privileges or roles -Verbal or written apologies -Moved to a different place in line/seat -Complete work at break/lunch -Exclusion from forthcoming events if relevant -Fixed term internal suspension -Pastoral Support Programme - Class Teacher/member of staff involved to log incident and next steps on CPOMS and alert KS Leader, SENCO and member of SLT on the day the behaviour occurred - Class teacher/INCO and/or SENCO to meet with parents/carers - Iceberg analysis - Incident Log (bullying, racism, sexism and homophobia) - After the incident when calm use the Reflect, Restore, Repair questions
Dangerous Behaviours		
- Repeated 'Detrimental Behaviours' - Pre-mediated or unprovoked violent behaviour - Severe Persistent disruptive behaviour overtime - Persistent verbal abuse - Threatening behaviour - Swearing intended to deliberately cause offence - Leaving without permission and truancy - Serious or repeated vandalism - Continuation of bullying - Serious assault or physical abuse of another pupil or adult - Major theft - Sexual Misconduct - Possession/use/selling cigarettes, drugs, alcohol or weapons	- Therapeutic Plan/Therapeutic Tree - Consider review of class - Personalised and/or reduced timetable - Referral to external agencies - Consider identification of additional needs	- Select an educational consequence or protective consequence: -Fixed term internal suspension -Fixed term external suspension -Permanent exclusion - Head Teacher to manage -Meeting with and letter to parents/carers and re integration meeting arranged -Chair of Governors informed -Local authority informed -Police informed, as appropriate -Seek advice from external agencies - Log incident on CPOMS and alert KS Leader, SENCO and SLT on the day the behaviour occurred

Glossary of Terms:

- **Behaviour** – everything a person says or does
- **Consequence** – a logical, explainable response to a behaviour. Consequences are designed to develop valued behaviours that are transferable
- **Dangerous Behaviour** – behaviour which might imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse
- **Detrimental Behaviour** – behaviour that causes harm to an individual, the community or to the environment, likely to cause injury, harassment, alarm or distress and violates the rights of another person
- **Difficult Behaviour** – creates unhelpful feelings in self or others
- **Equality** – treating everybody the same
- **Equity** – giving everybody what they need to be successful
- **Fixed Term Suspension** - where a child is temporarily removed from school
- **Internal Suspension** - where a child is temporarily removed from their class but will still attend school
- **Permanent Exclusion** – where a child is permanently removed from the school
- **Reward** – a desirable object or experience given to celebrate outcomes already achieved
- **Therapeutic** – an approach to behaviour that prioritises the valued feelings of everyone within the dynamic
- **Valued Behaviour** – behaviour held in high regard by an individual, the community or the environment. Creates helpful feelings in self or others. Behaviour characterised by a concern for the rights, feelings and welfare of others. Behaviour which benefits other people or society