



St James'

Behaviour Policy

"Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine. The route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty." (Dix, 2017)

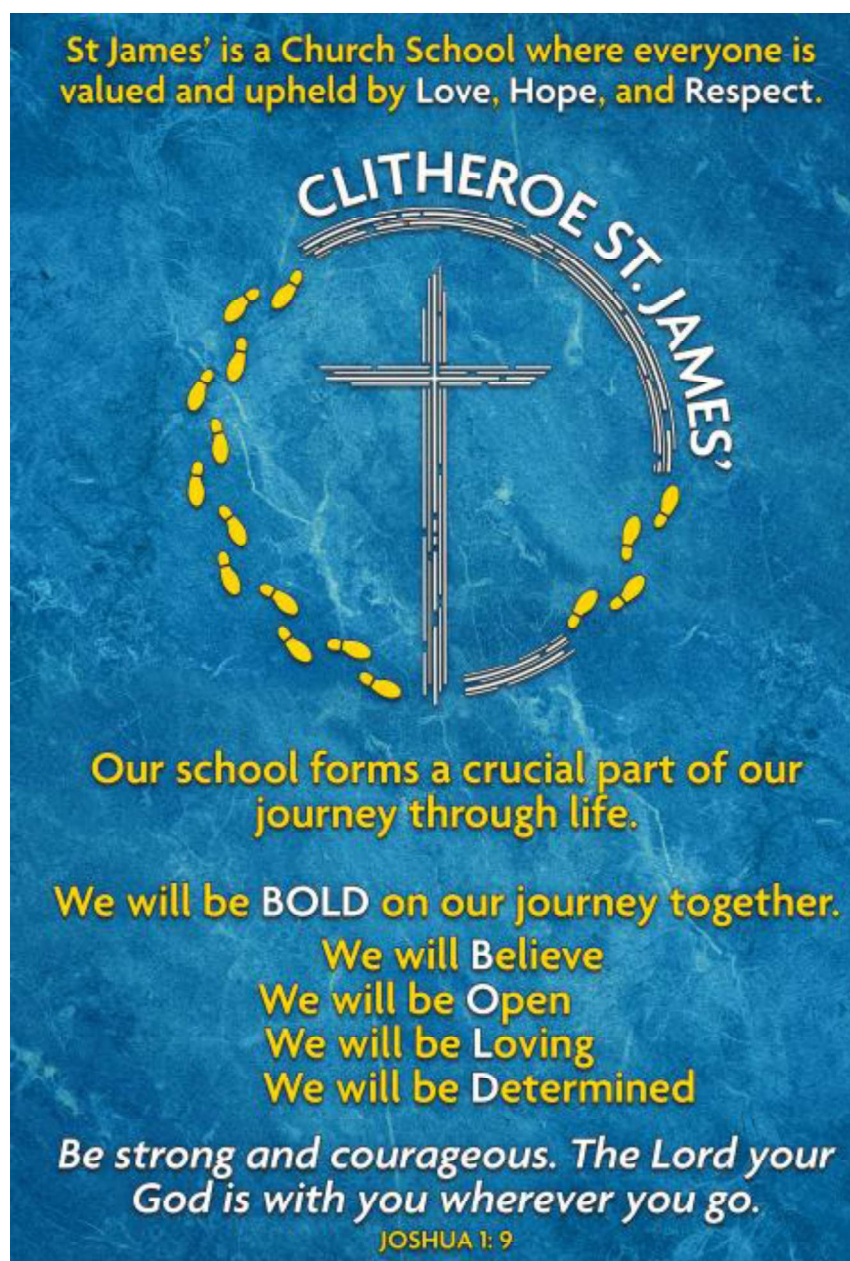
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1. Vision Statement

Disruption-free learning, respect for all, so that every child thrives.

We expect everyone connected with the school to embrace our vision and uphold our values.



As part of this ST James' journey, it is incumbent on us all to make every effort to create a culture where all pupils can **thrive**. Anything that hinders the thriving of pupils, including poor behaviour, will be dealt with robustly.

2. School Rules:

The 3Bs of Behaviour

- Be **safe**
- Be **respectful**
- Be a **good learner**



3. Principles

- Rules are displayed in the classroom with examples/images of good behaviour.
- Good behaviour is **taught explicitly, rewarded** and **used as good examples for other children** (PIP – Praised in Public).
- Poor behaviour is dealt with **calmly** and in private where possible (RIP).
- Consequences are consistent and act as a deterrent to making poor behaviour choices.
- When behaviour might be a result of vulnerability or other needs then a graduated response is used. Reasonable adjustments will be made.

4. Pillars of Practice

- Calm and consistent behaviour
- Positive reinforcement / Rewarding positive behaviour / “Catch the kids in” / The **power** of **praise**.
- Prevention – Planning for good behaviour (Relentless Routines / engaging learning / seating plans)
- Phrases to support interventions (appendix B)
- Repair and Rebuild - Restorative conversations
- PIP/RIP: Praise in public / Reprimand in Private (we do not discuss a pupil’s behaviour in the earshot of other pupils)
- KISS: Keep Instructions short and simple

5. Expectations of behaviour

Behaviours	Expectations	Consistent Staff actions
Entering building	Quiet, calm and orderly Complete task	Task / Activity ready for ch to complete From Year 1 these are better when written and on paper rather than whiteboard and independent ch sitting at desk. Pupils in R can be practising pen grip/ writing name
Lessons	• 4 chair legs on the floor / sitting up on carpet • Quiet working voices • Listening when another person talking - looking at person, not fiddling, quiet • Hands up no shouting out	Clear classroom expectations Never talk over children Hands up to talk – no shouting out or children chosen to answer (cold calling) Children to repeat instructions Clear routines and structure Challenge poor quality work Always talk in a positive way about your class and children in your class
Walking around school	“Fantastic walking” quiet talking is fine but no interrupting adults/children at work Sensible walking	Teach children how to walk round school Send back if not following rules Organise line order if distraction
Worship	This is a time of quiet reflection: Enter in silence Sit in silence Sit still Leave in silence	Children lined up in order for minimal distraction Children taught/reminded how to sit in hall Teacher/adult to be vigilant during worship and move ch that are not following rules Teachers/adults also sit in silence
Break	Playing sensibly Sharing Respect football rota (if problem miss football slot) Only enter school if you need bathroom	Be vigilant Staff in different areas (zones) of the playground so that behaviour can be monitored effectively Teachers collect children promptly from break/dinner so minimal opportunity to “squabble” in line.
Lunch Hall	Seated facing the table Only touch your own food Put rubbish in the bin Walk sensibly Line up in order calmly Put dirty plates/cutlery away as told	Teachers to teach rules explicitly Assembly devoted to teaching rules Any child not walking in line is moved to the back Children that are not following rules are reminded of rules quietly.
Toilets	Only if necessary and, when possible, one individual from a class at a time.	Staff remind ch to use toilets at breaktimes
End of day	Quiet, calm and orderly	Children reminded about expectations for collection time Children monitored while collecting coats/bags

6. Rewards

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. The intrinsic reward of doing the right thing because it is the right thing to do is our aim but we also use extrinsic rewards. For rewards to be effective, the school recognises that they need to be:

- **Soon after good behaviour** – this could be immediately or at the end of the week.eg celebration Assembly.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents – verbally and with card home system (under development)
- Dojo points which are also linked to House points – Half termly House Point winners have non-uniform day.
- Certificates:
 - weekly certificates for good behaviour, attitude or work,
 - Golden tickets for “over and above”
 - other certificates for achievement
- Marbles in the jar 5 marbles = 5mins extra break, 10 marbles = 10 mins extra break. 20 marbles = special treat to be decided by class teacher and pupils
- Prizes for sustained hard work and application of Learn, Remember, Use
- Positions of responsibility, e.g. being entrusted with a particular project

7. Consequences of Misbehaviour

- Different misbehaviour demands different responses. We have a scale of different misbehaviours.
- Behaviours in stage 1 and 2 are dealt with by all staff. It is only at Stage 3 that Senior Leaders are involved.
- We cannot detail all behaviours – professional judgement will be used.
- In some cases, reasonable adjustments may be necessary.
- Staff will use their professional judgments as to which actions should be implemented. Sometimes more than one action may be appropriate.

	Low Level	Persistent low level / moderate level	Severe Level
Behaviour	-Task avoidance -Talking (distracting others), -Arguing with peers, -Calling out -Throwing small equipment -Failing to follow instructions -Disruption to learning -Language considered disrespectful or offensive within the context of the school's Christian ethos, including phrases such as "Oh my God". -Making inappropriate comments about others (including telling tales, name calling, teasing) -Spoiling other children's games or work	-Persistent Stage 1 behaviours -Leaving the classroom without asking for permission -Climbing on school property -Arguing back -Rudeness -Stealing -Swearing at child (first incident) -Hitting, kicking, biting another child (mild).	-Repeated behaviours from stage 1 & 2. -If a child has been sent to Reflection Hub repeatedly (4 times) in two weeks then stage 3 actions will be implemented. -Physical violence towards staff/pupil. -Leaving the school grounds -Swearing at /insulting an adult -Refusal to follow adult instruction. -Upturning furniture/destruction of property -Walking away when being spoken to by an adult -Deliberate violence towards a child -Racist / discriminatory / sexual incident
Actions Graduated response (see appendix C)	Caution / Reminder: Remind child of rules Point to a time when child has followed rules (positive). Do this quietly and privately. Last Chance: Reminder of the need to follow rules and what will happen if failure to follow rules next time. Repair Time in: Child sits in an alternative place in class (Reflection place) or sits in alternative class. Child is spoken to for a few minutes at break/lunch If behaviour happens at break or lunch, repair will be child reflecting in designated space for a few minutes. KS1 child walk with adult	-Scripted or Restorative conversation (reminder) -AM or PM Targeted Support -Time in another class and/or refer to Reflection Hub at playtime. -Lunchtime (exclusion) sit apart from others and spend time under closer adult supervision. -A behaviour record (Behaviour Report Card) in place shared between home and school. -Teacher talks to parent about behaviour. -Individual Behaviour Plan (IBP) with behaviour targets in place. -exclusion from breakfast / afterschool club / extracurricular clubs -If repeated behaviour happens at break or lunch, the class teacher is informed and follows the above	-Visit PSM / Headteacher / or SLT member -A behaviour record (Behaviour Report Card) in place -Lunchtime / Internal exclusion -exclusion from breakfast/afterschool club -Meeting with parents/ carers -Attendance at extra-curricular clubs may be temporarily withdrawn. -Fixed term (temporary) exclusion (suspension) -Permanent exclusion

Table 1 categories of behaviour and responses

8. Stages of Behaviour – Follow-Up Procedures

Disruptive or inappropriate behaviour affects the entire school community, including the child displaying the behaviour. Such behaviour is often a sign that a child needs support, so we take a restorative approach that helps children understand the impact of their choices. We are consistent and persistent in our follow-up. Persistent low-level disruption or more serious behaviour will result in children being supported at one of the following stages. School staff will use their professional judgement when deciding which stage would be most appropriate for children and time frames within each stage.

The school maintains a log of pupils at each stage, and anonymised information is shared with governors.

Stage 1

A child enters Stage 1 when they have attended the Reflection Hub **four times within a two-week period**.

- Parents meet with the class teacher to discuss concerns.
- Wider staff informed including the Sendco and Pupil Support Manager and close monitoring of child
- If behaviour improves, the child is removed from Stage 1 and both parents and child are informed.
- If there is no improvement, the child moves to Stage 2.

Stage 2

- Parents meet with the class teacher and a senior leader. A behaviour contract is signed by parents and the pupil.
- The Pupil Support Manager considers referrals to external agencies.
- Wider staff informed and close monitoring of child
- The child is given an **Individual Behaviour Plan (IBP)** and a **Daily behaviour report card**, completed by the class teacher and signed by parents each day.
- If there is no improvement over the following 2 weeks, the child moves to a stage 3.

Stage 3

This stage involves intensive support to reduce the risk of exclusion.

- Parents meet with the Headteacher and the Pupil Support Manager. Behaviour contract is reviewed.
- The IBP is reviewed and updated.
- The behaviour report card is signed daily by both the class teacher and a senior leader.
- Referrals are made to agencies specialising in supporting children at risk of exclusion.
- Depending on the behaviour, the child may receive:
 - **Internal exclusion** from class, working in another classroom.
 - **Lunchtime exclusion**, supervised in an alternative space.
 - **Exclusion from after-school clubs**.

Stage 4

This stage is the most serious and includes suspension (fixed term exclusions) or permanent exclusion.

9. Reflection Hub

Reflection Hub takes place in a classroom and is supervised by one or more members of staff. Its purpose is to support pupils in regulating their behaviour and reflecting on the choices they have made. This often includes completing a **Repair Form** (Appendix A), which encourages pupils to consider the impact of their behaviour on others and identify strategies that will help them make positive behaviour choices in the future.

Pupils leave Reflection Hub five minutes before the end of break to allow time for fresh air and physical activity before returning to lessons. In some cases, pupils may be seated away from their peers during lunch and spend part of the lunchtime period reflecting on their behaviour. This provides an opportunity for further reflection and supports pupils in making better choices.

10. Support / Reasonable Adjustment

Universal	Targeted Support	Intensive
Staff form positive relationships with pupils.	Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress.	An available adult is allocated to provide support. This may be pre-empting the right behaviour choices, encouraging, reminding, social stories...
Children, staff and parents sign the home school agreement	Modelling of what good / positive play looks like	
Scripted interventions Restorative conversation	Restorative conversation	Restorative conversation
Staff relationships are strong and interactively repair occasions when they may have become defensive.	Staff work with parents through a home-school diary	Staff work with parents and other agencies, if appropriate, through regular meetings.
Provide stress regulation strategies during the day, particularly during transitions.	Reflection Hub with an adult to regulate/repair.	Reflection Hub with an adult to regulate.
PSHE and Intervention groups within the classroom	Small Targeted groups – including behaviour support and Emotional support	Targeted Support – including behaviour support and Emotional support.
	Individual Behaviour Plan (IBP) and targets are in place.	Individual Behaviour Plan (IBP) and targets are in place.
	Positive Handling Plan (PHP) is in place and reviewed regularly	Positive Handling Plan (PHP) is in place
	Risk Assessment completed by SLT	Risk Assessment completed
	Support with referrals to paediatric support.	Referrals to specialists

Note: Please see number 13, Exclusions, for occurrences when persistent poor behaviour continues.

11. Exclusion

Exclusion of a child is considered a last resort after other strategies have failed, or if allowing a child to remain in school would be seriously detrimental to their education or welfare, or to that of others at the school. Only the Headteacher has the power to exclude a child from school. There are two types of exclusion:

- fixed term which is a suspension. A child can be suspended for one or more fixed periods for up to 45 days in any one school year.
- permanent exclusion. It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

In all cases a school must balance the interests of the pupils against the mental and physical health of the whole school community. If the Headteacher excludes a child, they must inform parents/carers immediately giving them the reasons for the exclusion. At this time, the Headteacher will make it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the Parents/Carers how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, about any fixed-term exclusions beyond five days in any one term and should the exclusion mean the pupil will miss a public examination. The governing board, or a committee/panel appointed by it, will carry out its statutory duties in relation to suspensions and permanent exclusions. When an appeals panel meets to consider an exclusion, the circumstances in which the child was excluded and any representation by parents and the LA is considered.

12. Bullying

Bullying is defined as action taken by one or more individuals to:

- deliberately hurt other(s),
- repeated over a period of time
- difficult to defend against

Bullying in child friendly talk is defined as:

- When someone says or does something unintentionally hurtful and they do this once, that's **RUDE**.
- When someone says or does something intentionally hurtful and they do this once, that's **MEAN**.
- When someone says or does something intentionally hurtful and they keep doing it -even when you tell them to stop or show them that you're upset - that's **BULLYING**.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist/homophobic remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber bullying including through social Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils will be encouraged to report bullying. All school staff should be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Patterns and serious incidents of bullying will be reported to governors through the Headteacher's termly safeguarding and behaviour reports. Bullying constitutes severe behaviour and is dealt with as Stage 3 behaviour (see number 7 Consequences of Misbehaviour).

13. School's Power to Discipline Beyond the School Gate. (School's expectations for positive behaviour off school site including use of media.)

This refers to behaviour of pupils when they are not under the supervision of school staff. It does not include trips outside of school.

Parents are responsible for pupil's behaviour which occurs off the school premises. The school may apply behaviour sanctions for behaviour outside school where it is reasonable and lawful to do so, particularly where the behaviour affects the welfare of members of the school community or the orderly running or reputation of the school. This includes online behaviour.

14. Sexual Abuse and Harassment

The school prohibits all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

15. Child on Child Abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse seriously.
- Never tolerate abuse as "banter" or "part of growing up"
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault.
- Always challenge any harmful physical behaviour.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

16. Mobile Phones

Mobile phones are not allowed in school at any time unless they are used for medical needs (eg monitoring blood sugar levels). This includes on school trips. Children who bring phones to school must hand them in at the school office before the start of the school day. They can be collected after the school day. If a child is seen with a mobile phone during the school day, it will be confiscated and parents will be informed. This will be considered serious level behaviour (pg7). Please note that smart watches and smart glasses are also not allowed in school.

17. Searching, Screening and Confiscation

If a pupil is suspected of possessing the following prohibited items (knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). • tobacco and cigarette papers; • fireworks; and • pornographic images• mobile phone), the headteacher and the staff they authorise have the statutory power to search a pupil and their possessions in accordance with government guidance [here](#).

18. School Uniform (see also School Uniform Policy)

School uniform plays a valuable role in contributing to the ethos of our school and setting an appropriate tone. It:

- instils pride
- supports positive behaviour and discipline
- encourages identity with our school ethos
- ensures pupils of backgrounds feel welcome
- protects children from social pressures to dress in a particular way
- nurtures cohesion and promote good relations between different groups of pupils.

As most primary school pupils are very young, school considers that it is the parents' responsibility to ensure that their children follow the school uniform policy. Parents sign the home-school agreement when their child is inducted. In this agreement, parents agree to ensure that their child comes to school wearing the correct school uniform.

Instances of **infant** pupils failing to follow the school uniform policy will be followed up with parents. Pupils may be informed discreetly about the correct uniform.

If **junior** pupils are in breach of the school uniform policy, they will be reminded in the first instance. If there is a further incident of the incorrect uniform being worn, parents will be notified.

Persistent failure to follow school uniform policy will be addressed through meetings with parents and other proportionate measures.

19. Use of Restrictive Interventions including reasonable force

School minimises the need for use of restrictive interventions through prevention and de-escalation strategies.

Preventative Approaches

- Promote positive behaviour through the school's vision and values.
- Use proactive behaviour management strategies such as rewarding positive behaviour, using a graduated response, adaptive teaching strategies, trauma informed practice and building strong relationships with children and families.
- Provide support for pupils with SEND or EAL who may have specific needs related to behaviour.
- Maintain well-organised, engaging learning environments.

De-escalation Techniques

- Use calm verbal communication and clear instructions.
- Provide pupils with choices and time to respond.
- Employ distraction or redirection strategies.

Use of Reasonable Force

- Only intervene physically when there is an immediate risk of harm, damage to property, causing of a criminal offence or serious disruption.
- Use the minimum force necessary and for the shortest time possible.
- Avoid actions likely to cause pain or injury.
- Remove other pupils from the situation if safe to do so.

Seclusion

- This is a non-disciplinary intervention involved in keeping a pupil confined to a place away from others and preventing them from leaving.
- This is only used as a safety measure to protect others from harm when a pupil is experiencing high levels of dysregulation.

Recording and Reporting

All **significant** incidents involving the use of reasonable force, seclusion and non-force related restraint must be recorded in writing, as soon as is practicable after the event, and staff should endeavour to complete the reporting no later than the same day. This should include:

- What led to the incident
- The nature of the force used
- Duration and outcome of the intervention
- Any injuries or distress caused
- Inform parents in writing as soon as possible.
- Review incidents regularly to identify patterns or training needs.

Appendix A – Repair Form



Behaviour Reflection Form

Name: Class: Date:

*To be completed by teacher/staff member

What did they do which caused them to go to the reflection hub?

.....

.....

.....

Please give brief details regarding discussion held with the child regarding their actions and choices before they were sent to reflection hub:

.....

.....

*To be completed by the child in the reflection hub

I'm feeling:

Happy ☐ Frustrated ☐ Angry ☐ Calm ☐ Sad ☐ Confused ☐

What did I do to break the school rules?

I was disrespectful ☐ I shouted out in class ☐ I hurt someone else ☐ I didn't do as I was told by the teacher ☐

Something else ☐

What were you doing before this happened?

.....

.....

Who did my actions affect? Myself ☐ Others ☐ the Teacher and class ☐

What choices should I make next time?

.....

.....

.....

.....

***Notes regarding any discussion held in the reflection hub by staff:**

.....

.....

.....

Referral on to Pupil Support Manager required: Yes ☐ No ☐

.....

Staff Signature: Date.....

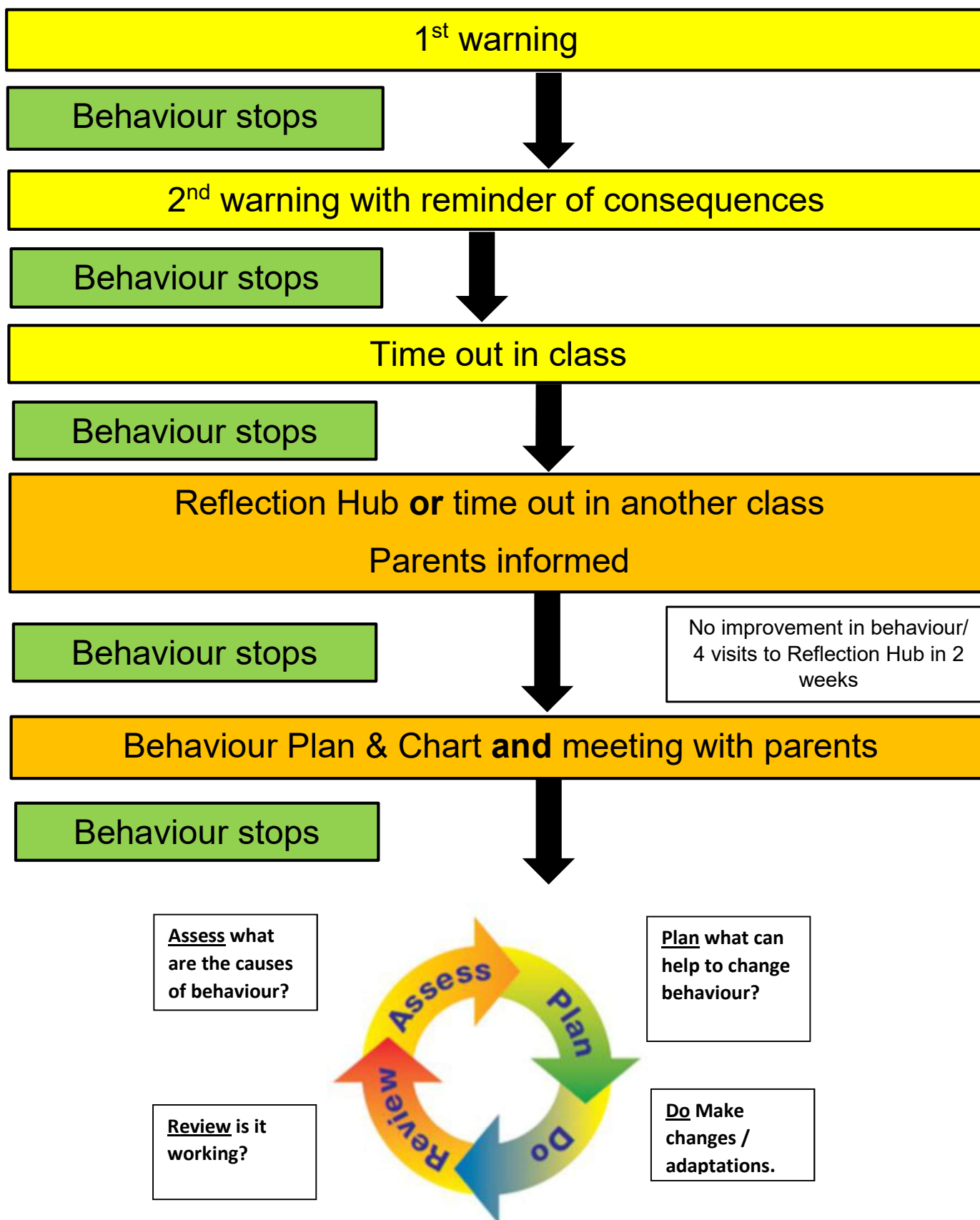
❖ Parent – Please sign and return to school

Parent Signature: Date:

Appendix B Useful Phrases for Interventions

- *Name, (pause) rule followed by Thank you.*
- *Ask “Are you alright....name” I need to see you listening, thank you! I need to see you, thank you.*
- *Name, What is the rule about walkingsitting... etc?*
- *I’ve asked you twice now to..... If you choose to then If you choose not to.....*
- *Name, what should you be doing now?... if child answers back a quick response “Maybe but you should be Thank you.*

What will happen if I break the rules?



Emotion Coaching steps



Step 1

Recognising the child's feelings, empathising with them and soothing to calm.

Step 2

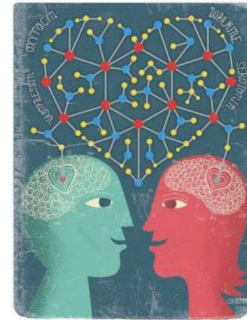
Validating the feelings and labelling them.

Step 3

Setting limits on behaviour (if needed).

Step 4

Problem-solve with the child.



Five Useful Co-Regulation Sentences

1. **"I'm right here with you. You're not alone."**
Helps the child feel anchored and supported when emotions feel overwhelming.
2. **"Your feelings make sense, and it's okay to feel them."**
Validates the emotion without endorsing the behavior.
3. **"Let's take a slow breath together."**
Invites co-regulation through shared calming rather than demanding self-control.
4. **"Your body is telling us something. Let's listen to it."**
Encourages curiosity instead of shame about big emotions.
5. **"We can figure this out together when you're ready."**
Signals collaboration and reduces pressure, which often helps a child settle faster.

Appendix E Behaviour Contract

Behaviour Support Contract

Pupil Name: _____

Class: _____

Date: _____

Review Date: _____

Purpose

This Behaviour Support Contract is designed to help the pupil make positive choices, meet the school's behaviour expectations, and achieve success both academically and socially. The contract will be reviewed regularly and support will be provided to help the pupil meet the agreed targets.

Our Expectations

I will:

1. Follow adult instructions promptly and respectfully.
2. Speak to others politely and respectfully.
3. Keep my hands, feet and objects to myself.
4. Remain in the correct place at the correct time.
5. Try my best in lessons and complete work to the best of my ability.
6. Use appropriate strategies to manage my emotions and behaviour.
7. Take responsibility for my actions and complete any reflection or repair work when required.

My Behaviour Targets

Target	Success Criteria
1.	
2.	
3.	

Support Provided by School

The school will support the pupil by:

- Providing clear expectations and routines.
- Recognising and celebrating positive behaviour.
- Providing opportunities for reflection and repair when needed.
- Offering appropriate pastoral and emotional support.
- Communicating regularly with parents/carers regarding progress.

Rewards for Success

When I meet the expectations and targets in this contract, I may receive:

- Positive recognition from staff.
- Praise and rewards in line with the school's behaviour policy.
- Additional responsibilities or privileges where appropriate.

Consequences if Expectations Are Not Met

Where expectations are not met, the school will respond in line with the Behaviour Policy. This may include:

- Reflection time.
- Completion of a Repair Form.
- Loss of privileges.
- Parental contact.
- Further support or intervention as required (see stages of behaviour in Behaviour Policy).

Pupil Commitment

I understand the expectations outlined in this contract and agree to do my best to follow them. I understand that staff will support me in achieving these targets.

Pupil Signature: _____

Date: _____

Parent/Carer Commitment

I have discussed this contract with my child and will work in partnership with the school to support them in meeting these expectations and targets.

Parent/Carer Name: _____

Parent/Carer Signature: _____

Date: _____

School Commitment

The school will provide appropriate support, encouragement and guidance to help the pupil achieve success.

Staff Member Name: _____

Staff Signature: _____

Date: _____

Appendix F Individual Behaviour Plan

Individual Behaviour Plan (IBP)

Pupil Information

- **Name:** _____
- **DOB:** _____
- **Class:** _____
- **Teacher:** _____
- **Date Created:** _____
- **Review Date:** _____

Reason for Plan (Brief summary of the concerns)

Example:

[Child's name] has been finding it difficult to maintain focus and follow adult instructions consistently, leading to disruption to their own and others' learning.

Strengths (What the child does well)

Behaviour Targets (Keep these specific, measurable, and few in number)

Success Criteria (What success looks like)

Support Strategies (What adults will do to help)

-  Clear, simple instructions given one step at a time
 -  Regular check-ins and prompts
 -  Immediate praise for positive behaviour
 -  Visual timetable / task breakdown
 -  Seating arrangement to minimise distractions
 -  Support with emotional regulation (e.g. calm-down strategies)
-

Rewards / Motivation

- Verbal praise
 - Stickers / reward chart
 - Positive phone call or message home
-

Consequences (Consistent and predictable)

- Reminder of expectations
 - Warning
 - Loss of privilege/time
 - Time to reset (in class or designated area)
 - Follow school behaviour policy procedures
-

Home–School Communication

- Daily/weekly behaviour report shared
 - Regular contact between school and parent/carers
 - Review meetings as needed
-

Pupil Voice

(Child's perspective)

"I will:

Parent/Carer Agreement

I will support my child and work with the school to help them meet their targets.

Signed: _____ **Date:** _____

Staff Agreement

We will provide consistent support and follow this plan.

Signed: _____ **Date:** _____

Review Outcome

(To be completed at review)

- Progress made: _____
- Next steps: _____

Appendix G Individual Behaviour Plan

Weekly Behaviour Report Card

Name: _____ Class: _____ Week Beginning: _____

Teacher: _____

Targets

Score Key: ★ Achieved ✓ Partly ! Not achieved

Weekly Overview

Day	Session 1	Break	Session 2	Lunch	Session 3
Mon					
Comment					
Tue					
Comment					
Wed					
Comment					
Thu					
Comment					
Fri					
Comment					

(Enter ★ ✓ ! in each lesson box based on overall behaviour against targets)

Weekly Summary

Strengths:

Next Steps:

Pupil Reflection

I did well at:

Next week I will:

Teacher Comment

Outcome (tick one)

☐ Excellent week ☐ Good progress ☐ Needs improvement

Parent/Carer Signature: _____