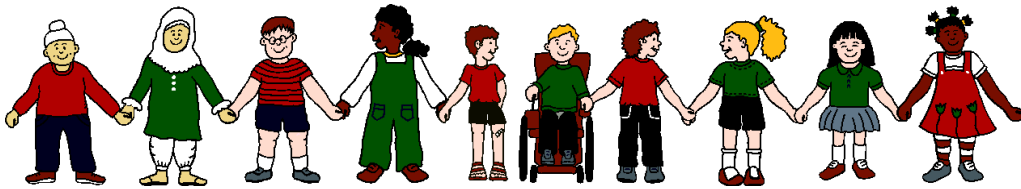


**THE GILES NURSERY
AND
INFANTS' SCHOOL**



Behaviour Policy

Authors: Rouane Mendel and Lisa Hill

Date of Issue: October 2025

Review Date: October 2026

Behaviour Policy

Rationale

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 'Herts 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 that 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.

Aims

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 is sent home with all new pupils (see Appendix 1). It explains what is expected of parents/carers, staff and the pupils. All parents are 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.

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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

Legal Duties

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.

Rights and Responsibilities

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

- Be treated with consideration and respect at all times.
- Understand the difference between right and wrong.
- Be polite, co-operative and friendly.
- Understand that the school has rules which should 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.

Central to our behaviour policy is the principle that all members of our school community have rights and responsibilities (see Appendix 2).

Children have the right:

Giles Nursery and Infants' School

- 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 the 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 the right:

- To work in a pleasant and safe environment.
- To be treated with courtesy and respect.
- To be supported by colleagues and parents/carers

Staff have the 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 the 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 the 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 always on display in the school (see Appendix 3). Our school rules are:

Giles Nursery and Infants' School

- ✓ 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.

How Children Learn Behaviour

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

- Their relationships,
- Reminding, modelling and copying,
- Repetition and structure,
- Clear and agreed boundaries,
- Praise and reward when successful, and
- Comfort when not successful.

We teach positive behaviours through:

- Relationships,
- Role-modelling,
- Consistency,
- Scripts and routines,
- Positive phrasing,
- Planning,
- Reward and positive reinforcement, and
- 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 headteacher's weekly newsletter

Behaviour reminders

Low-level behaviours can usually be managed using short reminders. Any reprimands should be appropriate to the age, character and understanding of the individual child. Adults should be reasonably close to the 'target' child, avoiding blanket, whole class reprimands. Reminders should be delivered calmly, firmly and with confidence. With older children, it is usually better to speak to the child away from their peers. Adults should be clear and specific about the facts and the points they wish to make, always giving the child the opportunity to explain their point of view. Adults should make sure that the child knows it is the inappropriate behaviour that is unacceptable not the child. Reprimands should always be related to 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. Reminders and reprimands should never humiliate a child and shouting should be regarded as an exception. The occasional raised voice when the child/class is normally quiet is more effective.

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?

Difficult or inappropriate behaviours are levelled on a scale from Level 1 to Level 4:

Behaviours	Consequences
<p>Examples of Level 1 behaviour:</p> <ul style="list-style-type: none"> • Persistent calling out after being reminded not to. • Continuing to distract others after being warned not to e.g. conscious fidgeting, talking, making noises etc. 	<p>Examples of Level 1 consequences:</p> <ul style="list-style-type: none"> • Tactical ignoring. • Non-verbal signals. • 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)
<p>Examples of Level 2 behaviour:</p> <ul style="list-style-type: none"> • Persistent Level 1 behaviour. 	<p>Examples of Level 2 consequences:</p> <ul style="list-style-type: none"> • Time out inside the classroom. • Behaviour chart.

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<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Reprimanding. • Move to another class (with work). • Class teacher 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). <p>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.</p>
<p>Examples of Level 3 behaviour:</p> <ul style="list-style-type: none"> • 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 or other dangerous behaviour. • Bullying. • Racial incidents. 	<p>Examples of Level 3 consequences:</p> <ul style="list-style-type: none"> • 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 suspension. <p>Parents/carers will 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.</p>
<p>Examples of Level 4 behaviour:</p> <ul style="list-style-type: none"> • Repetitive behaviour from Level 3. • An extreme example of Level 3 behaviour; for example, behaviour that causes significant disruption. • One very serious incident e.g. a conscious choosing to actively seek to hurt an adult or child physically or verbally. 	<p>Example of Level 4 consequences:</p> <ul style="list-style-type: none"> • Loss of part of play / lunch / golden time to undertake an educational consequence or carry out reparation (see 'Reparation: Repair, Reflect and Restore' section). • Exclusion from school activities, if participation would carry the risk of safety being compromised.

	<ul style="list-style-type: none">• Internal exclusion.• Pastoral Support Plan (following county guidelines).• Suspension.• Permanent exclusion. <p>Parents/carers will 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.</p>
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Planning to support behaviour

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 will identify whether a difficult behaviour is conscious or subconscious, as this will have an important bearing on planning and practice.

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?

Therapeutic approach

At the Giles Nursery and 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 and planning tools to support understanding of behaviour, including an inclusion circles identification tool, early prognosis assessment, risk calculator, sub-conscious and conscious behaviour checklist, therapeutic tree, anxiety analysis and therapeutic plan (risk reduction plan) (see Appendix 4).

Therapeutic plan (risk reduction plans)

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 therapeutic plan (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. 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.

The plan co-ordinator will:

- Calculate the child's risk of dangerous behaviour towards themselves, peers, adults or property.
- Use the inclusion circles identification tool, early prognosis assessment, risk calculator, sub-conscious and conscious behaviour checklist, therapeutic tree and anxiety analysis (see Appendix 4) to identify areas of difficulty for the child.
- 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 the child to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take.

The plan will be followed consistently and shared with all staff that have regular contact with the child. 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 will 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 positive phrasing, for example:
 - "Stand next to me"

- *"Put the toy on the table"*
- *"Walk beside me"*
- *"Stay seated in your chair"*
- *"Thank you" (assumes compliance)*

- Offering limited choice, for example:
 - *"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, for example:
 - *"You can listen from there."*
 - *"Come and find me when you come back."*
 - *"Come back into the room when you are ready."*

- Using de-escalating language, for example:
 - *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 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, consequences 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 area 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.

There are two types of consequence:

1. 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.
- Adapted teaching space.
- Suspension.
- Exclusion.

2. 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 to support the child to change their behaviour and develop internal discipline. It should be clear to the child/ren why the consequence is being applied and what changes are required to avoid future consequences.

Consequences will always be fair and proportionate, linked directly to the unwanted behaviour and consistently applied. The use of rewards and consequences are monitored with regard to equal opportunities and anti-discrimination.

It is at the discretion of the School Leadership Team (SLT), and ultimately the headteacher, 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 rule, 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 2, 3 and 4 behaviours should be recorded on CPOMS and will be brought to the attention of the SLT and headteacher, who will be involved in the planning of the consequence, which may include some of the following:

- Internal suspension – will be documented, implemented by the headteacher or deputy headteacher, conversation with parents/carers, letter to parents (sent from the second internal suspension).
- Off-site lunchtime – will be documented, implemented by the headteacher or deputy headteacher.
- Therapeutic plan (risk reduction plan)
- Suspension – will be documented, implemented by the headteacher or deputy headteacher, letter home to parents.
- Permanent exclusion – will be documented, implemented by the headteacher or deputy headteacher with involvement from the Governing Body and a formal hearing with County.

Playtimes and other non-structured times

Playtimes and other non-structured times are important to give 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, for all children to enjoy 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 three-step process to help them when things go wrong:

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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 three-step process.

All supervising staff should first encourage, and then direct children towards positive choices. Difficult behaviour should be monitored and shared with class teachers. Should 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.
- 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 will directly link to the behaviour and support the child in changing their behaviour. They will 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. This may be to comfort a child in distress, to provide emotional support, for activity reasons, such as during PE, to gently direct or steer a child or to avert danger to the child, other persons or significant damage to property.

Most teaching and support staff have received 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.

Restrictive physical interventions may be necessary for a small minority of pupils; for example, in a situation of clear danger and emergency. Most teaching and support staff have received Dynamis training in physical intervention. 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 avoid the need for restrictive physical intervention through dialogue and diversion. If physical intervention is required, 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 will be recorded on CPOMS. Parents/carers will be informed of any incidents of restraint.

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. See 'Reparation: Reflect, Repair and Restore' section.

If it is felt that restrictive physical intervention is likely for a pupil, then this will be detailed in a risk reduction plan. This will be written with the parents/carers and, where appropriate, the child. The risk reduction plan will be shared with the headteacher, Therapeutic Thinking tutors, staff who are in regular contact with the child and parents/carers. The 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 a wide range of emotions including anger, frustration or disappointment. The purpose of 'reflect, repair and restore' is to revisit the experience with a child when they are calm, relaxed and reflective. Children will need time to calm down 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 harm 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 following the choice of any injured party. This may include saying sorry, making a gift, giving a hug, giving a handshake, spending time together or spending time apart.

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.

This policy will be reviewed annually. Next review: October 2026

Appendix 1

Home School Agreement

The family of _____ will:

- Make sure our / my child comes to school every day, on time and properly equipped for all lessons, including wearing suitable PE kit on PE days.
- Support the school's attendance policy and contact the school if there is any reason why our / my child is absent.
- Support the school's policy and guidelines for behaviour.
- Attend parent / teacher consultations to discuss our / my child's progress.
- Encourage and support our / my child in all opportunities for learning.
- Actively support our / my child with home learning; for example, listening to them read regularly and encouraging them to complete homework.
- Let the school know of any concerns we / I have regarding our / my child's progress, life at school or problems at home that may affect them.
- Support the school's policies on the acceptable use of IT and ensure that our / my child's use of the internet is monitored outside school.
- Act as a positive role model by using social media responsibly. This includes not sharing photographs / videos of children / staff taken on the school premises or during school trips and acting respectfully in online conversations.

As a pupil I will:

- Be caring and thoughtful towards all members of my school community.
- Be kind, polite and helpful.
- Listen to and follow instructions from all adults in school.
- Try as hard as I can in all my lessons and out of school learning.
- Follow the school rules.

- Let my teacher or a member of staff know if I have a problem or need help.

- Take care of school equipment.

As a school we will:

- Provide a safe, secure and welcoming environment.
- Provide regular information about what is happening in school through weekly newsletters, the school's website, events, termly parents' evenings, regular target updates and an end of year progress report.
- Let you know of any problems or concerns regarding your child's learning or behaviour.
- Support you as partners in your child's learning.
- Provide a high quality, broad and interesting curriculum that supports your child's learning.
- Value and celebrate your child's achievements.
- Provide clear policies and guidelines in all areas, including behaviour and online safety, which can be accessed through school and the school's website.
- Display the school rules clearly throughout the school and support your child in following them with clear reminders, rewards and consequences.
- Be available to discuss any concerns or worries and help find solutions.

Signed (Head Teacher)



Signed (Parent)

Signed (Class Teacher)

Signed (Pupil)

Appendix 2

Children's Rights and Responsibilities

Children have the 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 the 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.

Rights and Responsibilities of Staff

Staff have the right:

- To work in a pleasant and safe environment.
- To be treated with courtesy and respect.
- To be supported by colleagues and parents/carers

Staff have the 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.

Rights and Responsibilities of Parents/Carers

Parents and carers have the 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 the 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.

Appendix 3

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 4

Inclusion Circles



Early Prognosis

Date:
Staff member:

The behaviour

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

•

Pupil voice

•

Function

Sensory	
Escape or Avoidance	
Attention	
Tangible gain	

Do we still need more information? ↓

Health & wellbeing

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

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Do we still need more information? ↓

Context

Home	School	Community

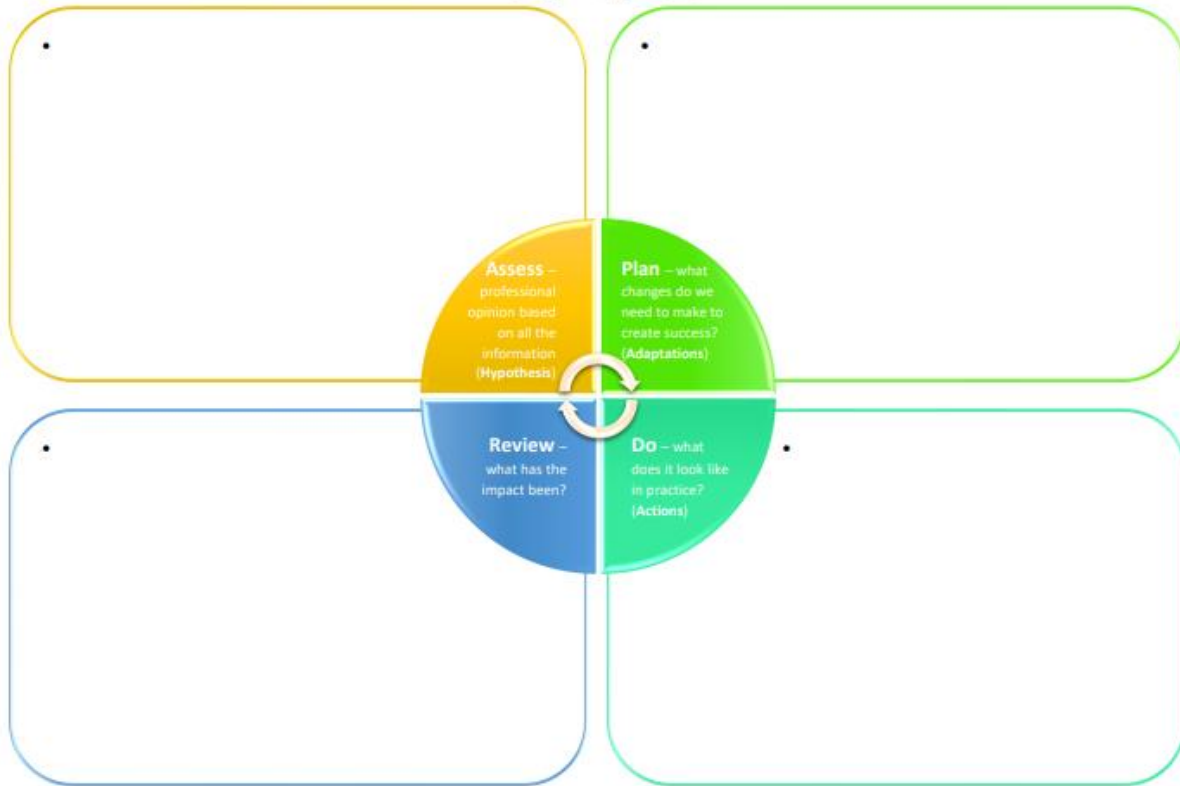
Do we still need more information? ↓

Cultural relevance

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Do we still need more information? ↓

Early Prognosis



Therapeutic Thinking September 2023

Giles Nursery and Infants' School

Risk Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Criminal offence				
Harm from absconding				

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
2	Incidents occur approximately on a monthly basis. The risk remains relevant.
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again
4	Incidents are daily or constant. The risk is persistent

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

Subconscious behaviours

Behaviours that choose us

- Behaviours that are evident without any thought or planning.
- Predominantly subconscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety analysis.)
- Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.
- Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child or young person is **subconscious**.

Please use this checklist to analyse the behaviour and identify anxieties through *anxiety analysis* for overwhelming experiences and feelings, or over reliance on unavailable support through the *therapeutic tree*.

Subconscious behaviour analysis checklist

Question	Detail
Medical factors?	
Habitual factors?	
What is causing the sadness? <i>What are the associated feelings? E.g. rejected, lonely, despondent</i>	
What is causing the anger? <i>What are the associated feelings? E.g. frustrated, embattled, undermined</i>	
What is causing the fear? <i>What are the associated feelings? E.g. worried, petrified, reluctant</i>	
What is causing the disgust? <i>What are the associated feelings? E.g. reluctant, avoidant, cautious</i>	
What is causing the surprise? <i>What are the associated feelings? E.g. confused, shocked, panicked</i>	
What is causing the happiness? <i>What are the associated feelings? E.g. excited, enthusiastic, engaged</i>	

Conscious behaviours

Behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning

- Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
- Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.
- Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.
- Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

Below is a checklist to explore whether the behaviour of an individual child or young person is **conscious**.

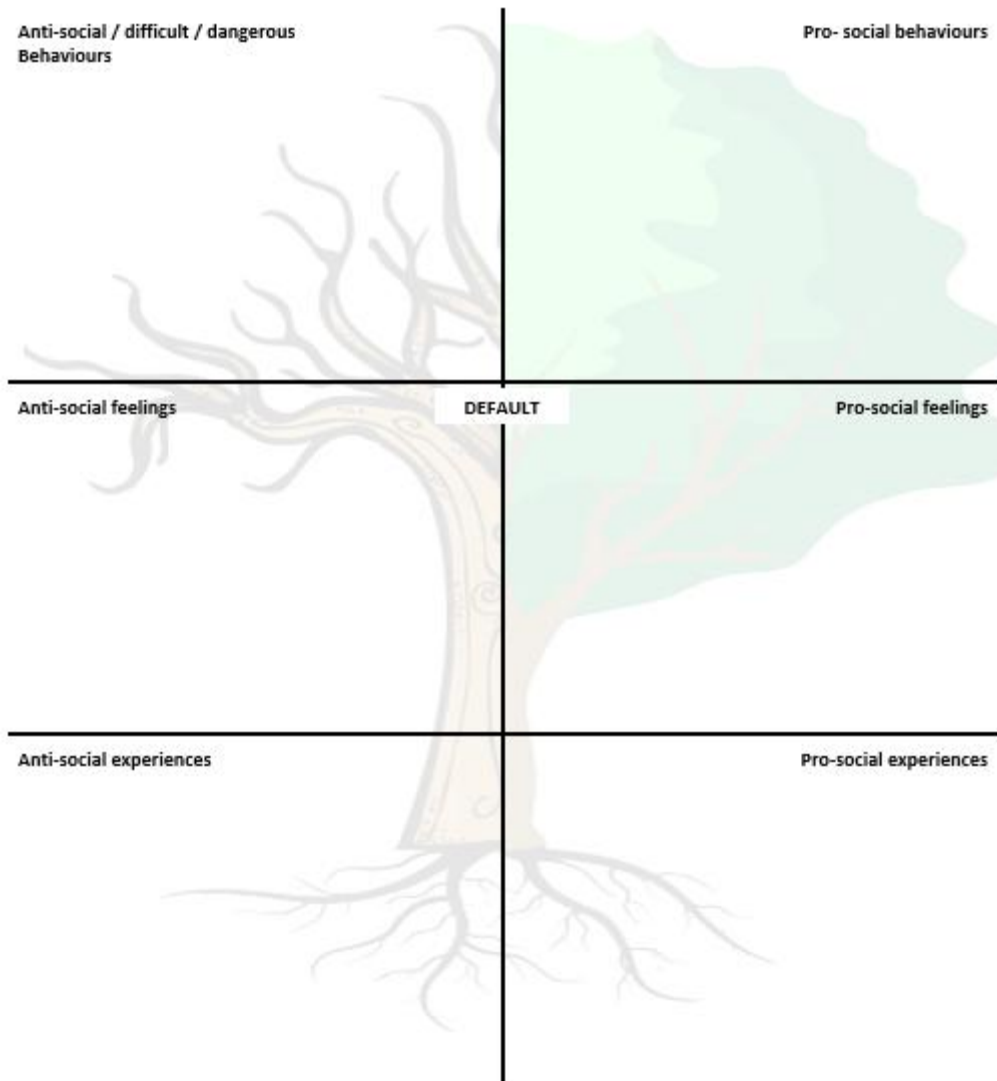
Please use this checklist to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.

Conscious behaviour checklist

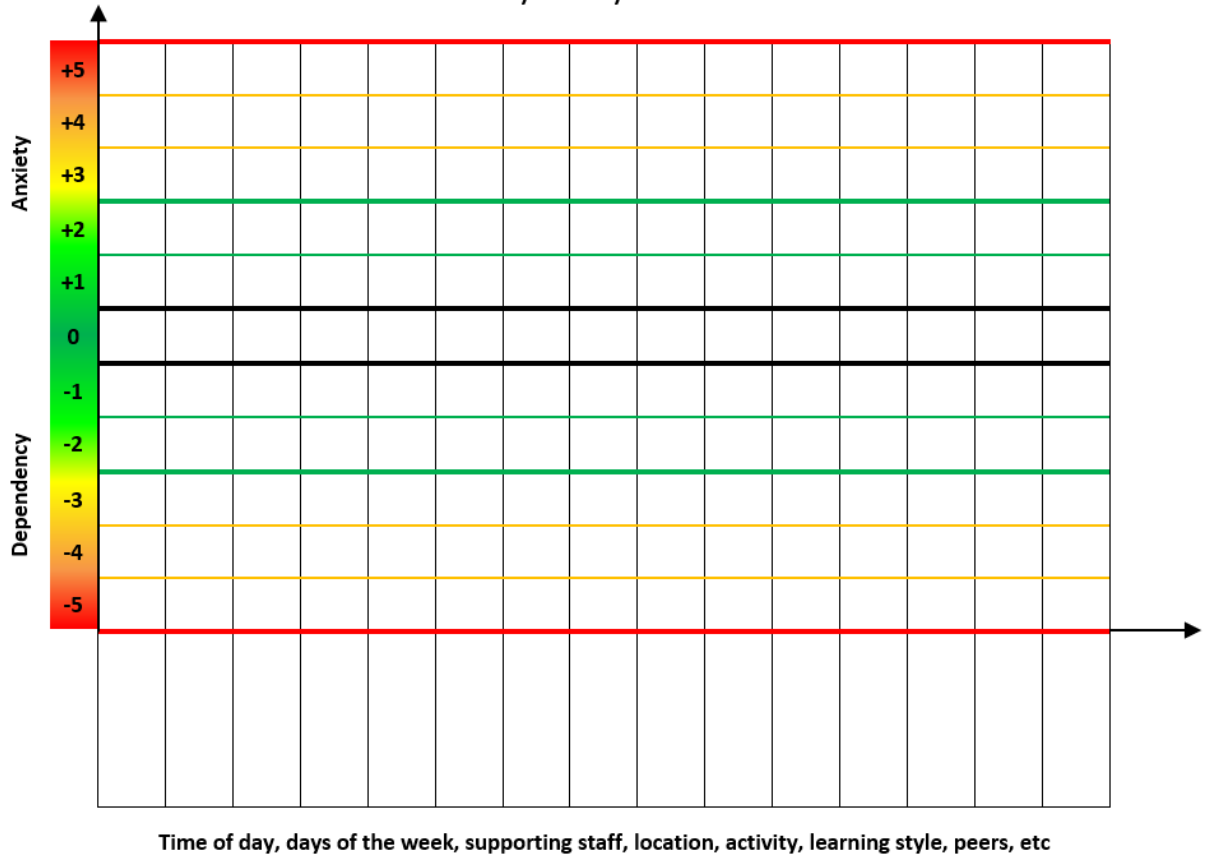
Question	Detail
What are the perceived gains of the anti-social behaviour?	
Why do they believe their anti-social behaviour will be successful?	
Why do they believe pro-social behaviour will not be successful?	
WIs the expected adult response preferable to their current experience?	
Is the expected adult response motivating the behaviour?	

Therapeutic Tree

Name:	
Supporting Staff	
Date	
Review Date	



Anxiety Analysis



Giles Nursery and Infants' School

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

Each individual factor in column 1 should have a linked response in columns 2 and 3.

Giles Nursery and Infants' School

Therapeutic Plan (risk reduction plan)

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Prosocial / positive behaviours	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator: Date:

Signature of Parent / Carer: Date:

Signature of Young Person: Date: