

STRATFORD NATIONAL SCHOOL

(under the auspices of Dublin Talmud Torah)

Code of Positive Behaviour Policy

November 2020

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1. INTRODUCTORY STATEMENT

At Stratford N.S we aim to provide a positive, secure and friendly learning environment where children, teachers, parents and the wider school community work in partnership. This code was devised by school staff in consultation with the Board of Management of Stratford National School with the view to defining acceptable standards of behaviour as goals to be worked towards as opposed to expectations that are fulfilled or not. This policy will be followed by all teaching staff in the school.

We are aware that the school has an important role in children's moral and social development as well as their academic development. This code is developed to ensure that the individuality of each child is accommodated in tandem with the acknowledgement of the rights of each child to an education in a relatively disruption free environment.

2. AIMS OF THE CODE

- In devising the code, consideration was given to the particular needs and circumstances of the school.
- The aim of this code is to create a well ordered, safe and caring environment conducive to learning.
- We aim to create a positive school climate that encourages and promotes positive behaviour, self-esteem and respect.
- We aim to assist children in taking responsibility for their own behaviour within the school environment.
- We aim to enable teachers to teach without disruption.
- We aim to encourage the involvement of home and school in the implementation of this policy.
- We are an inclusive school and we aim to ensure fair treatment of all regardless of age, gender, race/ethnic background and/or ability.

3. PRINCIPLES OF THE CODE

- Positive and respectful relationships are built up between pupils, staff and parents.
- In Stratford National School, we have high expectations for the behaviour of all members of the school. The school recognises the variety of differences that exist between children and the need to understand these differences.
- The educational needs of pupils whose behaviour is unacceptable will be balanced with the educational needs of the other children in the school.
- Our school is committed to provide positive support for those pupils who are more vulnerable to behavioural problems and or have special needs.
- It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils. Every effort will be made to ensure that the code of discipline is implemented in a fair and consistent manner.
- It is not school policy to inform parents of every behaviour-related incident. This is at the discretion of the individual teacher in line with our whole school behaviour plan.

4. RIGHTS AND RESPONSIBILITIES

Our school's code of positive behaviour is founded on following beliefs:

School Safety

- ★ In our school, we all have a **right** to feel safe.
- ★ We all have a **responsibility** to help create and sustain a safe school environment.

School Respect

- ★ In our school, we all have a **right** to be treated with respect.
- ★ We all have a **responsibility** to treat others with respect.

School Communication

- ★ In our school, we all have a **right** to communicate.
- ★ We all have a **responsibility** to allow others to communicate also.

School Learning

- ★ In our school, we all have a **right** to learn.
- ★ We all have a **responsibility** to allow others to learn

5. RULES OF THE SCHOOL

- All pupils should show appropriate respect to Teachers and Support Staff in their language and actions, and listen to and follow their instructions in a timely manner.
- All pupils should show respect to their fellow pupils in their language and actions.
- All pupils should strive to complete all classwork and homework to the best of her/his ability.
- All pupils should treat their own property, the property of others, and the property of the school with respect and care.
- All pupils must have a complete set of books.
- All pupils should arrive and leave on time each day. If a pupil is absent, an explanatory note from parents must be submitted to the teacher.
- All pupils may not leave the premises without permission from parents. If, under exceptional circumstances, a child needs to leave school during the school day they must bring a note to explain the reason. The note must be lodged with the class teacher/at the office at the beginning of the day and must be signed by the child's parent/guardian.
- All pupils should wear the full prescribed school uniform, with due attention given to a high standard of personal hygiene and neat presentation.
- Pupils should follow their class rules regarding hand-raising and leaving one's seat to show due regard for the rights of others to work without distraction.
- Running in the school building and on the concrete pathways around the building is forbidden.
- The use of mobile phones is strictly forbidden. Any phones must be switched off and remain in the child's bag for the entire school day. Children may not use any mobile phone/tablet on school premises unless the equipment is school property or supervised by a member of staff. Violation of this rule will be confiscated and parents will be requested to come and collect it.
- Children should bring a healthy lunch to school in line with school guidelines on permissible foods. Chewing gum is banned.
- **Any form of bullying is totally unacceptable. Please see 'Stratford NS Anti-Bullying' policy and procedures on the school website, www.stratfordns.ie.**

5.1 Class Rules

Each classroom will have their own list of rules which will broadly reflect the school rules, be age appropriate, and be communicated clearly to all pupils in the room.

6. STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

In Stratford NS, the main goal of our Code of Positive Behaviour is to actively promote a happy atmosphere and positive school environment. This includes practices and strategies to affirm and encourage positive behaviour.

6.1 Strategies for Promoting Positive Behaviour in School

The positive strategies which we implement to promote good behaviour, to prevent behavioural difficulties and to deal with incidents of unacceptable behaviour in school are:

- We have respect for diversity and individual children's needs.
- We enhance pupils' self-esteem through the effective delivery of the Social, Personal and Health Education (SPHE) curriculum. Programmes such as Walk Tall, Stay Safe, and Talkabout are used to deliver SPHE, and the methodologies used by class and SEN teachers are included but not limited to talk and discussion, circle time, drama, and written/pictorial responses. (links to programmes to be added)
- We use a range of approaches when looking at discipline. We engage in restorative practice, use reflection techniques, and individualised support programmes.
- We see the development of emotional intelligence, the building up of resilience, respect and tolerance of diversity, the teaching of empathy and emotional literacy as vital components of our curriculum.
- We foster communication with home and school via homework diaries, notes, newsletter, informal and formal meetings, curriculum evening and our school website.
- We understand that effective teaching and learning are closely linked to good behaviour. We believe that positive acknowledgement and reinforcement is a very effective way of promoting good learning behaviour.

6.2 Strategies for Promoting Positive Behaviour on the Yard

The positive strategies which we implement to promote good behaviour, to prevent behavioural difficulties and to deal with incidents of unacceptable behaviour on the yard are:

- We communicate a clear and concise set of rules to all children, in line with their age and ability, and enforce them consistently.
- We discuss these rules at staff meetings, during class circle times, during assemblies, and in individual classes.
- We reflect upon and review these rules and amend them where necessary on a termly or yearly basis.
- All members of the school community work together to create a happy and peaceful yard environment. We encourage older classes to model positive behaviour.
- We acknowledge and affirm positive behaviour on yard on an ongoing basis
- We use positive behaviour rewards and incentives on yard at whole-school, class- and individual-level, where beneficial and appropriate.

6.3 Rewards and Acknowledgement of Positive Behaviour

In our school we place a greater emphasis on rewarding positive behaviour than on sanctions. We believe that pupils are more likely to behave well when:

- They are encouraged to see that the code works in a fair way to the benefit of all
- The standards are clear, consistent and widely understood. There are good relationships between staff, parents and pupils.
- They are taught that rules and rights come with responsibilities, as detailed in the SPHE programmes which are delivered.

Other strategies that help encourage good behaviour are:

- Positive interaction between staff members and pupils
- Good school and classroom routines
- Clear boundaries for pupils
- Recognising and giving positive feedback about behaviour
- Positive behaviour rewards and incentives, used at the discretion of the class teacher and/or principal where deemed effective.

7. RESTORATIVE PRACTICE

In our school we take a restorative approach to resolving conflict. Within a restorative practice framework, the emphasis is on restoring relationships rather than exacting punishments. The building, nurturing and repairing of relationships is a key issue in supporting learners in schools. Restorative practice focuses on finding an acceptable way forward for all parties involved in a dispute.

7.1. Conflict Resolution Approaches

We recognise that there are three distinct approaches to resolving conflict:

- **Negotiation:** The children are taught the skills needed to negotiate with others in times of conflict. We teach children to clearly and directly communicate if another child is behaving in a way that is upsetting them. Children are encouraged to say 'Stop' if someone is teasing them or annoying them in some way. We see this assertive communication as a very important step in each child's personal development.
- **Mediation:** Mediation is regularly used to help children resolve conflict. The mediator helps children in a dispute to resolve their differences amicably and aims to create win-win solutions. Mediators encourage children to communicate their feelings and to give an account of what happened. In the mediation process children are encouraged to listen and to understand the situation from both sides. Mediators must be impartial and non-judgemental.
- **Arbitration:** Unfortunately, not all conflicts are resolved through negotiation and mediation. Sometimes conflicts are resolved through arbitration where the teacher or principal intervenes and decides whether sanctions are necessary to end a conflict.

7.2. Restorative Practice Questions

Restorative practice is used in our school as a tool when dealing with conflict. In the process of arbitration, the teacher or principal may lead a restorative practice session. Children have conversations based around a series of questions. These questions are as follows:

- What happened?
- What were you thinking/feeling at the time?
- What are you thinking and feeling now?
- Who has been affected by this?
- What do you need to move on?
- What needs to happen now, so that harm can be repaired?

8. BEHAVIOUR MANAGEMENT STRATEGIES, INTERVENTIONS AND SANCTIONS

It is important to note that the following general behaviour management strategies, interventions and sanctions will be used *in tandem* with restorative practice, positive behaviour management, and typical preventative interventions such as reasoning, modelling of behaviour, physical proximity, pre-teaching of rules and routines, and advice on how to improve.

8.1. Aims of behaviour management strategies, interventions and sanctions

The behaviour management strategies, interventions and sanctions detailed in this section aim to:

- Help pupils learn that their behaviour is unacceptable
- Help pupils recognise the effect of their behaviour on others
- Provide pupils with the opportunity for meaningful reflection on their behaviour
- Help pupils understand that they have choices about their own behaviour
- Reinforce the boundaries set out in the School Rules and/or class rules
- Signal to other pupils and staff that their well-being is being protected
- Prevent disruption of teaching and learning
- Keep everyone safe

8.2. Examples of Minor, Serious and Gross Misbehaviour

Unacceptable behaviour can be defined as minor, serious or gross misbehaviour and will be judged by the teachers and Principal with regard to the gravity and severity of such misdemeanours.

8.2.1. Minor Misbehaviours

Examples of minor misbehaviour include, but are not limited to, the following:

- Breaking the agreed class rules, including during lunch and yard time
- Interrupting class work which prevents others from learning
- Leaving litter around the school
- Being discourteous and unmannerly
- Not completing homework without good reason
- Isolated acts of disrespect/unkindness to any staff member/pupil/parent/visitor
- Rough play on the yard, including play fighting and wrestling.
- Disrupting the play of other children
- Playing in the toilets
- Returning to the school building without asking permission
- Exclusion of others from joining in games

8.2.2. Serious misbehaviours

Examples of serious misbehaviour include, but are not limited to, the following:

- Regular acts of disrespect/unkindness to any member of the school community
- Regular instances of speaking out of turn, interrupting others, disruption and being inattentive
- Regularly preventing others from learning
- Deliberately refusing to co-operate with instructions
- Using a mobile phone during school hours
- Vandalism of school property
- Answering back to any staff member/pupil/parent/visitor
- Regularly not completing homework without good reason (age appropriate)
- Persistent minor misbehaviours
- Telling lies (age appropriate)
- Deliberately endangering self or fellow pupils during all school activities
- Deliberate damage to the property of another child/children
- Leaving school premises during school day without appropriate permission
- Using unacceptable language
- Discriminatory remarks
- Using objects as weapons in school (catapults, sticks, etc.)
- Repeated incidences of minor misbehaviour on yard.

Items on this list identified as 'regular' falls under serious misbehaviour if a minor misbehaviour is consistently repeated. Teacher judgement of the specific case and how often the behaviour is occurring will determine whether it is deemed minor and serious.

8.2.3. Gross misbehaviours

Examples of gross misbehaviour include, but are not limited to, the following:

- Aggressive, threatening or violent behaviour towards any member of the school community or visitor.
- Any act of assault against any staff member/pupil/parent/visitor
- Intentional physical abuse to another pupil
- Engaging in any action that would injure a pupil intentionally or unintentionally
- Verbally abusing a teacher or fellow pupil
- Involvement in racial incidents
- Inappropriate touching and displaying of body parts (age appropriate)
- Stealing
- Destruction of school property
- Bringing weapons to school (such as sharp objects, knives and guns of any kind)
- Repeated and vehement refusal to comply with instructions
- Persistent incidences of minor or serious misbehaviour at school.

8.3. Interventions

All members of staff have a shared responsibility in operating the schools' Code of Positive Behaviour. Visiting staff, pupil teachers etc. are expected to familiarise themselves with the schools Anti-Bullying Policy and Child Protection Policy. Copies of all school policies can be requested from the school office.

The staff member who has dealt with or observed the misbehaviour will communicate incidents of notable behaviour to the class teacher. Interventions are used in school as part of a plan to change behaviour and are used as part of a wider plan to help pupils learn. Interventions are used in a respectful way that help pupils to understand the consequences of their behaviour and to take responsibility for changing the behaviour. In particular, teachers are aware that interventions should:

- Diffuse and not escalate a situation
- Preserve the dignity of all parties
- Encourage self-reflection
- Be applied in a fair and consistent way
- Be timely and age appropriate

Staff use agreed interventions and teachers know the level of intervention they are authorised to apply. S.N.A.s are not responsible for children's discipline or classroom management. Their role is to remind and to advise.

8.4. Behaviour Management Strategies in the Classroom

In each classroom the 'traffic light' behaviour management system will be utilised. The 'traffic light system' works as follows:

- **Green** – If a class rule is broken the pupil will receive a verbal warning from the teacher.
- **Orange** – If another class rule is broken on the same day, the pupil will receive an appropriate time out commensurate to their age in years.
- **Red** – If a third class rule is broken on the same day, the pupil will receive a letter/reflection questionnaire to be completed at home, which is to be signed by a parent/guardian and returned to the class teacher the following day.
- Depending on the severity of the misbehaviour (minor/serious), 'steps' on the traffic light system may be skipped at the teacher's discretion.* Please see section 8.7 for full guidelines regarding 'Gross Misbehaviour'.

**The possibility of 'skipping steps' is communicated clearly to pupils when the 'traffic lights system' is taught at the beginning of the year, and at regular intervals throughout.*

8.5. Behaviour Management Strategies on the Yard

At yard times a similar approach to the 'traffic light' system will be utilised as follows:

- **Green** – If minor misbehaviour is observed or reliably reported to a teacher on duty, a verbal warning will be issued.
- **Orange** – If further misbehaviour is observed or reliably reported, a time out on the benches will be issued by the teacher on duty, the duration of which should be commensurate to the child's age.

- **Red** – If a third instance of misbehaviour occurs, the child will be asked to return to the hall/lunchroom to reflect on their behaviour for the remainder of yard time. The child is accompanied inside by the SNA on duty. The SNA then returns to the yard and the child remains in the hall and is supervised by member of staff who is off yard duty that day. The class teacher will be informed and a letter/reflection sheet will be sent home for completion with a parent.
- In the case of incidents of serious misbehaviour on yard (i.e. intentional physical harm to another pupil and/or unacceptable language), a zero-tolerance approach will be taken. The pupil in question will be sent to the hall/lunchroom to reflect and a letter/reflection sheet will be sent home for completion. Please see section 8.7 for full guidelines regarding Gross Misbehaviour.
- Incidents on yard which are serious or deemed noteworthy by the teacher on duty will be logged in the yard incident book. The relevant class teacher and the principal will be informed.

8.6. Behaviour Management Strategies on School Trips/Outings

The above steps for behaviour management on the yard will also be applied to school trips/outings. Reflection time in the hall/lunchroom can be substituted for reflection time of an appropriate length in a designated area, or standing with a teacher/S.N.A.

8.7. Behaviour Management Strategies for Incidents of Gross Misbehaviour

In the case of the incidents of gross misbehaviour as detailed above in Section 8.2.3, the following steps will be taken:

- If the behaviour occurs on yard, the pupil is sent immediately to the lunchroom/hall for the remainder of yard time to reflect/cool down.
- If it occurs in the classroom, the pupil is sent to a quiet area of the room or to the support room/lunchroom accompanied by an adult to reflect/cool down.
- The principal is informed, as well as S.E.N. staff, where applicable.
- The child's parents are informed via telephone call (along with the parents of the other child/children involved in the incident, if relevant/necessary)
- A reflection questionnaire is sent home to be completed by the child with her/his parents, signed by the parent involved, and returned to the class teacher on the following school day.
- Yard time may be curtailed/separation from peers may be enforced for a period of time, at the discretion of the class teacher and/or principal.
- The principal may decide that the pupil will be sent home for the remainder of school day if the safety of other pupils and/or staff members is deemed to be at risk.

If another incident of gross misbehaviour occurs within the subsequent four-week period, the following steps will be taken:

- Principal will be informed, along with S.E.N. teacher(s) where applicable.

- Parents will be contacted via telephone and informed.
- The principal, in agreement with the parents and in the best interest of the child, may decide that the pupil will be sent home for the remainder of school day if the safety of other pupils and/or staff members is deemed to be at risk. (Please see section 9.2. Suspension)
- An in-person meeting will be scheduled with the parents/principal/class teacher/S.E.N. teacher, the goal of which will be to formulate an Individual Behaviour Plan (see appendix ___) and decide upon its contents and timeframe.
- The class teacher and S.E.N. teacher(s) will draw up an Individual Behaviour Plan for the child, in line with SESS behaviour management guidelines. The child will also be given the opportunity to be a participant in the formation of the plan, if possible. This plan should be signed by all parties, once completed.
- The Individual Behaviour plan will be communicated to the child clearly.
- The plan will be enacted, reviewed, refined and expanded upon where necessary.
- Support from outside agencies may be suggested by class or SEN teachers, following consultation with the principal. Such agencies may be public (e.g. Tusla, Barnardos, Lucena) or private (e.g. recommended play therapists or art therapists) depending on the specific case.
- Some incidents of misbehaviour may result in the Principal informing the Board of Management of the school and/or referring cases of misbehaviour to the Board of Management.

In a small minority of cases of repeated and intentional serious or gross misbehaviour, suspension and/or expulsion may need to be considered. Please see sections 9 & 10 below for more information.

9. SUSPENSION

Suspension is defined as “requiring the pupil to absent himself/herself from the school for a specified, limited period of school days”. During the period of a suspension, the pupil retains their place in the school.

9.1. Authority to Suspend

The Board of Management of Stratford NS, in consultation with the Principal, has the authority to suspend a pupil.

9.2. Grounds for Suspension

Suspension is considered to be a last resort. It may occur in the case of the following:

- The pupil’s behaviour has had a seriously detrimental effect on the education and/or welfare of other pupils.
- The pupil’s continued presence in the school at this time constitutes a threat to safety.
- The pupil is responsible for serious damage to property

A single incident of serious misbehaviour may be grounds for suspension. The following factors will be considered before a pupil is suspended based on a single incident:

- The nature and seriousness of the behaviour

- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of suspension on the pupil in question.

9.3. Procedures for Suspension

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- The pupil and their parents/guardians will be informed about the complaint, that it will be investigated and that it may result in suspension. Parents will be informed in writing and where practical by phone.
- The parents and pupil will be given an opportunity to meet with the Principal to discuss the incident and respond before any sanction is imposed.
- If a pupil and their parents/guardians fail to attend a meeting, the Principal will inform them in writing advising them of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour.
- Any decision to suspend will be given in writing to the parents.

9.4. The Period of Suspension

A pupil should not be suspended for a period exceeding 3 days without Board consultation. However, the Board may authorise the Principal, with the approval of the Chairperson, to impose a suspension of up to three days in circumstances where a meeting of the Board cannot be convened in a timely fashion. The maximum period that may be imposed by the Board for any one suspension is 10 days, unless the Board is considering expulsion.

9.5. Appealing a Suspension

The Board of Management has placed a ceiling of three days on any one period of suspension imposed by it. The Board will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the pupil has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

10. EXPULSION

A pupil is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

10.1. Authority to Expel

The authority to expel a pupil is reserved to the Board of Management.

10.2. Grounds for Expulsion

Expulsion of a pupil is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. A proposal to expel a pupil requires serious grounds such as:

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil's continued presence in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the Board of Management will have tried a series of other interventions, and believe they have exhausted all possibilities for changing the pupil's behaviour.

10.3. Expulsion for a First Offence

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence.

The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- A serious threat of violence against another pupil or member of staff
- Actual violence or physical assault
- Supplying illegal drugs to other pupils in the school
- Sexual assault

10.4. Procedures for Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing where Principal and the parents, or a student aged eighteen years or over, put their respective cases to the Board in each other's presence.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions. It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Steps 1 to 6 as outlined above are detailed in “Developing a Code of Behaviour – Guidelines for Schools”, issued by the Tusla Educational Support Services (TESS) (formerly the National Educational Welfare Board (NEWB)) pages 83 – 86 will be followed. In the event of an appeal the appeals process under section 29 of the Education Act 1998 will be followed.

10.5. Review of Use of Expulsion

The Board of Management will review the use of expulsion in the school at two-yearly intervals or as required to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

11. BULLYING

Bullying is prohibited at Stratford NS. The school has in place an Anti-Bullying Policy. In the event of an allegation of bullying taking place the procedures outlined in the Anti-Bullying Policy will be adhered to. The sanctions as outlined in this Code of Positive Behaviour may be used in dealing with incidents of bullying. Bullying may be considered as a serious or gross misbehaviour.

12. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

While all pupils in the school are subject to the school’s Code of Positive Behaviour, some pupils come to school with special educational needs. Staff at Stratford NS have an appreciation and awareness of these complex and individual needs. These needs are taken into account during the implementation of the school’s Code of Positive Behaviour.

Where a pupil with special needs is in breach of the school’s Code of Positive Behaviour the teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other pupils who may have exhibited the same type of misdemeanours, they may also show leniency in relation to pupils with specific learning/behavioural difficulties.

Parents of these pupils will be kept informed of their child’s behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the pupil to improve his/her behaviour. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.

13. APPENDICES

Please refer to the below appendices for relevant templates. Behaviour letters and reflection sheets are kept by the class teacher for the duration of the school year and then destroyed. If a pupil has a support plan, information regarding incidences of behaviour may be included in it. Individual behaviour plans will be kept on a student’s support file in compliance with GDPR.

13.1. Behaviour Letter

A behaviour letter may be sent home to be signed by parents if a child has broken three class rules are broken on the same day, as per the traffic light system explained in Sections 8.4. & 8.5. above. This letter must be signed by a parent/guardian and returned to the class teacher the following day. Please see Appendix I.

13.2. Behaviour Reflection Sheets

Behaviour reflection sheets are utilised to track systematically and consistently any pupil's behaviour that is a cause of concern. Please see Appendix II.

13.3. Individual Behavioural Plan (IBPS)

The principal in consultation with parents and teachers of particular children, as well as SEN teachers and SNAs where applicable, may draw up an Individual Behaviour Plan, as explained in Section 8.7. above. Please see Appendix III.

Appendix I: Sample - Behaviour Letter

(Possible amendments depending on needs of child)

Behaviour Letter



Dear Parent(s)/ Guardian(s),

_____ broke the following class rules today:

Please acknowledge receiving this letter by signing your name at the bottom and having your child return it to me tomorrow.

Regards,

Parent Signature _____

Date: _____

Pupil Signature _____

Date: _____

Appendix II: Sample – Behaviour Reflection Sheet

(Possible amendments depending on needs of child)

Date: _____

Dear Parent(s),

Please complete this Behaviour Reflection Sheet with your child and return it to _____ tomorrow.

<p>What happened?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>What were you thinking at the time?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>What have you thought about it since?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Who was affected and how?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>What could you have done differently?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>How can you make things better now?</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>

Signed (Parent): _____

Signed (Pupil): _____

Appendix II: Sample - Individual Behaviour Plan

(Possible amendments depending on needs of child)

Name: _____

Date of Plan: _____

Date of Review: _____

Behaviour Target(s) (to be discussed with pupil)

-
-
-

Methods and resources used to meet the target(s)

-
-
-
-

Reward(s) if applicable

-
-
-

Sanction(s) if applicable

-
-
-

To be signed by:

Pupil: _____

Parent(s) _____

Teacher(s): _____