Federation of Liphook Infant School and Liphook CofE Junior School

Behaviour policy

Introduction

We believe that positive behaviour is the foundation of an excellent education. By fostering a values-driven culture and establishing clear routines within a nurturing environment, we create a calm, safe, and supportive space where pupils feel a strong sense of belonging and are empowered to achieve and thrive.

Aims

At the Federation of Liphook Infant School and Liphook C of E Junior School, we are committed to supporting children to develop strong social, emotional and learning behaviours through a relational and inclusive approach.

We believe that:

- Positive behaviour is a set of skills that can and should be taught.
- Challenging behaviour often signals unmet needs and missing skills.
- High expectations must always be matched with high support.
- Every child and adult has the right to feel safe, be respected, and be able to learn/teach at their best
- The school, the environment and personal property should be respected

Our School vision – Through our values of Loving-Kindness, Respect and Aspiration; we are all loved, we all belong, we all have something to give – underpins everything we do. In the Junior School this is underpinned with a Christian narrative.

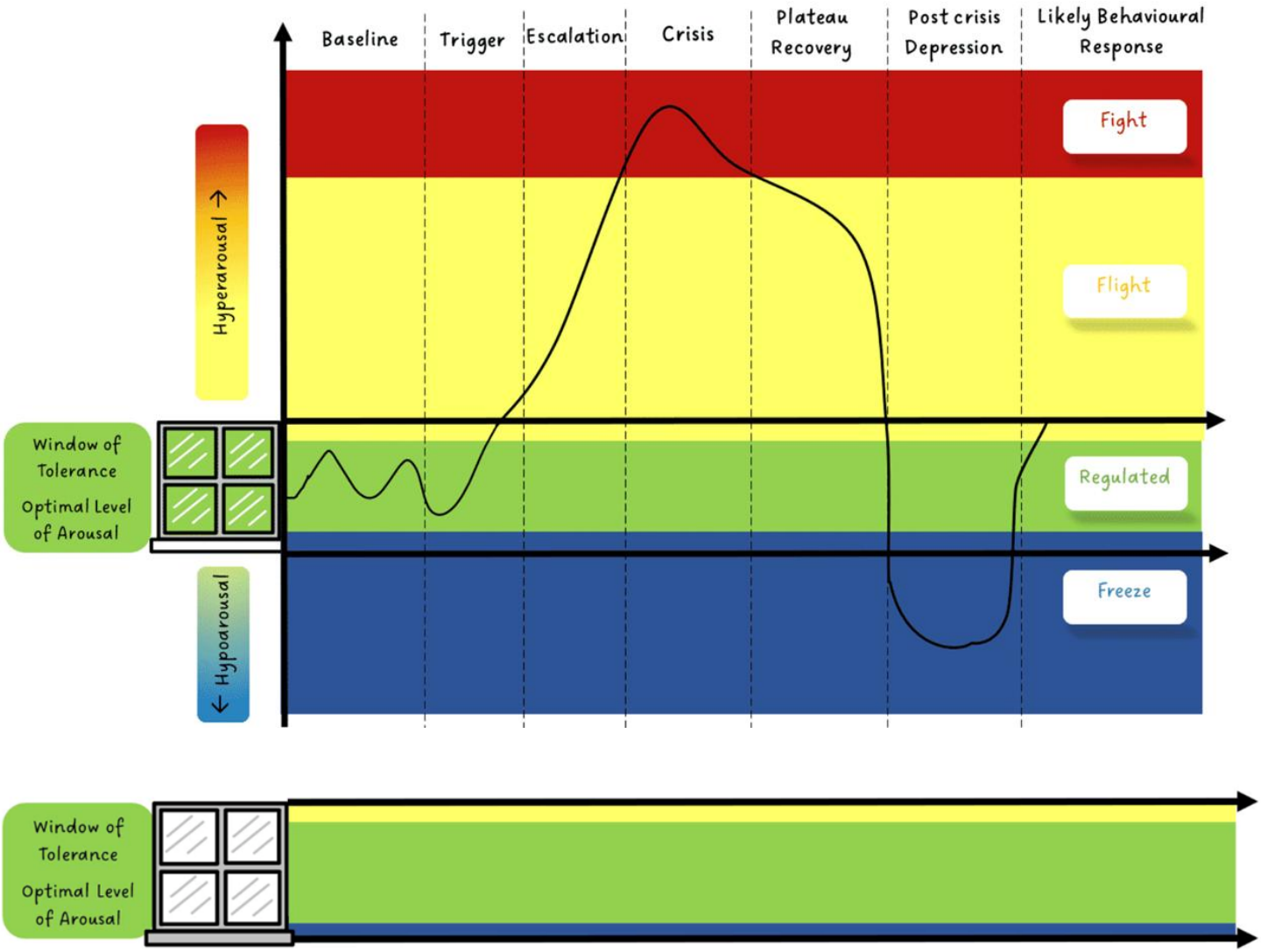
Our pro-social approach is rooted in evidence-based practice, combining **The Empowerment Approach** and **Trick Box** personal development program, to build emotional regulation, resilience and pro-social behaviour through neuroscience-informed strategies.

We believe everyone has the need to feel:

- **Comfortable** (physically and emotionally safe)
- **They Count** (are valued and noticed)
- **Connected** (positively attached to others)
- **Capable** (supported to achieve)
- **In Control** (able to influence what happens to them)

We call these our **5C needs**. When these needs are well met, children can regulate and thrive and are ready to learn. When unmet, children can become dysregulated. We aim for children to understand these needs so they can be proactive in helping to regulate their emotions.

The Emotion Cycle



We teach staff and pupils about the Emotion Cycle and how it can vary from person to person. Children are encouraged to learn to recognise their own window of tolerance, their own triggers and take positive steps to manage their emotions before reaching the crisis stage.

Inclusion

Our staff are trauma-informed, and we make tailored adaptations to support children who have experienced significant trauma while maintaining high expectations for behaviour. We also provide adjustments for neurodiverse pupils, such as reducing sensory load, using visual timetables, incorporating social stories to explain routines and expectations, and offering clear visual prompts for pupils who struggle with language. Movement and/or brain breaks are built into the day to help pupils regulate and stay engaged. These strategies create an inclusive, supportive environment where every child can thrive.

What we do in practice

Children are explicitly taught prosocial and pro-learning skills:

- About how their brain works (neuroscience, DOSE - feel good neurochemicals - & stress responses)
- Executive Function Skills, including attention control, emotional regulation, memory, flexibility, impulse control and thinking speed
- About their strengths
- How to reflect on behaviour, problem-solve and repair relationships
- How to use tools like Prep4Best, Trick Box cards and Coaching conversations

We prepare children for success by helping them:

- Set expectations together through a class charter and discussion guidelines. These are generated with the children at the start of the academic year and are based on The Convention on the Rights of a Child, our school values and The Empowerment Approach. Children must decide what a class looks like that is 'Good for Me, Good for You, Good for Everyone'. This is regularly referred to throughout the year.
- Plan for success before tasks using 'Prep4Best' and identifying and mitigating potential barriers and tricky situations.
- Access self-regulation tools (tricks) from the Trick Box program.

Positive language

We use positive language and say the behaviours we want to see rather than those we don't want. For example, we would say "Please walk", rather than "Don't run". We acknowledge and mark helpful behaviours and relate these to the 5C needs, e.g. Thank you for including Sam in your game, you made a good connection with her which would have made her feel that she counts.

The Empowerment Pathway

In school, we follow the Empowerment Pathway, characterised by:

1. Recognition and positive reinforcement

We use recognition and positive reinforcement to help create a culture where children and adults feel valued, motivated and empowered to make helpful choices. By acknowledging efforts such as kindness, responsibility, perseverance, and cooperation, we can reinforce the behaviours we want to see more frequently which nurtures both academic success and personal growth. Across the federation, the following positive reinforcement strategies are used:

- Use of verbal praise
- Values stickers are given when children show examples of loving-kindness, respect or aspiration, to help to recognise and mark positive behaviour (memorable moment)
- Class Learning Hearts- Children work collaboratively to collect learning hearts for their class
- Merits to mark memorable moments- In the Junior School children work towards various merit badges and certificates

- Weekly celebration assemblies when parents are invited to see and hear their child being celebrated (linked to values)
- Top Table- In the Infant school children are nominated by teachers to have lunch with the Head of School
- STEP awards - in the Junior School, S.T.E.P. (Sorry, Thank you, Excuse me & Please) awards are given termly to three children per class, to recognise good manners and prosocial behaviour
- Sharing work with the school community

2. Calm – Connect – Support

When children struggle to keep to what was agreed, people around them will always try to stay calm and kind.

- Adults regulate first, then co-regulate with the child. If needed, a 'change of face' is used
- Feelings are acknowledged and validated, e.g. "I can see that you're feeling..."
- Reminders and limits on behaviour are set e.g. I can see that you're feeling ..., we need to remember kind hands, kind feet kind mouths
- Support is offered without shame: "What might help you right now?"

3. Follow up

Stage 1: Coaching Prompt

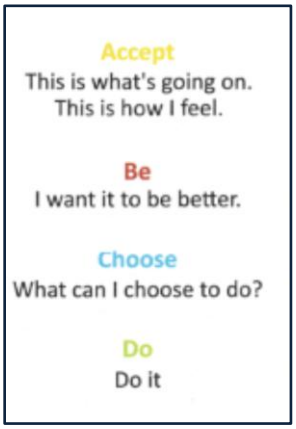
A quick minute or two, with an adult to help a child get back on track

Stage 2: Coaching Conversation

Once calm, the adult and child talk through what happened. The pupil will have a chance to say how things were for them; they will also hear how it was for others. The child is supported to problem solve for it to be better for everyone next time. This may involve thinking about similar scenarios to help them understand and implement alternative behaviour: language such as "Good for Me, Good for You, Good for Everyone" is used.

To help to build skills, pupils use one of 24 strategies from Trick Box, alongside a self-coaching ABCD card. The tricks are designed to promote strategies for:

- Staying calm
- Creative problem-solving
- Effective social communication
- Building confidence



The goal is for children to learn from mistakes and develop strategies to handle new situations more successfully.

a) Consequences

A natural or logical consequence, or a protective measure may be used: safety and wellbeing are very important.

- ✓ **Natural consequences** (a natural result of a person's actions). E.g. a child refuses to wear a coat on a cold day so gets cold
- ✓ **Logical consequences** (a consequence given by a member of staff which is directly related to the behaviour). E.g. a child draws on a wall so is asked to clean it up; E.g. a child wastes learning time so is asked to make up this time in their own time.
- ✓ **Protective measures** (an action taken to ensure safety or prevent harm) E.g. a child keeps hitting others so goes to TLC club during playtime whilst building skills. For example, building executive functioning or pro-social skills that enable them to better manage the circumstances or situations that have resulted in them hitting other children.

b) Repair

When things go wrong and other people get upset, hurt or things get damaged, there is always 'Repair Time'. During repair time, adults help children to put things right, so other people feel better, and their needs are met well. They will also need to carry out the consequences of their actions. This will help children to learn how other people might feel in different situations and to learn how to want others to feel good.

4. Filling Needs and Building Skills

If behaviours persist, despite previous support, adults will work with children in further coaching sessions to help them to build skills and find more helpful ways to fill their needs.

- Coaching Time sessions last for 15-30 minutes and look in detail at strengths and barriers
- A personalised Coaching Plan is created including:
- ✓ Strengths and needs analysis (e.g. animal scales)
- ✓ Filling Cups Plan (identifying unmet 5C needs)
- ✓ Pathway to Independence (small steps toward success)
- ✓ Targeted Executive Function Skill building (e.g. impulsivity or attention control)

Some children are supported by our ELSAs, either individually or within social skills groups.
Some children have a Student Plan; this ensures that staff are aware of needs such as hyper/hypo sensitivity, need to move, attachment, relationships, etc. and appropriate ways in which to support the child.

5. Individual Support Plan (ISP)

An Individual Support Plan is used if behaviours persist to identify when the child is calm and regulated and when the triggers arise so that Prep4Best strategies (i.e. prevention and distractions) can be implemented before the child becomes more dysregulated.

6. Involvement of multi-agency support

Multi-agency approach is sought if behaviours persist despite following the ISP. Agency involvement could include primary behaviour support (PBS), the educational psychologist, the SEN team, and The Virtual School. Support from agencies is used to write a bespoke provision map for the child, which is regularly reviewed.

Bullying of any kind will not be tolerated, including prejudice-based abuse of racism, sexism, disability, homophobic, transphobic and religious based abuse. Please refer to our anti-bullying policy for more information.

If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer significant harm, including sexual harassment, then the school's safeguarding policy will be followed.

It is very important that all members of the school community, including children, teachers, non-teaching staff, governors and voluntary helpers, follow the principles which form the basis of our policy. Parents play a vital role in promoting pro-social behaviour, and we view their involvement as a key part of the home-school partnership. We actively encourage their support and engagement. To further support families, we work collaboratively with a range of multi-agency partners, including PBS Well-being, the School Nursing Service, Mental Health Support Teams, and Children's Services. This integrated approach ensures that children and families receive the appropriate guidance and care when needed.

Online behaviour

Pupils are expected to uphold the same standards of behaviour online as they do offline, treating others with kindness, respect, and dignity. All pupils must adhere to the school's Acceptable Use Policy, which outlines responsible use of digital technologies. Online activity is monitored through a robust filtering system. If a pupil behaves inappropriately online, a coaching conversation will take place, appropriate consequences will be applied, and parents will be informed.

Mobile phones

Mobile phones must be handed in at the start of the school day and will be stored in a secure box in the office for return at the end of the day. From September 2026 only 'brick' phones will be allowed in school. Smart watches are not allowed in school.

Suspension and Permanent Exclusion

Suspension and permanent exclusion may be used in response to serious incidents or in response to persistent dysregulated behaviour which has not improved following in-school sanctions and interventions.

Support for staff

Managing and co-regulating behavior can be emotionally challenging. We place great importance on the emotional and mental health of all adults and young people across the Federation and provide support for staff members in a range of informal and formal ways to manage stress and secondary trauma. These include, but are not limited to:

- More than 1 member of staff employed to support a child if they have especially complex emotional and behavioural needs
- Informal debriefs with staff after managing challenging behaviour
- Support through internally and externally provided CPD
- Access to a confidential support and counselling service

We will always support children to manage their behaviour using empathic approaches as outlined above. However, the principles within the DFE document Behaviour in schools [Behaviour in Schools - Advice for headteachers and school staff Feb 2024] outline all schools' statutory and legal authorities and have been taken into account.

This policy was formulated by the Executive Head teacher and Governors of The Federation of Liphook Infant School and Liphook C of E Junior School and is to be reviewed every two years.

Signed : Signed

Executive Head teacher Chair of Governors

Date: October 2025