



Behaviour Policy (Supporting Pro-Social and Pro-Learning Skills) Policy			
Reviewed by	Susannah Holmes	Authorised by	WGB Committee
Last Review	Spring 2026	Date	February 2026
Next Review	Spring 2027	Review Cycle	Annually

Section 1 - Introduction

Freegrounds Infant School has embedded The Empowerment Approach as a therapeutic, relational and inclusive framework for understanding behaviour. This approach aligns with our Vision and Aims, which emphasise identity, self-worth, curiosity, high quality learning and shared responsibility.

Freegrounds Infant School is a Rights Respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to:

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 19 Children have the right to be protected from being hurt and mistreated, physically or mentally.

Article 28 Every child has the right to an education.

Article 36 – Governments must protect children from all other forms of bad treatment

This policy should be read in conjunction with the following policies;

- Anti-bullying
- Child protection
- Physical Intervention
- Safeguarding

Rationale

The Empowerment Approach recognises that behaviour is a form for communication linked to stressors, unmet needs and developing executive function skills. This aligns with our vision to help every child develop identity, self-worth, curiosity and happiness.

By responding with calmness and empathy, adults protect children's UNCRC rights to dignity, safety and emotional wellbeing while fostering a culture of inclusion and respect, as set out in our school aims.

Our approach simultaneously supports our core school values:

- Independence through self-regulation skills
- Teamwork through collaborative problem solving

- Thinking through reflective coaching
- Motivation through intrinsic, strength based recognition
- Engagement through curiosity and understanding behaviour
- Respect through empathetic adult-child interactions

Aims

To secure a calm, supportive and enjoyable environment for children and adults alike.

- To support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel great and can learn and play at their best.
- To support all young people in developing the skills needed to learn and play successfully and with increasing independence.
- To have a consistent approach to behaviour throughout the school community and beyond so that all adults supporting our children use a shared language and a consistent approach.
- To establish clear procedures for agreeing expectations with children, supporting children to prepare and plan to meet them and for responding and following up when they do not manage to do so.
- To ensure that all members of our school community are aware of these procedures and follow them consistently.
- To agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
- To teach children about pro-social and pro-learning behaviours through our PSHE programme, Trick Box and Brain Best sessions and to promote British values.
- To recognise and celebrate progress in all areas of learning, including pro-social and pro-learning behaviour.

Guidelines

Core Principles

- Developing pupils' understanding of brain development and self-regulation
- Agreeing high expectations
- Supporting children to prepare and plan to be at their best for learning and play
- Responding by connecting when things go wrong
- Following up every incident and solving problems together
- Coaching young people to resolve unhelpful behaviour patterns

When Children Meet Expectations, we will;

Recognise achievement: There is a huge difference between recognition and rewards. Recognising achievement motivates children as they can notice and feel good about their specific skills, attitudes and knowledge. Adults giving specific recognition focusing on specific skills and how the child must be feeling – 'you put so much effort into your writing – you must feel so proud of what you have achieved'. Adults will recognise when a child has improved in a specific skill or gained new knowledge or understanding and will give directed praise focused on effort.

Celebrating success: Celebrate success by positively noticing children who consistently demonstrate prosocial behaviour, such as by giving verbal praise, comments at parents evening, awarding individual value bricks, sending home postcards or making phone calls to parents, inviting children to sit at the top table during lunchtime, and encouraging the class to work together to collect marbles toward a whole class celebration once the goal has been achieved.

Model and uphold our values: Every week, each class teacher will choose two children their class who have shown exceptional behaviour linked to one of learning behaviours; Resilience, Creative, Critical Thinking, Reflective, Teamwork, Independence, Pro-Social. This child will have their certificate presented by the teacher in celebration assembly on Friday.

Share class & School Responsibilities: Positions of responsibility can make a strong contribution to a child's emotional need to belong and feel valued. Positions of leadership and responsibility not only give children the opportunity to learn skills for life, they also help to fulfil emotional needs by creating opportunities to feel skilled, capable, important and valued.

Embed General Classroom Approaches: To encourage children in a class to work as a team and support one another, various approaches may be used by class teachers such as; tidy table points, marble jar for noticing pro-social skills, sending a child with their work to show the headteacher etc. There is an understanding that these approaches support external motivation whilst we work on supporting children to understand themselves and develop intrinsic motivation.

Adults in school will;

Recognise that all members of the school community share responsibility for promoting helpful behaviour and prosocial choices.

Contribute to a whole school culture where every child feels valued, understood and capable of success.

Be Curious Not Furious: in their tone, words and actions maintaining a calm, solution focused mindset towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.

Be positive, kind, unconditionally positive relationships: prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves for rather than against the child, with the core belief that when people feel better, they do better.

Have high expectations, high support: expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support.

Support children who are not yet able to meet those expectations. High expectations should always be teamed with a spirit of kindness and unconditional support.

Teach children (and adults) about their brain: placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand.

Understand needs, recognising that when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.

Have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.

Put the children's voice at the centre – supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy.

Teach Executive Function Skills through weekly Brain Best lessons: attention control, impulse control, processing speed, working memory; cognitive flexibility and emotional regulation are key skills for life. They need to be taught and practised.

Use consistent language to support the children to understand their behaviour

Work closely with parents and carers to so that children receive consistent messages about required behaviour at school, support the implementation of the school Behaviour Policy if consequences have been issued to a child by a member of school staff and contact the class teacher, in the first instance, if there are any concerns.

Pupils will;

Be polite and respectful of others in the surrounding community.

Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.

Cooperate with other pupils and members of staff in order to create a positive learning environment.

Be ready to learn and show our school values.

Respect and value the environment and their surroundings, as well as each other.

Parents will;

Abide by the Home –School Policy, ensuring the attendance and punctuality of their child, as well as reporting any absences.

Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with this 'Behaviour for Learning Policy', by reinforcing school values.

Share any concerns they have regarding their child's education, welfare, behaviour and life at school with the pupil's classroom teacher or SLT.

Support their child's independent learning. Ensuring that their child correctly presents themselves as a pupil of Freegrounds Infant School.

When Children Struggle.

Children who are missing skills, have unmet needs and are finding it hard to meet expectations will need protective measures with increased support and scaffolds until they learn the skills required and can show greater independence. Protective measures are focused around Supervision, Safety and Skills. Adults will work to connect with the child's experiences and look to get to the core of what is stopping the child feeling good and doing well.

Adults will;

- Address incidents of unhelpful behaviour choices persistently, insistently and consistently with a bucketful of kindness.
- Follow up carefully and systematically to secure ongoing progress.
- Support children who are not yet able to meet expectations, maintaining high standards paired with unconditional kindness.

To ensure behaviour expectations remain fair and accessible for everyone, reasonable adjustments and protective scaffolds are provided for children with SEND or neurodivergent profiles. The school maintains a "high expectations, high support" ethos, acknowledging that some children may face significant barriers to achievement, such as anxiety or difficulties with executive function skills like impulse control. Rather than focusing on the behaviour itself, adults work to identify and address the underlying missing skills through intensive, personalised interventions and Coaching Plans. This inclusive approach ensures that all children receive the systematic support they need to develop independence and feel capable of success within the school community.

Natural Consequences:

The consequences of keeping and not keeping to each school expectation or the class charter are focused first on the natural impact i.e. If we are kind and calm in how we respond to others, they will feel safe. If we respond unkindly and aggressively, others will feel unsafe and may feel scared. They may then not wish to spend time with us or we may be asked to not spend time with them until they feel safe and secure again.

The reason for this is that a focus on the natural impact supports the development of:

- Emotional intelligence
- Empathy
- A strong moral compass
- Intrinsic motivation to do the right thing

We know that, if consequences are focused on the rewards children will get or the punishments they will suffer, it leads to children:

- Thinking about what's in it for themselves rather than developing social and emotional intelligence
- Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others

- Relying on extrinsic motivation rather than feeling internally motivated to make moral decisions.

Internal motivation, independence and a clear moral compass are crucial for children's futures; by building these early, they will be better equipped to avoid the common pressures experienced in teenage hood and beyond which lead to substance abuse, risky behaviours and crime.

Levels of Behaviour:

Low Level Unacceptable Behaviour

For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the child and/or other pupils, including, but not limited to, the following:

- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness

Serious Unacceptable Behaviour:

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may: cause harm to oneself, others or property; cause whole class disruption; damage the reputation of the school within the wider community; and/or any behaviour, including, but not limited to, the following:

Discrimination – not giving equal respect to an individual because of

- Age
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race, religion or belief,
- sex, and sexual orientation.

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.

Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.

Refusing to comply with disciplinary sanctions

Refusing to leave a room

Swearing, racist remarks or threatening language

Fighting or aggression

Challenging behaviour

Persistent disobedience or destructive behaviour

Extreme behaviour – e.g. violence, running away from school, persistent vandalism

Any behaviour that threatens safety or presents a serious danger, regularly.

Any behaviour that seriously inhibits the learning of pupils, often.

Any behaviour that requires the immediate attention of a senior staff member.

The Empowerment Approach Stages

Before a formal Coaching Conversation begins, it is essential that children are in a regulated state to ensure they can think rationally and participate in problem-solving. Under the Empowerment Approach, the school recognises that behaviour is a form of communication often linked to sensory stressors or unmet emotional needs. Consequently, children may require access to a calm space or sensory resources to facilitate co-regulation with an adult. By prioritising this "Connect to Calm" phase, staff support the child's right to dignity and emotional well-being, creating a safe environment where they feel understood before being asked to reflect on their choices.

Stage 1: Coaching Prompts

Adults respond immediately with empathy and coregulation, helping the child return to calm and learning. This aligns with UNCRC Articles 3 and 12 and prioritises the child's wellbeing and voice.

Stage 2: Coaching Conversations

A supportive, structured conversation identifies needs, concerns and solutions. "Repair Time" builds empathy, respect and teamwork—core school values.

Stage 3: Coaching Time

A focused plan is created with the child and senior leader, identifying scaffolds and measurable targets. This supports our aim of working collaboratively with families and external agencies.

Stage 4: Coaching for Change

Intensive, personalised intervention with family involvement supports children with significant unmet needs, ensuring fair access to education.

If a child's poor behaviour cannot be modified, despite moving through all the steps identified, then temporary Suspension procedures may be considered. This would start with temporary in school exclusion. If safety (of

children or staff) or learning of others is compromised by continued inappropriate behaviour, then action for suspension will be taken in line with the guidelines published by Hampshire County Council. The school, parents, Governors and the Local Authority will be involved at this stage.

While our policy is based on de-escalation and encouraging children to develop self-discipline, members of school staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. The decision on whether or not to physically intervene, is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances. When considering individual circumstances, staff will reflect upon the child's behaviour and level of risk presented at the time of the incident, the degree of force used, the effect on the child or member of staff and the child's age. More detail about this is in our Physical intervention policy.

Playtimes and Lunchtimes

Playtimes and lunchtimes are closely monitored by teaching assistants and members of the Midday Supervisors team who all follow the school behaviour policy.

Behaviour at playtimes and lunchtimes is expected to support an ethos where the pupils have an active and enjoyable lunchtime where they feel safe and are well cared for.

Incidents reported by the pupils and Midday Supervisors are listened to and acted on by the teacher.

The pupils are free to play in an environment that challenges poor behaviour and where any form of bullying or victimisation is unacceptable.

Emotional Literacy and Wellbeing Support

Our school employs a trained ELSA who also delivers THRIVE interventions and Midweek Mindfulness sessions. Through this support, pupils develop a wide range of social skills and receive targeted emotional and behavioural guidance. These interventions help children build resilience, improve self-regulation, and contribute to a positive and inclusive school environment.

Monitoring

Staff consistently record coaching interventions, follow-up actions and progress. Senior leaders and the SENCO monitor patterns and ensure interventions reflect The Empowerment Approach, our school values, and UNCRC principles. Parents and external agencies collaborate in support, reflecting our school aim of strong partnership working.

Appendix 1



Good for me



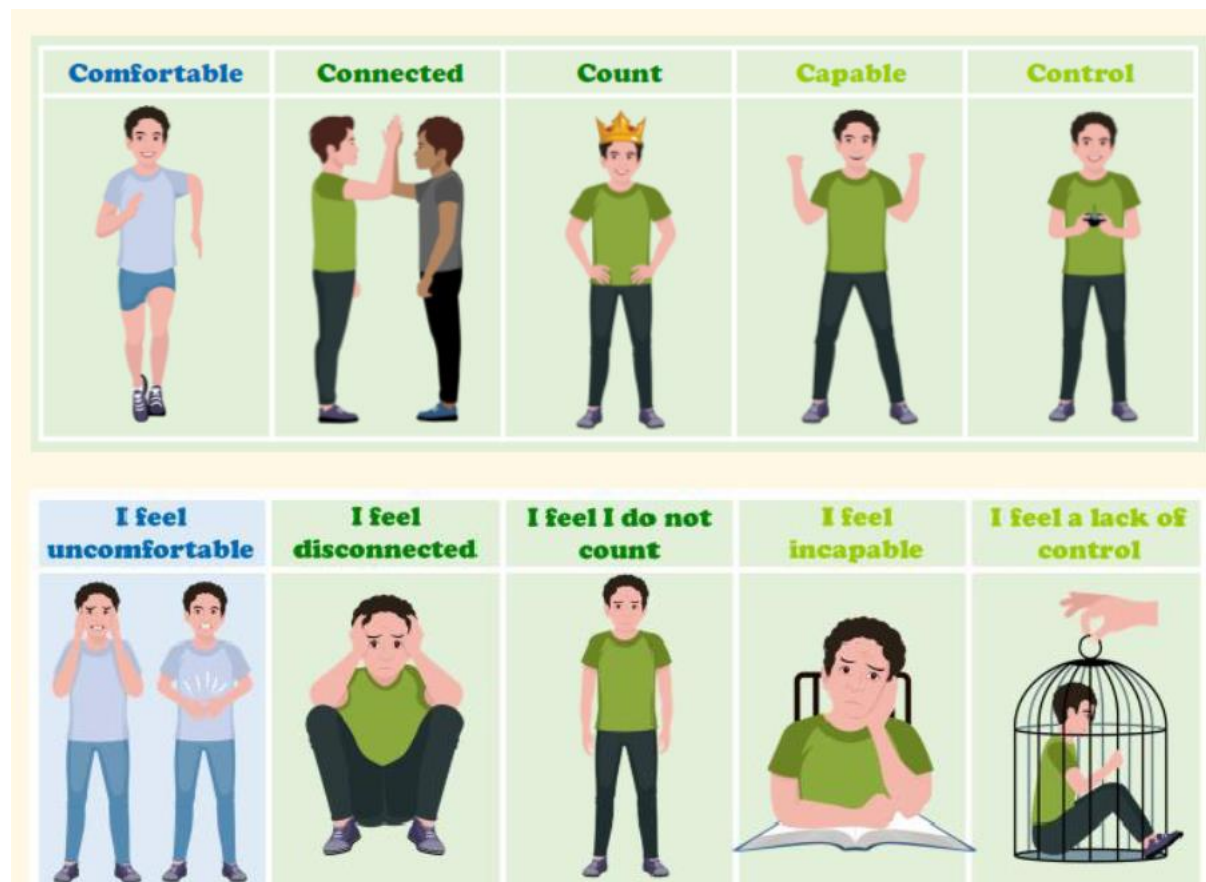
Good for you



Good for everyone



Appendix 2
5 C Needs



Appendix 3

<u>Persistence, insistence, with a bucketful of kindness.</u> Good for me, good for you, good for everybody For this to go well we need you to be at your brain best Stay calm, connect with the child's experience. High expectations and high support We or I not you Publicly celebrate the skills and behaviours
<u>Think...</u> What is the behaviour telling me? What are the unmet needs? What are the missing skills?
<u>Listen to what the child is saying</u> If you don't follow up, you mop up... Don't jump in and tell them what they need to do Hands busy, brain free Walk and talk to have the conversation

<u>Scripts...</u>	
I've noticed that it's really hard for you... Do you want that to change or stay the same? We want to help you get better at... Have a little think about it...this is hard... I believe you can come up with an idea...keep thinking...you won't be brilliant at this in the beginning, you need to keep going... I wonder why... When you feel...what would you like to happen? What was up? What was going on for you? Don't worry, you're not in trouble What do you do really well? What do you think will help you? What do you think you could do? I don't know if you know, sometimes you come across a bit harsh, were you aware of that?	It's really understandable that you feel...and it's really important that we support you... That's a big feeling you've got...I wonder what's happened.... It's understandable... How can we help you? We're going to have to work hard on... Oh my goodness, that's horrible, it must be a lonely place to be... Do you know, you're not alone, other people feel like that too Is there anything that would make your life better at... I noticed something is going on.. When I saw ...and heard your voice... I'm not sure that aligns with our values at school



Procedure for Children Experiencing Difficulty In Meeting Agreed Expectations

Key purpose: to help child
regulate & get back on track.

RESPONDING IN THE MOMENT:

Child does not meet one of the
pro-social or pro-learning
expectations....

Calm Connect Support

A. Adult uses Calm, Connect
Support to help the child get
back on track



If not successful, move to Step B

If high or extreme level behaviour,
move to Step D (see notes)

B Adult repeats
Calm Connect Support

If not successful and disrupting others,
move to C.

C. Child given limited choice of
space away from main group
(see notes)

Carry out Coaching Conversation later in
day or as soon as logistically possible.

If not successful, move to D.

D Child given limited choice of
space away from class
(see notes)

Carry out Coaching Conversation later in
day or as soon as logistically possible.

Only if a child refuses should a
Senior Leader be called.

Dual purpose: to repair & ensure
child can do better next time.

FOLLOW-UP FOR PROGRESS

Follow up with Repair

Repair should take place at ALL stages if
the young person's actions have had any
impact on others around them.



Stage 1 Support: Quick Coaching Prompt



Stage 2 Support: Coaching Conversation



If Coaching Conversation needed 3 times or more

Stage 3 Support Coaching Time



If Coaching Time needed 3 times or more

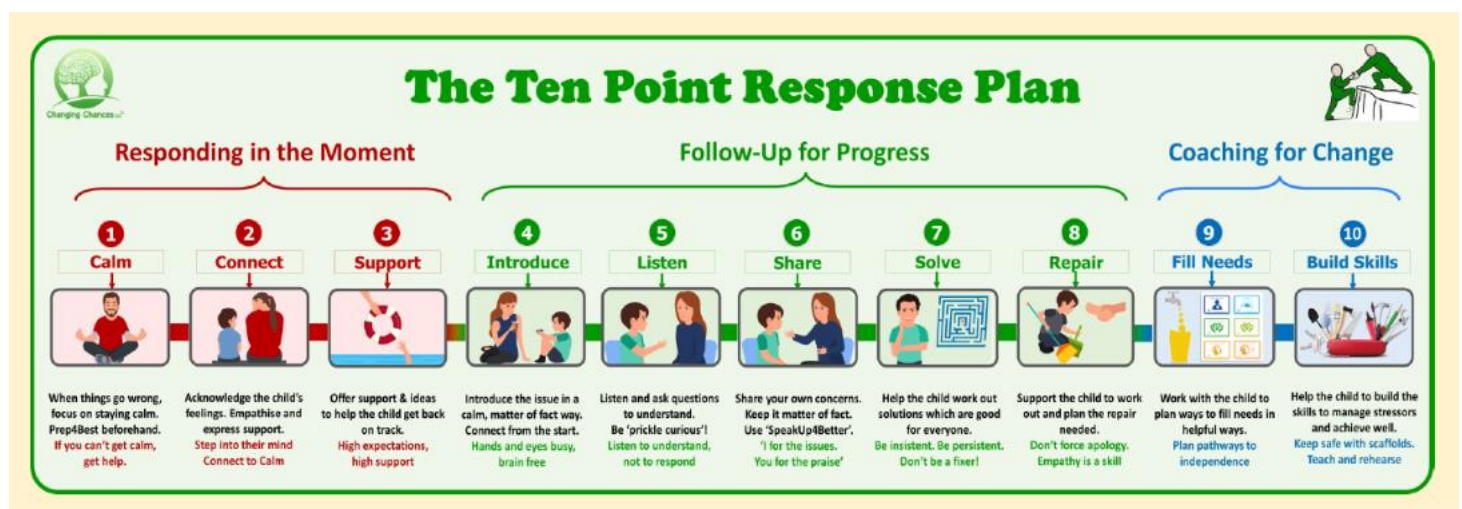
Stage 4 Support Coaching Programme (with child, teacher, parent & SLT member)



Follow-up needs the patience and care of a surgeon!			
Skill	What this looks like	Skill	What this looks like
	I can introduce issues in a way that helps them to stay calm and feel supported: When I raise issues, I use phrases such as: 'Don't worry, you're not in trouble' or 'Don't worry, I want you to feel good too.'		I can share my concerns in a way that helps them to feel supported: I say what I have noticed – starting with the evidence of what I see and hear. I use 'I' not 'you' to stay as Positive Challenger, not blamer. I use connection phrases regularly to help.
	I can listen to understand, not to respond: I listen in a way which aims to really find out what life is like for the young person. I stay curious, asking questions to find out more. I don't lecture, criticise or persuade the person to think differently.	 	I can invite them to problem-solve in a way they feel capable: I use phrases such as 'I wonder if you can work out a way in which you feel good and I/others do too?' When they respond with 'Don't know', I have other phrases which are calm and positive yet also keep pursuing in a way that is kind yet definite.

Repair Time

1	2	3
 Looking at the issue as an outside person looking on. Looking at the issue from your own point of view. Looking at the issue from another person's point of view.		
Explore different perspectives.	Think through who and what needs repair. Link to 5C needs.	Plan how, when and where the repair will be done.



Appendix 6 FOLLOW-UP STAGE SUMMARY

NAME	DURATION	WHEN	WHO	WHERE	WHAT / CONTEXT TO USE
Coaching Prompt	Quick 1 or 2min chat	During class if the lesson allows or a quick chat on the way to break/assembly	Class teacher LSA Other adult in class	Classroom	Focused on a specific problem happening right now. Keeps high expectations even for low level issues. a. For small, Level 1 struggles that don't happen regularly. b. Only if the child is regulated and able to think rationally about a way to manage better c. If the CT has time and feels this is only minor.
Coaching Conversation	10min conversation (max) X3	Break or Lunch	Class teacher Year leader if needed	Classroom or Year leader room	Focused on a specific problem that has happened today Keeps high expectations and makes sure low-level issues do not persist a. For small struggles that are happening more regularly. b. For a more significant (Level 2) one-off incident e.g., pushing Someone c. Natural Consequence discussed
Coaching Time	30min Monitor over measurable time period up to 6 weeks	During the school day with class teacher / year leader	Class teacher Year leader	Meeting room	Focused on a specific problem that has happened in the last couple of days Keeps high expectations and ensures skill difficulties are addressed early. a. For a persistent low-level problem e.g., calling out / getting distracted. b. For a more significant incident e.g., hitting

					someone c. Protective measures in place for short period of time
Coaching Plan Coaching Programme	Planning stage with school staff first (2,4,6-week plan) Meet with parent/carer and child after school	After school scheduled with parent/carer, child and class teacher. School leader to attend	Class teacher AHT,	SEMH provision in afternoons (x2 sessions per week for up to 6 weeks) Parent to attend meeting at start and end	Intervention focused on wider unmet needs and lagging skills for children with persistent or high-level difficulties Ensures insistence, persistence, consistence with a spirit of support a. Following two or more Coaching Times for a Level 3 or 4 incident. b. Also, for children presenting with persistent Level 1 / 2 unhelpful responses or those who have significant unmet needs (and may present with threat-based or neurodivergent responses such as anxiety, attendance issues etc. which are less intrusive yet a significant barrier to achievement).

FOLLOW-UP STAGE SCRIPTED PHRASES (Don't ask WHY questions)

NAME	SCRIPTED PHRASES
Coaching Prompt	Keeps high expectations even for low level issues. Use 'Connect to Calm' to help children regulate. Offer support to help them get back on track quickly 'I noticed...What was up?' 'I can see you're feeling upset – that must be really hard for you' 'Don't worry – you're not in trouble. What is it like for you when you.....?' 'I'm wondering why that it is...' 'I wonder if doing that is good for you because..... it helps you feel needed and in control?' 'Can you think of what you can do instead which is good for you, me and everyone?'

Coaching Conversation	Coaching Conversations put higher expectations and greater responsibility and accountability on to the child. ‘It needs to be good for you, me and everyone – let’s have a think at how you could do that’ ‘That must be so horrible for you to think like that.... would you like it to stay the same or would you like it to be different?’ ‘I wonder if you can work out a way in which you feel good and I/others do too?’ ‘The thing for me is...it makes a noise and then other people can’t focus on what I am saying. So, it means it doesn’t work for me /everyone’ ‘I noticed.....What was going on for you?’ ‘So, we need to find something that is ‘Good for you, for me and good for everyone’ ‘Which would be best for you? Which do you want to try?’ ‘How could it be solved so everyone’s needs are met?’
Coaching Time	Introduce issues in a way that helps children to stay calm and feel supported. Listen to understand – be curious and ask questions to find out more. Share your concerns using ‘I’ not ‘you’ to stay as a Positive Challenger not blamer. ‘I’ve noticed that you really struggle to sit and concentrate...tell me what you are finding difficult?’ ‘That’s okay.... have a think for a bit longer’ ‘Any ideas? – Have a think’ ‘How can we help you stay on track?’ ‘I notice that it is really hard for you to.... with practice, you can strengthen your brain pathways and it will get easier’ ‘Okay, so when you feel she picks on you and shouts, how do you want things to be better? What could you do?’
Coaching Plan Coaching Programme	Intervention focused on wider unmet needs and lagging skills for children with persistent or high-level difficulties Ensures insistence, persistence, consistence with a spirit of support ‘I notice it is still hard for you to ... We will keep helping you to build that skill. It will get easier with practice and be better for everyone around you too.’ “So, let’s work together so that you can find ways to manage really well’ ‘I can understand that you are finding this difficult’ ‘I’m not willing to let you down by failing to support you to develop the skills you need to be happy and well’

Version Control	V2 September 2025 Change of date for when policy was renewed.
	V3 November 2025 Adaptations to point 6.4 includes recognition that some children may need reasonable adjustments and what they may be at Freegrounds. These may include but are not confined to: • Behaviour Plans • Now and next boards • Brain Breaks • Sensory breaks – which may include the use of the Sensory Room • Calm Time in a quiet space away from other children – which may include the Quiet Room, spare classroom, Zen Den within the class and pop up calming tents in the Year 1 shared area and outside Scarlet Class

	• An adapted visual timetable Incentives such as sticker charts and puzzle boards to earn points for rewards. For children that do need reasonable adjustments further clarification can be found in the school's SEND Policy.
	V4 January 2026 Addition of box at the top of show policy information Formatting of font and text size Date in the footer
	V5 February 2026 Rewrite of policy following governor behaviour training