



Behaviour Policy 2026

Name of School:	Hiltingbury Infant School
Name of Responsible Headteacher:	Mrs Phillippa Longman
Date approved by Governing Body:	06.07.2026
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Vision and Ethos

Explore, Belong, Grow-where every child explores, belongs and grows.

At Hiltingbury Infant School, children develop the confidence to explore their world with curiosity and creativity. We create a safe, nurturing environment where every child feels they truly belong, through strong relationships built on kindness, respect and trust. We empower every child to grow as independent, resilient learners, developing their voice, their individuality and a lifelong love of learning.

We are committed to creating a calm, safe and nurturing environment where every child feels valued and is supported to develop positive relationships and behaviours. We believe that behaviour is something that is taught, modelled and practised, not simply managed.

Aims

At Hiltingbury Infant School, we aim to:

- Create a safe, respectful and inclusive environment for all
- Build strong, trusting relationships between children and adults
- Support children to take responsibility for their behaviour
- Encourage children to become independent, reflective learners through a personalised approach to learning
- Develop intrinsic motivation so children make positive choices because they understand their impact

The aims of this policy will be met by everyone adhering to our three core expectations:

- Be Safe
- Be Kind
- Be Ready to Learn

These expectations underpin all aspects of school life and support our vision for children to belong, explore and grow. They are explicitly taught, modelled and reinforced daily.

We take a relationship-based and restorative approach to behaviour. Everything we do is rooted in the belief that positive relationships, clear expectations, and compassionate responses create the conditions in which children thrive. Our practice is guided by three core principles:

Behaviour is a form of communication

Children show us their needs, emotions, and levels of regulation through their actions. We look beyond the behaviour to understand what is being communicated and respond with curiosity rather than judgement.

Children are developing socially and emotionally

Social and emotional skills take time to learn. We model, teach, and reinforce these skills every day, recognising that children need guidance, co-regulation, and consistent boundaries as they grow.

Mistakes are part of learning

We expect mistakes; they are a natural part of development. When things go wrong, we focus on repair, reflection, and learning rather than blame. Restorative conversations help children understand the impact of their actions and rebuild relationships.

Our role is to support children in understanding and choosing positive behaviours, not simply to correct them.

Empowerment Approach

Our behaviour practice is informed by the “Empowerment Approach” which focuses on teaching children the skills they need to manage their behaviour, understand the impact of their choices, and take responsibility for repairing relationships. The approach is grounded in neuroscience, relational practice, and the belief that behaviour is learned and can be taught.

The 5Cs of the Empowerment Approach

- **Comfortable:** Children feel physically and emotionally safe. They are calm, secure, and ready to engage.
- **Connected:** Children experience positive relationships and a sense of belonging. Connection builds trust and reduces anxiety.
- **Count:** Children feel valued and know they matter. Their contributions are recognised and respected.
- **Capable:** Children believe in their ability to succeed. Adults scaffold learning and celebrate effort and progress.
- **Control:** Children develop autonomy and self-regulation. They learn that they can influence outcomes through their choices.

When these five conditions are met, children are more able to make positive choices, engage in learning, and repair relationships when things go wrong.

Brain-Best Practice

The Empowerment Approach is grounded in neuroscience. Brain-Best means adults respond in ways that align with how children's brains learn best:

- A dysregulated brain cannot think, reason, or reflect.
- Co-regulation must come before correction.
- Calm, predictable adult behaviour supports a child's developing nervous system.
- Teaching happens after regulation, not during crisis.
- Behaviour is shaped by repeated experiences, not one-off consequences.

Prep for Best

Prep for Best is the proactive element of the Empowerment Approach. It helps children succeed by reducing cognitive load and increasing predictability. Adults support children by:

- Pre-teaching expectations before transitions or challenging moments
- Modelling and practising routines
- Using visual supports, scripts, and cues
- Providing scaffolds to help children meet expectations
- Noticing and reinforcing positive choices
- Anticipating triggers and planning support in advance
- Prep for Best ensures children feel prepared, supported, and capable.

Empowerment Approach: Supporting Children to Make Positive Choices

As part of our commitment to the Empowerment Approach we teach children that behaviour is a skill that can be learned, practised, and improved. We support children to understand their actions, recognise the impact of their choices, and take responsibility for repairing relationships when things go wrong.

What we teach children

We explicitly teach that:

- Behaviour is a communication
- They need to learn ways to express their feelings that is safe for everyone
- Their behaviours have an impact on others
- They can always make a different choice next time using taught strategies
- This helps children develop ownership of their behaviour and understand that every moment offers an opportunity to reset.

How adults support this approach

Adults create the conditions for positive behaviour by:

- Using consistent, clear language so expectations are predictable and understood

- Focusing on behaviour rather than the child, protecting self-esteem and reinforcing that all children “count”
- Encouraging reflection and repair, helping children understand what happened, how others were affected, and what they can do to put things right

These practices reflect the Empowerment Approach’s emphasis on co-regulation, curiosity, and restorative learning.

Examples of adult language

- “That was not a safe/kind/ready choice.”
- “What would a better choice look like?”
- “How can we put this right?”

This language supports children to think reflectively, take responsibility, and plan for success.

Zones of Regulation and Empowerment Approach

We use the Zones of Regulation to help pupils recognise and manage their emotions. Children learn to identify their feelings (blue, green, yellow, red) and use strategies to regulate. This is supported by the “Empowerment Approach,” where pupils are taught that they are in control of their choices. Staff use calm, consistent language to promote responsibility, self-regulation and positive behaviour.

Equal Opportunities

We are committed to equality and inclusion. Behaviour expectations and responses apply fairly to all pupils and take account of individual needs. We ensure that no child is treated less favourably because of a protected characteristic, and we make reasonable adjustments to support pupils with additional needs.

Outcomes for Children

Through the Empowerment Approach, we aim to support children to develop the skills, attitudes and behaviours that reflect our core values of Explore, Belong, Grow.

Children at Hiltingbury Infant School will:

- feel safe, valued and a strong sense of belonging within the school community
- build positive relationships based on kindness, respect and empathy
- understand that their behaviour is a choice and recognise the impact of their actions on themselves and others
- develop increasing independence, self-regulation and emotional awareness
- use strategies to manage their feelings and make positive choices
- take responsibility for their actions and repair relationships when things go wrong

- show confidence, resilience and readiness to learn

We teach children that positive behaviour should be good for you, good for me and good for everyone, helping them understand how their choices affect themselves, others and the wider community.

Daily Practice

All staff will:

Greet children positively and build strong relationships

- Model calm, respectful behaviour
- Clearly teach and reinforce expectations
- Deliver engaging and inclusive lessons
- Use consistent routines across the school
- Respond to behaviour calmly and predictably
- Support children through co-regulation where needed

Recognition and Positive Reinforcement

We actively recognise and celebrate positive behaviour.

This may include:

- Verbal praise
- Non-verbal recognition (smile, thumbs up)
- stickers
- Celebration assemblies
- Sharing success with families

When Behaviour Falls Below Expectations

Children are supported to reflect and improve through adults responding consistently using a graduated approach:

- A reminder of expectations
- A clear warning and opportunity to make a better choice
- Time and support to regulate
- Restorative conversation and repair
- Logical consequence where appropriate

We do not label children; instead, we focus on the choice made and how it can be improved.

Consequences

We use natural and logical consequences to support learning, such as:

- Talking through what happened
- Apologising and repairing harm

- Tidying or fixing what has been affected
- Spending a short time reflecting with an adult

Playtime is important for development and will not be fully removed.

Restorative Practice

When appropriate, adults support children to reflect using simple questions:

- What happened?
- How were you feeling?
- Who was affected?
- How can we put it right?
- What will you do next time?

This supports children to understand responsibility and rebuild relationships. Staff will need to be aware of the level of understanding of the child to ensure the level of questioning is appropriate, focussing on the behaviour and a positive restorative conversation.

Supporting Individual Needs

We recognise that some children require additional support. This may include:

- Adapted routines and strategies
- Individual behaviour plans
- Targeted interventions
- Support from external agencies

All support is personalised and regularly reviewed.

Partnership with Parents

We work in partnership with parents and carers to ensure consistency between home and school. We communicate openly and work together to support each child's development.

Bullying and Racial Harassment

We take all incidents of bullying and discriminatory behaviour seriously. Bullying is defined as repeated, intentional behaviour that hurts another individual or group and involves a power imbalance.

All incidents are recorded, investigated and monitored. Where appropriate, parents are informed and support plans are put in place. We teach children how to recognise bullying and how to seek help.

We deal quickly with perceived bullying and racial harassment. We speak to the children involved and their respective parents if evidence of bullying or harassment is found (Bullying is defined as deliberate and hurtful behaviour, repeated over a period of time, where it is

difficult for those being bullied to defend themselves). We teach children to seek adult help as soon as a problem arises and to recognise bullying via e.g. role-play, puppets, circle time, bubble time and assembly.

In such an instance we support children through: careful monitoring and intervention.

ELSA time (Emotional Literacy Support) may be offered and a buddy system.

(See Anti Bullying Policy and our Equalities Policy)

Child on Child Abuse

Through our RHE curriculum and whole school rules children learn about respecting one another, being kind and importance of respecting consent.

We deal quickly with any reported incidents. Staff are trained in identifying signs of child on child abuse, this is reported immediately to the DSL or deputy DSLs, recorded on CPOMs and responses will be on a case by case basis. Please see Safeguarding policy for further information.

Extreme Behaviour

We support children with extreme or persistently challenging behaviour through an IBP (an Individual Behaviour Plan) and may seek outside agency support if required. Adults responding to extreme behaviour will ensure they do so calmly but firmly. We use co-regulation, empathising, soothing, validating and problem solving.

We make use of Boxall Profiles, and the Beyond the Boxall interventions. Boxall Profiles provide a framework for the precise assessment of children's social and emotional aptitudes. They provide staff with insights and suggest points of entry into the child's world, allowing adults to think about what lies behind the behaviour, and how to plan accordingly. Adults that work closely with the child complete the two-part checklist together, which produces a graph that shows the child's areas of need. Beyond the Boxall is then used to generate interventions that will support the child.

Behaviour and social interventions are monitored through the assess, plan, do, review cycle of progress.

If unresolved by all the usual means the Headteacher may exclude as a temporary or permanent measure. (See supporting material from the Local Authority). Parents, Governors and school staff would all have a role to play in implementing this process.

Use of Restrictive Physical Intervention (RPI)

On rare occasions, where children display higher-level challenging behaviour that presents a risk of harm to themselves or others, a range of strategies, including Restrictive Physical Intervention (RPI), may be used to reduce risk and ensure safety.

Our approach always prioritises de-escalation, positive relationships and co-regulation. Staff are trained to use a range of strategies to prevent situations escalating. We aim to create a

safe environment where all members of the school community are protected, while supporting children to reflect on and learn from their behaviour.

Please see our restrictive physical intervention policy for further information.