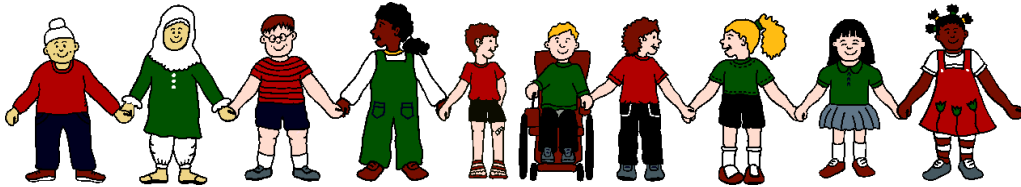


THE GILES NURSERY AND INFANTS' SCHOOL



Behaviour Policy

Authors: Rouane Mendel and Charlotte Ballard

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Review Date: October 2025

Behaviour Policy

This policy reflects the values, ethos and philosophy of The Giles Nursery and Infants' School in relation to behaviour support. The behaviour policy is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The implementation of this policy is the responsibility of all staff.

At the Giles Nursery and Infants' School staff receive training in behaviour support. This training is called "Hertfordshire Therapeutic Thinking", and is based on the work of Angela Wadham, from Norfolk Therapeutic Thinking. The term "Therapeutic Thinking" is drawn from the Norfolk County Council statement on inclusion: "*The process of taking necessary **Therapeutic Thinking** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.*" This statement reflects the philosophy, policy and practice at our school and seeks to develop pro-social behaviour and internal discipline for life rather than disciplining through control and punishment, which can produce obstinacy, alienation and increased resistance. Pro-social behaviour is defined as behaviour which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people. This is linked to the principles of Protective Behaviours, which states that 'Everyone has the right to feel safe at all times.' This motto has been adopted by our school and is displayed in our hall and discussed with children.

At the Giles Nursery and Infants' school we believe that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff has high expectations for every child to behave in a responsible manner based on a concern for the rights of other individuals. They strive to develop the whole person in order to:

- Promote self-discipline, respect and a sense of responsibility
- Develop understanding of right, wrong and the importance of honesty, truth and fairness
- Prevent bullying
- Promote behaviour that allows all children to achieve their potential through high quality teaching and learning and ensure that all pupils complete assigned work
- Promote the personal, social, moral and emotional development of each child

The school's behaviour policy is reviewed and updated annually with all staff and governors. The updated version is then uploaded to the school website, where it is available to all members of our school community. A home school agreement will be

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sent home with all new pupils. It will explain what is expected of parents/carers, staff and the pupils. All parents will be asked to sign it following their child's admission to school.

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters internal discipline and mutual respect between pupils, and between staff and pupils.

Objectives:

The behaviour leader ensures that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the policy the leader has worked on the following ten key aspects of school practice that contribute to improving the quality of pupil behaviour in our school:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and consequences
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities

Our school's behaviour policy acknowledges the legal duties we have under the Equality Act 2010, in respect to safeguarding and in respect to pupils with special educational needs (SEND). In our school we always consider whether the behaviour of a child gives cause to suspect that the child is suffering, or is likely to suffer, significant harm. When this may be the case, we follow the school's safeguarding policy. When dealing with continuing difficult behaviour we also consider whether that might be the result of unmet educational or other needs. At such points we sometimes consider whether a multi-agency assessment is necessary.

Staff have a statutory duty to support good behaviour throughout the school. We strive to do this through the application of a therapeutic approach, which develops internal discipline rather than disciplining through threat, fear and external controls.

In our school we expect that all members of the school community will:

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- Be treated with consideration and respect at all times
- Have an understanding of the difference between right and wrong
- Be polite, co-operative and friendly
- Understand that the school has rules which must be followed for the safety and happiness of all
- Appreciate the school environment and respect the property of others
- Value other people, their work and their opinions
- Treat others as they themselves would wish to be treated

Rights and Responsibilities:

Central to our policy is the principle that all members of our school community have rights and responsibilities (please see Appendix 1).

Children have a right:

- To be treated with respect by all people irrespective of age, gender, colour, race, religion or belief, status or disability
- Not to be bullied in any way, shape or form
- To feel safe in and around school
- To an education and to learn according to their ability
- To express their opinions and to be heard
- To expect that their possessions will be secure in and around school
- To choose their friends
- To play in safety and without interference

Children have a responsibility:

- To respect all others within our community
- Not to bully and to report any bullying they see
- To ensure the safety of all pupils by behaving in a reasonable manner in and around the school
- Not to ridicule others for the way in which they learn, or disturb the learning of others
- To allow others to express their opinions and to be heard
- Not to steal or mistreat the possessions of others and to report any theft or mistreatment they may see
- Not to force their friendship upon others or to abuse their friendships
- Not to disrupt or endanger the play of others

Staff have a right:

- To work in a pleasant and safe environment
- To be treated with courtesy and respect

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- To be supported by colleagues and parents/carers

Staff have a responsibility:

- To ensure that they are encouraging and positive
- To avoid the use of language that might undermine children, such as sarcasm
- To support pupils' behaviour consistently and fairly
- To recognise and respond positively to good behaviour
- To consult with and support colleagues and parents/carers
- To work within the framework of agreed whole school policies

Parents and carers have a right:

- To expect consistent approaches to codes of behaviour used by staff throughout the school
- To receive and offer information about their child's education and behaviour

Parents and carers have a responsibility:

- To get their children to school well fed and equipped, on time and ready to learn
- To let the school know of any concerns
- To support the school in promoting good behaviour

To support our community's rights and responsibilities, we have five school rules which are on display in the school at all times. (See Appendix 2) Our school rules are:

- ✓ We are gentle and kind to everyone in our school.
- ✓ We always try our best.
- ✓ We always listen to all adults and follow instructions straight away.
- ✓ We always look after: our property, other children's property and property belonging to adults and the school.
- ✓ We always try hard to be honest at all times.

Each class will have its own rules, which are drawn up at the beginning of each academic year by the class and their teacher. Rules will always be worded positively. All teachers will have a system for rewarding pro-social behaviour.

Learning Behaviour

At the Giles Nursery and Infants' School we understand that children learn behaviour through:

- Their relationships
- Reminding, modelling and copying

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- Repetition and structure
- Clear and agreed boundaries
- Praise and reward when successful
- Comfort when not successful

We teach positive behaviours through:

- Relationships
- Role-modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

Positive Reinforcement:

Most children demonstrate internal discipline most of the time. This behaviour includes, but is not limited to:

- Demonstrating effort, resilience and perseverance
- Being kind and helpful towards others
- Being polite and using good manners
- Following instructions
- Demonstrating care and consideration for other people and the environment
- Being honest and truthful

Their behaviour is celebrated and reinforced in a number of different ways, including:

- Receiving extra playtime
- Verbal praise – both private and public
- Nonverbal gesture e.g. smiles, thumbs up
- Stickers
- Marbles in a jar
- Comments in home/school book
- Sent to another member of staff for praise/ showing good work
- Certificates
- Celebration assembly, stars, birthdays
- An informal word to parents/carers about a child's achievements
- Mention in the Head's weekly newsletter

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Most children have enough internal discipline to behave appropriately most of the time, but sometimes they may display inappropriate, difficult or dangerous behaviour:

What constitutes difficult or inappropriate behaviour?

The following behaviours can be on a scale from Level 1 to Level 4:

Level 1 behaviour would be (for example):

- Persistent calling out after being reminded not to
- Continuing distracting others after being warned not to e.g. conscious fidgeting, talking, making noises etc.

Level 2 behaviour would be (for example):

- Persistent Level 1 behaviour
- Causing offence to others through use of language, gesture or tone after having a reminder about positive ways to communicate
- Refusing to comply with an adult's request
- Persistent refusal to attempt work following adult support– including homework (where appropriate and in support of parents)
- Deliberate spitting in the environment, including blowing raspberries when specifically asked not to

Level 3 behaviour would be (for example):

- Persistent Level 2 behaviour
- Deliberate harming of others, including adults, intentionally
- Intentionally spitting at others
- Taking things without permission/stealing items intentionally
- Swearing and other offensive language
- Intentionally damaging property
- Using equipment dangerously
- Bullying
- Racial incidents

Level 4 behaviour would be (for example):

- Repetitive behaviour from level 3
- One very serious incident e.g. a conscious choosing to actively seek to hurt an adult/or child physically, spitting or verbally

Planning:

Herts Therapeutic Thinking provides guidance in the assessment of and planning for the behaviour of individuals. It is the responsibility of every staff member to seek to understand the behaviour of a child. The process to inform such understanding is to:

- Think
- Plan
- Respond

Conscious and Subconscious behaviours:

It is the responsibility of every staff member to seek to understand the behaviour of a child. An important aspect of the training that staff receive is understanding that some behaviours are conscious (behaviours over which the person has a choice) and others are subconscious (behaviours over which the person does not have full control) and that assessments must identify whether a difficult behaviour is conscious or subconscious as this will have an important bearing on planning and practice.

In order to assess conscious behaviours, the adult should consider:

- What is the expected outcome of the behaviour?
- What is the motivation to behave anti-socially?
- What is the motivation to behave pro-socially?
- What are the expected consequences?
- How can the adult impact on the young person's beliefs and values?

To assess subconscious behaviours the adult needs to consider:

- Are there medical issues?
- Is it a phenotype behaviour (relating to a genetic disorder)?
- What may be causing anxiety?
- What may be causing confusion?
- What is stimulating the young person?

A Therapeutic Approach

At the Giles Infants' School we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting difficult behaviour and change the circumstances in which the behaviour occurs. The Herts Therapeutic Thinking programme provides assessment / planning tools called "Early Prognosis", "Conscious and sub-conscious Behaviour Check List" "Roots and Fruits" and "Anxiety Maps" and "Risk Reduction Plans" to assist adults in this area.(Appendix 4).

Risk Assessment:

The school's behaviour policy is the behaviour plan for most children, but sometimes a child's repeated behaviour may place themselves or others at the risk of harm and compromise safety. In this instance a risk reduction plan will need to be completed, using the Herts. Therapeutic Thinking planning tools, to formalise strategies that differentiate from policy and ensure a consistent response to difficult or dangerous behaviour is given to the child. Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others and to ensure learning takes place for all.

A plan co-ordinator will consider the following:

- Calculate the risk of dangerous behaviour towards themselves, peers, adults or property
- Consider the pupils 'Early Prognosis Assessment' (Appendix 4), 'Roots and Fruits' (Appendix 4), 'Conscious and Sub-conscious Checklist' and 'Anxiety Map' (Appendix 4) to identify areas of difficulty
- Identify a pupil's 'pro-social' behaviours and how these can be utilised to develop self-esteem and reduce anxiety
- Identify 'difficult' behaviour and set out planned scripted responses to difficult behaviour
- Identify 'harmful or dangerous' behaviour and set out planned scripts and responses to ensure the pupil is removed safely without harm to themselves or others, in line with the school's policy for 'Restrictive Physical Intervention'.
- Involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take.

The plan **must** be followed consistently and shared with all staff that have regular contact with the child. (See appendix 4). Children whose behaviour may place themselves and others at risk of harm may be supported by individual risk assessments and risk management plans.

Risk assessments must be shared with the Head, SENCo and Therapeutic Thinking tutors and be reviewed and updated in order to reflect changes and progress.

Responding to difficult behaviour:

It is important that adults seeking to support a child displaying difficult behaviour act in a way to calm the situation. At the Giles Nursery and Infants' School, it is the responsibility of all staff to follow the guidance set out in the Herts Therapeutic Thinking training by using:

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- Positive phrasing e.g.
 - *“Stand next to me”*
 - *“Put the toy on the table”*
 - *“Walk beside me”*
 - *“Stay seated in your chair”*
 - *“Please / thank you”*

- Limited choice e.g.
 - *“Put the pen on the table or in the box”*
 - *“Are you going to sit on your own or with the group?”*
 - *“Are you starting your work with words or a picture?”*
 - *“Do you want to talk here or in the library?”*

- Disempowering the behaviour e.g.
 - *“You can listen from there.”*
 - *“Come and find me when you come back.”*
 - *“Come back into the room when you are ready.”*

- Use of a de-escalating script
 - *Use the person’s name – “Joshua”*
 - *Acknowledge their right to their feelings - “I can see something is wrong”*
 - *Tell them why you are there – “I’m here to help”*
 - *Offer help “ Talk to me and I will listen”*
 - *Offer a ‘get out’ (positive phrasing) – “ Come with me and ...”*

Consequences:

Consequences are needed to be in place to allow staff to respond to difficult behaviour and to enable pupils to change their behaviour. The consequence used should be transparent, logical and bear a relation to the unwanted behaviour. As a result, they should help the child develop positive coping strategies / behaviour. Consequences act on internal discipline by creating a learning opportunity linked directly to the outcome created by the behaviour; for example, a child poking another child in the arm with a sharp pencil will be given a crayon to write with, then asked to practise using a pencil correctly with an adult, before they are able to use the pencil again in an independent situation; a child hitting others in the playground will be removed from the playground and will practise playing appropriately with a small group of peers in the courtyard, demonstrating that they can transfer their skills to the wider playground, before having playtimes with the other children re-instated.

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There are two types of consequence:

Protective Consequence – The removal of a freedom to reduce the risk of harm. This should be logical and based on evidence or perceived danger. This may include:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Suspension
- Exclusion

Educational consequence – The learning, rehearsing or teaching so that the freedom can be restored. This may include:

- Completing tasks
- Rehearsing
- Assisting with cleaning and repairs
- Educational opportunities
- Research
- Restorative meetings (de-brief)

A protective consequence will need to be followed up with an educational consequence in order to support the child in changing their behaviour and developing internal discipline.

It should be clear to the child/ren:

- Why the consequence is being applied.
- What changes are required in order to avoid future consequences?

The watchword for all consequences should be that consequences must always be:

- Fair and proportionate
- Linked directly to the unwanted behaviour
- Certain
- Consistently applied

It is important that the use of rewards and consequences are monitored with regard to equal opportunities and anti-discrimination.

Consequences on a corresponding level would be:

Level 1 consequences would be (for example):

- Tactical ignoring
- Non-verbal signals

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- Rule reminders
- Redirection
- Focused questioning and discussion
- Loss of part of play/lunch/golden time to undertake an educational consequence or carry out reparation (See Reparation – Repair, Reflect and Restore section)

Level 2 consequences would be (for example):

- Time out inside the classroom
- Behaviour chart
- Reprimanding
- Move to another class (with work)
- Class teachers speaks to parents/carers
- Home-school diary
- Nurture group
- Loss of part of play/lunch/golden time to undertake an educational consequence or carry out reparation (See Reparation – Repair, Reflect and Restore section)

Parents/carers may be informed and the reasons for the use of the consequences explained. Information should be sought as to causes for the behaviour and for support in the school's efforts to change the behaviour.

Level 3 consequences would be (for example):

- Loss of part of play/lunch/golden time to undertake an educational consequence or carry out reparation (See Reparation – Repair, Reflect and Restore section)
- Formal contact with parents/carers
- Behaviour log
- Record of Behaviour
- Referral to Senior Leadership Team
- Consultation with SENCO
- External advice sought
- Behaviour contract and/or reports
- Internal exclusion

Level 4 consequences would be (for example):

- Loss of part of play/lunch/golden time to undertake an educational consequence or carry out reparation (See Reparation – Repair, Reflect and Restore section)

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- Exclusion from school activities, if participation would carry the risk of safety being compromised, e.g. sport events
- Internal exclusion
- Pastoral Support Plan (following county guidelines)
- Fixed term exclusion “ “ “
- Permanent exclusion. “ “ “
-

Parents/carers should continue to be informed of level 3 and 4 consequences.

It is down to the discretion of the School Leadership Team, and ultimately the Head, as to when parents/carers should be informed that their child has received a consequence. The reasons for the use of the consequence should be clearly explained. As a general rule, most Level 3 and 4 behaviours will require a discussion with parents/ carers, but this may also be required for persistent level 1 and 2 behaviours.

Level 3 and 4 behaviour needs to be brought to the attention of the SLT and Head, who will be involved in the planning of the consequence, as it may include:

- Internal exclusion – must be documented (can only be implemented by Head or Deputy Head) Note made on SIMS and on Consequence proforma, option of letter home to parents which, must be sent home from the second internal exclusion. (Appendix 5)
- Off-site lunchtime – must be documented (can only be implemented by Head or Deputy Head)
- Pastoral Support Plan (following County guidelines)
- Fixed term exclusion – must be documented (can only be implemented by Head or Deputy Head)
- Permanent exclusion – must be documented (can only be implemented by Head or Deputy Head)

Consequence pro-formas (Herts Step tool – kept in the main office) are to be completed for **every** child who has had a freedom removed through a protective consequence as a result of unsafe behaviour. These are to be given to the Head when completed and are stored in a central file called 'Behaviour Concerns', which is kept in the school office.

Playtimes and other non-structured times:

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have fun safely. However, in order for all children to enjoy

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this time they need to behave in an appropriate manner in accordance with school rules. Although the children are supervised, some find these times difficult to manage. In our attempt to teach children how to express themselves and stand up for their own rights, we teach them the 3 step process to help them when things go wrong:

1/ Put out your hand and say, "Stop it! I don't like it."

2/ Walk away and find another friend to play with.

3/ Tell a teacher/ member of staff.

There are posters outside every classroom which display this 3-step process.

All supervising staff should first encourage, and then direct children towards positive choices. Difficult behaviour will be monitored and shared with class teachers by the staff. Should this behaviour persist, other protective and educational consequences may be applied; for example:

- Removal from the situation
- Loss of play until the child has learnt through directed support to play safely (with a completed consequence proforma)
- Walk with an adult observing and discussing examples of pro-social behaviours
- Play on an alternative playground
- Time out from climbing frame/play equipment until safe usage has been taught, rehearsed and learnt

The consequences applied must directly link to the behaviour and support the child in changing their behaviour. They must not be imposed as a punishment.

Physical Handling:

As our school is a nursery and infants' school, we recognise that our children are very young and it is often appropriate to have some physical contact with individuals; for example, to comfort a child in distress; to provide emotional support; for activity reasons, such as PE; to gently direct or steer a child or to avert danger to the child, other persons or significant damage to property. The majority of teaching and support staff have had 'Step On' training in physical handling and intervention. This gives staff an insight and practical experience of how to diffuse possibly volatile situations by manoeuvring a child away from a situation. Methods include open mitten, closed mitten, offering an arm, supportive arm, supportive hug and open mitten escort. Details of these methods can be found in the Therapeutic Thinking behaviour file in the staff room. All techniques are safe for both staff and pupils. They do not involve restraint but simple techniques to move a pupil away from a situation.

The training also provides staff with resources that allow them to assess individuals, groups or classes for those who are most likely to need support with behaviour or social skills. These resources can also be found in the Therapeutic Thinking behaviour file in

the staffroom and can be photocopied by any staff member who wishes to utilise them.

Staff receive training packs with resources as part of the course and regular refresher courses are available from the Hertfordshire team and trained Therapeutic Thinking tutors in school.

Restrictive physical interventions may be necessary for a small minority of pupils; for example, in a situation of clear danger and emergency. Restrictive physical intervention is an act of care and control and may only be used to reduce the risk of harm and never as a form of punishment. Staff will take Therapeutic Thinking in advance to avoid the need for restrictive physical intervention through dialogue and diversion. Only the minimum force necessary will be used and staff will be able to show that the intervention used was a reasonable response to the incident. As soon as it is safe the restrictive physical intervention will be relaxed to allow the pupil to gain self-control. Every incident of restraint **MUST** be recorded in the 'Record of Restrictive Physical Intervention' book, and include the details cited in the front of the book, which are taken from our Restrictive Physical Intervention Policy. The book should be given to the head on completion of the entry (See Restrictive Intervention Policy).

Procedures are in place for supporting and debriefing the pupil after every incident of restrictive physical intervention, as it is essential to safeguard the emotional wellbeing of all involved at these times.

If a pupil is identified for whom it is felt that restrictive physical intervention is likely, then this **MUST** be detailed in a Therapeutic Thinking risk reduction plan. This must be written with the parents/carers and, where appropriate, the child. The risk reduction plan must be shared with the Head, Therapeutic Thinking tutors and the parents/carers.

The Therapeutic Thinking risk reduction plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs and triggers. The plan will include a risk assessment, risk reduction plan and techniques for managing the pupils' behaviour; for example, de-escalating conflict. It may state at which point the restrictive physical handling may be used, identifying key staff, who know exactly what is expected and the systems for summoning additional support.

Reparation – Reflect, Repair and Restore:

During an incident a pupils' behaviour may be influenced by anger, frustration, disappointment etc. The purpose of reflect, repair and restore is to revisit the experience with a child who is calm, relaxed and reflective. Children will need time to calm down

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before they are ready to talk about their actions or discuss making reparations. This time can be provided in the classroom either in the quiet room or in a place where the child feels safe and comfortable. The child should be given time to calm down so that he/she will be ready to discuss the behaviour. This may not be until the next day.

Repairing the harm done to relationships and people is the priority over assigning blame and dispensing punishment. Once the child is ready reparations will include:

- Exploring what happened with the pupil (tell the story)
- Exploring what people were thinking and feeling at the time
- Exploring who has been affected and how?
- Exploring how relationships can be repaired?
- Summarising what has been learnt so that the response can be different next time.
- Repairing the situation; for example, tidying up, apologising to the injured party or writing a letter/card of apology.

Links to other school policies:

This policy should be read in conjunction with the school's policies on Anti-Bullying, Restrictive Physical Intervention, Equalities and the Personal, Social and Health Education and Citizenship Policy.

Finally:

- School rules are there to improve and protect everyone's right to a secure and happy environment
- Personal, Social, Health and Citizenship education is the place for children to discuss and develop their rights and responsibilities. These are often part of Circle Time activities.
- A positive approach and attitude to behaviour is always more effective than punishments.
- All resources can be found in the Therapeutic Thinking folder.

This policy will be reviewed annually. Next review: October 2025

If you have trouble reading this policy the school has someone who will be able to translate it for you.

Appendix 1

Children's Rights and Responsibilities

1. We have the **right** to be treated with respect by all people, irrespective of age, gender, ethnicity, status or disability.
2. We have the **right** not to be bullied in any way.
3. We have the **right** to feel safe in and around school. We have the **responsibility** to respect everyone in our school community. We have the **responsibility** not to bully others and to report any bullying we see. We have the **responsibility** to ensure the safety of all pupils by behaving in a reasonable manner in and around the school.
4. We have the **right** to an education and to learn according to our ability.
5. We have the **right** to express our opinions and to be heard. We have the **responsibility** not to make fun of others for the way in which they learn, or disturb the learning of others. We have the **responsibility** to allow others to express their opinions and to be heard.
6. We have the **right** to expect that our possessions will be safe and secure in and around school.
7. We have the **right** to choose our friends.
8. We have the **right** to play in safety and without interference. We have the **responsibility** not to steal or mistreat the possessions of others and to report any theft or mistreatment that we see. We have the **responsibility** not to force our friendship upon others or to abuse their friendship. We have the **responsibility** not to disrupt or endanger the play of others.

Rights and Responsibilities of Staff

- We have a right to work in a pleasant and safe environment
- We have a right to be treated with respect.
- We have a right to be supported by colleagues and parents/carers

- We have a responsibility to ensure that we are encouraging and positive at all times
- We have a responsibility to manage pupils' behaviour consistently and fairly.
- We have a responsibility to recognize and respond positively to good behaviour
- We have a responsibility to consult with and support colleagues and parents/carers.

Rights and Responsibilities of Parents/Carers

- We have a right to expect consistent approaches to codes of behaviour used by staff throughout the school
- We have a right to receive and offer information about our child's education and behaviour
- We have a responsibility to get our children to school, well fed and equipped, on time and ready to learn
- We have a responsibility to let the school know of any concerns
- We have a responsibility to support the school in promoting good behaviour.

Appendix 2

Our School Rules

We are gentle and kind to everyone in our school.

We always try our best.

We always listen to all adults and follow instructions straight away.

We always look after:

- Our property
- Other children's property
- Property belonging to adults and the school

We always try hard to be honest at all times.

Appendix 3

Appropriate Behaviour Support

- Shouting should be regarded as an exception. The occasional raised voice when the child/class is normally quiet is more effective.
- Know the child – reprimands should be appropriate to the age, character and understanding of the individual child.
- Be reasonably close to the 'target' child. Where possible avoid blanket, whole class reprimands.
- Deliver the reprimand calmly, firmly and with confidence. With older children in particular, it is usually better to speak to the child away from their peers.
- Be clear and specific about the facts and the points you wish to make. Always give the child the opportunity to explain their point of view. Don't get involved in argument. Don't let the child talk while you are talking.
- Make sure that the children are clear that it is the inappropriate behaviour that is unacceptable not the child. Always be aware of what is said when reprimanding a child. The reprimand should always be related to their behaviour. The child should be encouraged to take responsibility for their actions. It should be carefully explained to the child why their behaviour is inappropriate and the behaviour that would have been more appropriate.
- Always be aware of the situation where the reprimand is given. Reprimands should never humiliate a child.

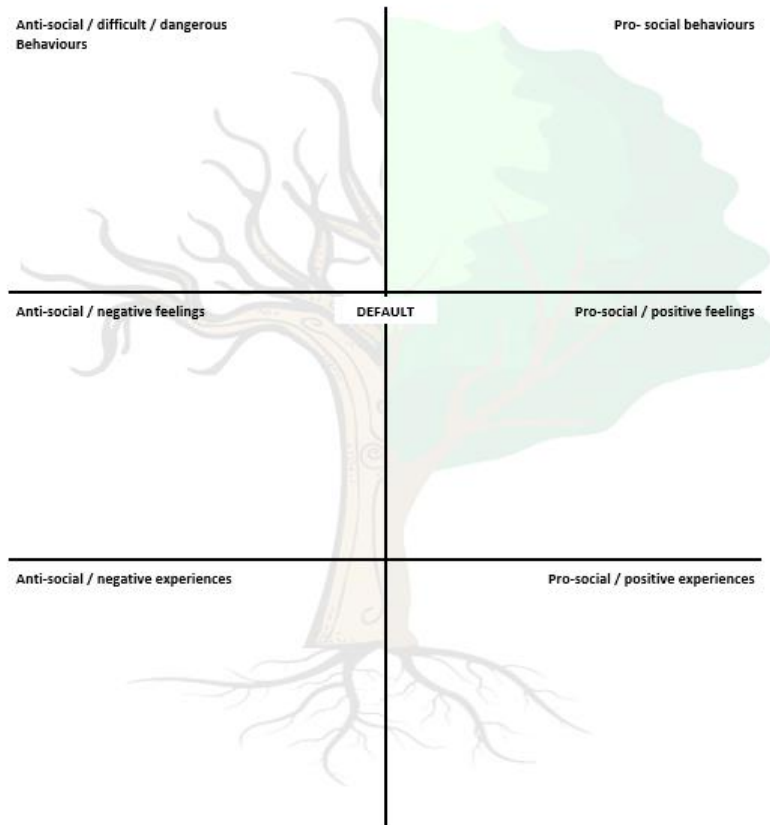
Giles Nursery and Infants' School

- Always be clear and specific when discussing with a child their inappropriate behaviour, giving them clear ideas on alternative types of behaviour.

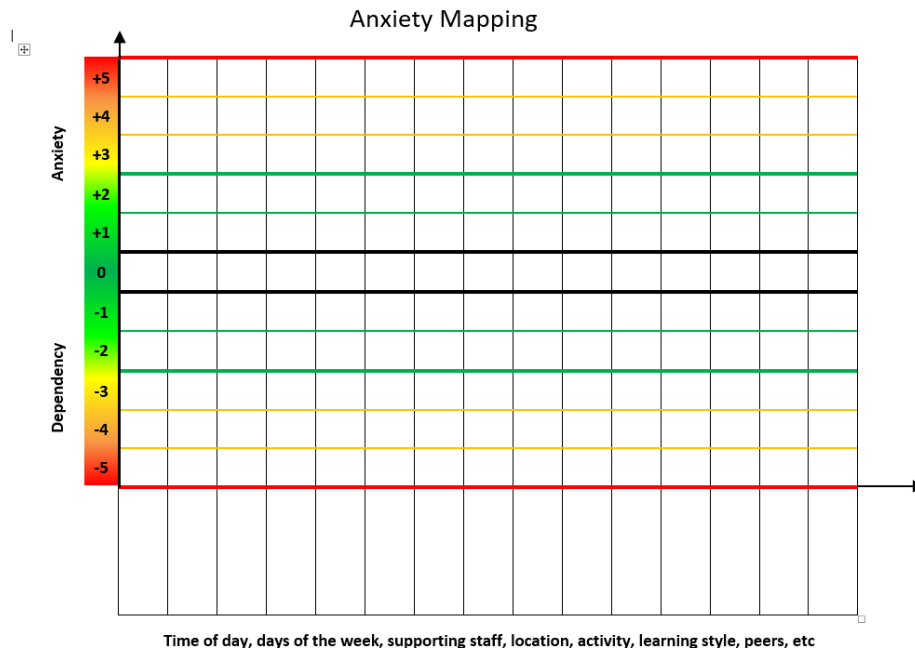
Appendix 4

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Giles Nursery and Infants' School



Steps – Early Prognosis (Blank)

Date: _____
Staff member: _____

Context (home and school)

- Complete if required

Diagnosis

- Complete if required

The behaviour

Function

Sensory		Action:
Escape or avoidance		Action:
Attention		Action:
Tangible gain		Action:

Cultural expectations

- Complete if required

Hypothesis: _____

Action: _____

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Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought advice on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we lower their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less angry/manage their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we provide support/structure so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we manage this stimulus ? (topic, adult, time, activity, peers, transition, noise etc . Anxiety mapping)

Hertfordshire Steps 2019

Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc ?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?

Risk Reduction Plan (Doc 2)

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
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Anxiety / DIFFICULT behaviours	Strategies to respond
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Crisis / DANGEROUS behaviours	Strategies to respond
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Post incident recovery and debrief measures
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Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young
Person.....Date.....

Appendix 5

Dear [Parent/Carer],

I am writing to inform you of my decision to internally exclude [child's name] for a fixed period of (specify number of days). [Child's name] has been internally excluded for this fixed period because [reason for exclusion]. This brings the total number of days internally excluded to ...

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [child's name] has not been taken lightly. We have taken the following Therapeutic Thinking to try to avoid or to find an alternative to this exclusion [state actions taken].

I am aware of child's name's Special Educational Needs. The following Therapeutic Thinking have been taken to make reasonable adjustments for this [state adjustments made].

I would like to arrange a meeting with you (and xxxx teacher) on [date] at [time]. This is so that we can discuss shared concerns and work together to create a behaviour plan that will support xxxxxxxx behavioural needs. If this time is not convenient, please contact the school to arrange a suitable alternative date and time.

Kind regards,