

Jack & Jill Family of Schools: Behaviour Policy and Behaviour Curricula

Applies to:

- Jack & Jill School
- Nightingale House Pre-Preparatory
- Clarence House Preparatory School

Related legislation:

- Early Years Foundation Stage (EYFS) Statutory Framework (2024)
- Behaviour and Discipline in Schools (2016)
- The Education (Independent School Standards) (England) Regulations 2014
- Behaviour in Schools Advice for Headteachers and School Staff (2024)
- Searching, Screening and Confiscation Advice for Schools (2022)
- The United Nations Convention on the Rights of the Child (UNCRC) (1989/1990)

Related Policies:

- Anti-Bullying Policy
- Exclusions Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Use of Reasonable Force Policy

Who is this policy for?

- Staff and volunteers
- Parents
- External agencies

Available from:

- School Office
- SharePoint

Monitoring and Review:

To be continuously monitored and reviewed by date below.

References:

- “Parents” refers to parents, guardians, and carers.
- “Family” refers to the School’s Management Information System.
- “Staff” includes employees, volunteers, peripatetic staff, external providers (e.g. Springboard Swimmers) or specialist staff provided by an external provider.

- The “School” refers to the Jack & Jill Family of Schools (Jack and Jill School Twickenham, Nightingale House Pre-Preparatory School, and Clarence House Preparatory School).
- “EYFS” refers to The Early Years Foundation Stage which is the curriculum for children from birth to aged 5, including the Reception year group.
- “Strategic Leadership Team” (SLT) refers to the team managing the School, currently including the Deputy Principal, Clarence House Preparatory School Headteacher, Nightingale House Pre- Preparatory School Lead Teacher and Jack and Jill Nursery and Pre-School Lead Teacher.
- “Additional Support Plan” (A.S.P.) is a set of measures agreed with the parents of an individual pupil at the School whose behaviour has reached a level requiring specific targets and measures.
- “Individual Behaviour Plan” (I.S.P.) is a set of measures agreed with the parents of an individual pupil at the School whose behaviour has reached a level requiring specific targets and measures beyond the A.S.P.

Reviewer: Strategic Leadership Team (April 2024)

Effective: April 2024

Next review: April 2025

Proprietor’s Signature: *Heaven Papinuk*

The Jack & Jill Family of Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils achieve their potential.

The Jack & Jill Family of Schools promotes equality of opportunity and anti-discriminatory practice. We ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, or ability. We promote the principles of fairness and justice for all through the education that we provide in our School.

Section One: Policy

1. Introduction

The three schools in the Jack & Jill Family of Schools promote good behaviour amongst pupils by ensuring :

1. A written behaviour policy is drawn up.
2. This policy is implemented effectively.
3. A record is kept of the sanctions imposed upon pupils for serious misbehaviour.

This policy sets out details of:

- How the Schools promote good behaviour, self-discipline, and respect amongst pupils, and ensure that pupils complete assigned work.
- How the Schools regulate the conduct of pupils.
- The sanctions to be applied in the event of pupil misbehaviour.

Key points:

- The Family of Schools staff will discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The responsibility to discipline applies to all Family of School staff, including volunteers.
- Good behaviour is promoted through the application of the School rules and use of rewards and sanctions.

Our schools' behaviour curricula ensure pupils are taught what good behaviour looks like. This policy should be read in conjunction with our Anti-Bullying Policy, which sets out how the Schools work to prevent bullying.

2. Purpose

The underlying objective of this policy is to assist in the creation of a safe environment in which all pupils can thrive and learn.

The Jack & Jill Family of Schools aims to have:

1. A consistent approach to behaviour management.
2. Clear leadership of behaviour management, following procedure outlined in this policy.
3. A clear behaviour curriculum
4. Effective classroom management and behaviour for learning.
5. Clear rewards and sanctions that are consistently applied.
6. Support for staff, including training.
7. Effective pupil support systems.
8. Effective liaison with parents and other agencies.
9. Effective transition arrangements.
10. Environments that help promote good behaviour.

3. The Role of Parents

The Family of Schools works from the principle that parents are a child's 'first educator'. We work collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

We explain the Behaviour Policy and associated procedures at our annual Curriculum Evenings, and we expect parents to support this policy and behaviour management processes.

If the School must use reasonable sanctions to educate a pupil, parents are expected to support the actions of the School. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher; if the concern remains, they should contact the Deputy Principal or individual school leads. If these discussions cannot resolve the problem, the complaints process should be implemented.

4. The Role of the Principal

The Principal is the proprietor of The Jack & Jill Family of Schools.

The Principal is responsible for:

- The standard of behaviour expected of pupils at the Schools, the Schools' rules and the sanctions applied in instances of inappropriate behaviour for breaking the rules.
- Ensuring the consistent implementation of the Schools' Behaviour Policy throughout the Schools.
- Issuing fixed-term suspensions or permanent exclusion for serious acts of misbehaviour.
- Ensuring the School works in partnership with other agencies, e.g. Children's Services or, exceptionally, the police.
- Overseeing the work of the SLT.
- Ensuring the Schools Behaviour Policy and Behaviour Curricula are emphasised to staff, parents, and pupils at least once a year.

Only the Principal has the authority to exclude a pupil. Details may be found in our Exclusions Policy.

5. The Role of Deputy Principal

The Deputy Principal is our named practitioner responsible for behaviour management issues in the EYFS and The Jack and Jill Family of Schools.

The Deputy Principal maintains a record of all reported serious incidents of misbehaviour and is responsible for monitoring the day-to-day implementation of the policy throughout The Family of Schools.

6. The role of the SLT

The individual school leads are responsible for day-to-day implementation of the Behaviour Policy and the Behaviour Curricula.

7. The Role of Staff and Staff Induction

Maintaining clear professional authority and orderly discipline is the responsibility of all staff .

Staff induction includes an introduction to this policy and the procedures followed by regular ongoing training to support staff in effective behaviour management.

8. Managing Poor Behaviour

Teachers must discipline a pupil whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a School rule, or fails to follow a reasonable instruction the teacher should impose a sanction.

Sanctions are outlined in Section Two (below). Sanctions that are humiliating or degrading must not be used; these include deprivation of food or drink, enforced eating or drinking, prevention of contact with parents, requirement to wear distinctive clothing, or withholding any aids or equipment required by the pupil.

Sanctions for pupils at Clarence House Preparatory School include the use of detentions, which are monitored by the Headteacher of Clarence House.

Any form of Corporal punishment is prohibited in the Schools.

9. Use of Reasonable Force

It may be necessary to physically intervene in the following situations but only when all other tactics have been attempted:

- A pupil is behaving in a way that puts themselves or others at risk of physical harm.
- A pupil persistently refuses to obey instructions to leave an area or situation.

Please refer to our Use of Reasonable Force Policy for further details.

10. Behaviour and Safeguarding

The School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff follow the School's Safeguarding Processes.

11. Child-On-Child Abuse

Children can abuse other children, and this can take many forms. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond appropriately.

The Family of Schools recognises that addressing inappropriate behaviour (even if at a low level is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Please refer to the Safeguarding and Child protection Policy for further details.

12. Banned Items

The Principal and members of the Strategic Leadership Team have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in below.

The authorised member of staff should assess how urgent the need for a search is and should consider the risk to other pupils and staff.

An appropriate location for the search should be found before it is conducted.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks, or lockers.

If the search involves a pupils' clothing ('patting down the pupil'), the law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

The list of prohibited items is:

- 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
 - to cause personal injury to, or damage to property of any person (including the pupil).
- An article specified in regulations:
 - tobacco and cigarette papers
 - fireworks
 - pornographic images.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils.
- is prohibited or is evidence in relation to an offence.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs, or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Whether or not any items have been found, staff should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, staff should refer to the Safeguarding and Child protection Policy.

The Head of School will always inform parents of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. The Head of School will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

13. Pupil Transition

At Jack and Jill School and Nightingale House Prep-Preparatory School, pupils are inducted into The Family of Schools' behaviour system, rules (including rewards and sanctions) upon joining the school and at the beginning of each academic year.

At Clarence House Preparatory School, the Behaviour Curricula is shared in the induction bootcamp and reinforced at the beginning of each academic year or when joining the School (if in-year).

14. Record Keeping

The following behaviour records are maintained so that patterns can be identified and include:

- Pupils' name
- Year Group
- Nature and date of the offence
- Sanction imposed.

Record	Key Person	Location of Record
Record of staff training in behaviour management	HR Admin Manager	School training records
Certificates	Deputy Principal	CPOMS or on Famly at N.H.P.P.S.
Sanctions	Deputy Principal	CPOMS or on Famly at N.H.P.P.S.
Additional Support Plan and Individual Support Plan Pro Forma	Deputy Principal	CPOMS
Additional Support Plans	Deputy Principal	CPOMS
Individual Behaviour Plans	Deputy Principal	CPOMS
Physical Restraints Log	Deputy Principal	CPOMS
Temporary or Permanent Exclusions	Principal	CPOMS

15. Policy and Procedure Evaluation

Evaluation and review of the Behaviour Policy takes place at least annually.

Throughout the year, stakeholders are encouraged to feedback information and ideas regarding the implementation of this policy. The views of our pupils are given due weight according to the age, maturity, and capability of the child (see articles 12 and 13, The United Nations Convention on the Rights of the Child).

Section Two: Procedures

Behaviour management is based on recognition of positive behaviour, rewards, and redirection of negative behaviour, eventually leading to sanctions within a staged programme (see Behaviour Ladders in sections 24, 26, 28 and 32 below). Staff work to ensure clarity, certainty, and consistency.

All staff must respond calmly and consistently to all allegations and incidents of poor behaviour. All disclosures will be taken seriously and dealt with impartially and promptly, and all involved will have the opportunity to be heard. Staff will protect and support all pupils involved whilst allegations and incidents are investigated and resolved.

16. The Jack & Jill Family of Schools School Rules

The Jack & Jill Family of Schools has a fixed set of School rules which we always expect all members of the School community to adhere to. The rules are phrased to promote and encourage positive behaviour. **See Appendix 5: The Jack and Jill Family of Schools-School Rules poster.**

The rules are:

- Work hard;
- Be kind;
- Listen;
- Be honest; and,
- Look after our School.

The Jack & Jill Family of Schools Rules are displayed on classroom walls at Jack & Jill School and Nightingale House School.

At Clarence House Preparatory School, the rules are outlines on a knowledge organiser, which is memorised by the pupils. These rules are first taught to C.H.P.S. pupils during the induction bootcamp. The Behaviour Curricula is also shared in the induction bootcamp and reinforced at the beginning of each academic year.

17. Sharing The Jack & Jill Family of Schools School Rules and Behaviour Curricula

Our three schools have behaviour curricula which ensure pupils are taught what good behaviour looks like.

As with our subject curricula, the behaviour curricula has been broken down into component knowledge, e.g., how to greet a teacher. This component knowledge has been scoped and sequenced.

The rules and behaviour curricula are shared and discussed in pupil induction, curriculum evenings and throughout the year in assemblies.

The Nightingale House Pre-Preparatory School Council review the design of the behaviour certificates and together with the team leaders encourage pupils to follow the school rules to warrant award of a certificate (see section 18 below).

18. Rewards

The Jack & Jill Family of Schools rewards pupils for upholding the school rules. Rewards include:

- Informal praise, e.g. a kind word or a smile.
- Team points (Reception and N.H.P.P.S) or House Points (C.H.P.S.)
- Use of a recognition board to acknowledge a pupil demonstrating a particular behaviour.
- Stickers or stamps.
- Praise slips.
- Telephone calls, or meetings, with parents to share examples of great behaviour or effort.
- Certificates and commendations in assembly.

19. Awarding Certificates and Team/House Points

Individual pupils are awarded certificates presented at appropriate moments in the week.

Staff award certificates based upon the School rules. For example, for exceptional kindness or for work demonstrating exceptional effort.

Girls in Reception and above are allocated to the school Teams/Houses and receive Team/House points.

At N.H.P.P.S., good behaviour is rewarded with Team points, which are tallied and celebrated during weekly Team point assemblies led by Year Two Team Captains.

Team points are converted to pence for the nominated School charities, e.g. 78 Team points equals £7.80. The weekly totals are tallied at the end of the year and divided equally between the year's charities.

20. House Points at C.H.P.S.

Girls at Clarence House Preparatory School are placed in three houses:

- Benn's Island
- Bushy Park
- Strawberry Hill

Each house has a house captain.

Pupils win house points for upholding the rules.

Each week, the house that wins the most house points wins a prize, e.g., a MUFTI day.

21. Allocation of Team/House Points

One or two Team/House points are awarded for effort, kindness, or good performance.

At Nightingale House Pre-Preparatory, Team points are marked on the pupil's work as '1tp' or '2tp' and added to the class tally either by teachers or the girls themselves.

In Clarence House Preparatory School, House points are recorded on a sheet kept by the Class Teacher

Team/House points are never removed from a team because of poor behaviour.

22. Record Keeping of Rewards

Team Points	The Team/House points accrued each week are added to the Team/House points tally during the Team/House points assembly.
Certificates	Certificates are added as a note on Family.

23. Reporting Rewards and Sanctions

Rewards	<ul style="list-style-type: none"> • Nursery and Reception: Exceptional behaviour is shared with parents via Seesaw. • Nightingale House Pre-Prep and Clarence House Prep: Certificates are noted in the pupil's Family profile.
Sanctions	<ul style="list-style-type: none"> • Nursery and Reception: Sanctions reported on pupil's profile within Family and logged onto CPOMS. Phone call to parents in certain circumstances. • Nightingale House Pre-Prep: Sanctions reported on pupil's profile within Family and logged on CPOMS. • Clarence House Prep: Sanctions reported on pupil's profile within Family and parents emailed.

24. Behaviour Ladder Stages 1-3 (Nursery and Reception)

Stage	Behaviours	Procedure	Partnership With Parents	Record Keeping & Analysis
One:	Poor behaviour	<ol style="list-style-type: none"> 1. Teacher identifies unwanted or undesirable behaviour. Teacher speaks to the child (privately) and names the behaviour and why it should change. Teacher links this to the school rules. 2. Teacher supports the child in returning to play and praises 	-	-

		the child's change of behaviour to recognise the child's efforts.		
Two:	Continued poor behaviour	<ol style="list-style-type: none"> 1. Teacher names the behaviour and asks the child to stop this behaviour, explaining the impact it has on others. 2. Teacher redirects the child to another task if the child does not immediately change their behaviour. 	-	-
Three:	Persistent poor behaviour or inappropriate behaviour in individual lesson	<ol style="list-style-type: none"> 1. Teacher tells the pupil which rule is not being upheld. 2. Teacher asks the child to come and sit quietly with them for a minute or two. 3. After this period, teacher discusses the issue, why they have had to come and sit with the teacher and discusses alternative actions in future scenarios. 4. At end of lesson, teacher adds details to pupil's Family record. 	Parents informed via Family.	<p>Teacher: Record on Family and CPOMS. Inform class teacher.</p> <p>CPOMS automatically informs the Deputy Principal.</p> <p>The Deputy Principal monitors Stage Three sanctions.</p>

25. Serious Misbehaviour (Nursery and Reception)

The Lead Teachers may choose to move straight to Stage Four (see section 32 below) in cases of serious misbehaviour. The Deputy Principal maintains a log of any incidents of serious misbehaviour.

26. Behaviour Ladder Stages 1-3 (Nightingale House Prep-Preparatory School)

Stage	Behaviours	Procedure	Partnership With Parents	Record Keeping & Analysis
One: Warning	Poor behaviour in individual lesson.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the School rules is not being upheld. 2. Redirect to task. 	-	-
Two: Sanction	<p>Repeated poor behaviour in individual lesson, or across a series of lessons in one day.</p> <p>Any behaviour involving physical violence will move immediately to a sanction without a warning being given.</p>	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld. 2. Tell pupil they have received a sanction. 3. At end of lesson, add sanction to pupil's Family record. 	Parents informed via Family.	<p>Teacher: Record on Family and CPOMS. Sanction to be reported to the child's class teacher verbally, or by email by the end of the School day.</p> <p>CPOMS automatically informs the Deputy Principal.</p> <p>The Lead Teacher monitors Stage Two sanctions.</p>
Three: Removal from Class	Serious unacceptable behaviour or persistent poor behaviour in individual lesson or across a series of lessons in one day.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld. 2. Send pupil to Pre-Preparatory Lead Teacher with their work. 3. Teacher-in-charge speaks to the pupil involved. Additional sanctions may be set, such as asking the pupil to write a letter of apology or a temporary loss of privilege. 	Parents informed via phone call from teacher-in-charge.	<p>Teacher: Add sanction to Family and CPOMS Inform class teacher.</p> <p>Sanction to be reported to the child's class teacher verbally, or by email by the end of the School day.</p> <p>CPOMS automatically</p>

				informs the Deputy Principal. The SLT monitor Stage Three sanctions.
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27. Serious Misbehaviour (Nightingale House Prep-Preparatory School)

The Lead Teacher may choose to move straight to Stage Four (see section 32 below) in cases of serious misbehaviour. The Deputy Principal maintains a log of any incidents of serious misbehaviour.

28. Behaviour Ladder Stages 1-3 (Clarence House Preparatory School)

Our expectation is that Clarence House girls will always uphold the School rules.

Stage	Behaviours	Procedure	Partnership With Parents	Record Keeping & Analysis
One: Warning	Poor behaviour in individual lesson or across a series of lessons in one day.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld. 2. Redirect to task. 	-	-
Two: Stoic Reflection	Poor behaviour in individual lesson or across a series of lessons in one day.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld. 2. Tell pupil they have incurred a Stoic Reflection; redirect to task. 3. At end of lesson, add sanction to pupil's Family profile. 4. Send pupil to Head with the hard copy Stoic Reflection Form. 	Parents informed via Family.	Teacher: Record on Family and CPOMS. Inform class teacher. CPOMS automatically informs the Headteacher of C.H.P.S. Completed Stoic Reflection Form stuck into pupil's Learning for Life The Headteacher of C.H.P.S. monitors Stage Two sanctions.

Three: Detention	Serious unacceptable behaviour or persistent poor behaviour or across a series of lessons in one day.	<ol style="list-style-type: none"> 1. Pupil informed they have received a detention. 2. At end of lesson, teacher accompanies pupil to the Headteacher of C.H.P.S. 3. Headteacher of C.H.P.S. will oversee detention in following break time or lunchtime. 	Parents informed via phone call from the Headteacher of C.H.P.S.	<p>Teacher: Add sanction to Family and CPOMS.</p> <p>The Headteacher of C.H.P.S monitors Stage Three sanctions.</p>
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29. Stoic Reflections at C.H.P.S.

Pupils are invited to reflect on the school rules and consider (a) what they have done wrong and (b) what they should endeavour to do in the future. **See Appendix 4: Stoic Reflection Form.** This is put in the context of the school's work on Stoic Philosophy (see 'The Weekly Stoic' Curriculum Plan, which is part of C.H.P.S.'s Learning for Life programme in the Curriculum Policy).

30. Detention at C.H.P.S.

Staff at Clarence House Preparatory School have the power to issue detentions to pupils at Stage Three in the behaviour ladder.

The Headteacher of C.H.P.S makes clear to pupils and parents that we use detention as a sanction at Stage Three on the behaviour ladder. Detentions are always set during playtime and are supervised by the Headteacher of C.H.P.S.

Parental consent is not required for detentions, but the School will always inform parents if a detention has been set.

31. Serious Misbehaviour (Clarence House Preparatory School)

The Headteacher of C.H.P.S may choose to move straight to Stage Four (see section 32 below) in cases of serious misbehaviour. The Deputy Principal maintains a log of any incidents of serious misbehaviour.

32. Managing Poor Behaviour Over Time Behaviour Ladder Stages 4-6 (All Schools)

Stage	Reason	Procedure	Partnership with Parents	Record Keeping
Four: Additional Support Plan	Repeated Stage 3 sanctions or serious misbehaviour.	<p>If a child receives a significant number (as determined by the Principal / Deputy Principal / SLT) of Stage Two and Three sanctions or a serious incident takes place (e.g. fighting in the playground) then the School will create an Additional Support Plan (A.S.P.):</p> <ul style="list-style-type: none"> • The Deputy Principal / School Leads will liaise with the pupil, class teachers and the pupil's parents to set individual targets. See Appendix 1: A.S.P. Pro Forma. • The School may choose to engage external agencies. • Staff observe the pupil's behaviour. • Additional support will be provided for the pupil. • The A.S.P. is circulated to relevant staff and discussed at staff meetings. 	The Deputy Principal / School Leads will meet with the child's parents on a fortnightly basis/as required.	<p>The Deputy Principal / School Leads will review the child's behaviour and the Additional Support Plan on a <u>weekly</u> basis.</p> <p>Records of this review will be maintained on CPOMS.</p>
Five: Individual Behaviour Plan	Failure to meet targets identified in Additional Support Plan or Bullying (see Anti-Bullying Policy).	<p>If, after a set period, no significant improvement has occurred, an Individual Behaviour Plan meeting will be called with parents, led by the Deputy Principal, which may at the Deputy Principal's discretion involve external agencies.</p> <p>Behaviour targets will be agreed. See Appendix 2: I.S.P Pro Forma.</p> <p>The I.B.P. is circulated to relevant staff and discussed at staff meetings.</p>	The Deputy Principal / School Leads will meet with the child's parents on a weekly basis.	<p>The Deputy Principal / School Leads will review the child's behaviour and the Individual Behaviour Plan on a <u>weekly</u> basis. See Appendix 3: I.S.B Daily Monitoring Pro Forma.</p> <p>Records to be kept on CPOMS. Individual Behaviour Plans may be included in</p>

				School transfer reports.
Six: Temporary or Permanent Exclusion	Failure to improve behaviour or repeated infringements may set a child on the path towards temporary or permanent exclusion (see Exclusions Policy).			

Appendix One: Stage Four: Additional Support Plan (A.S.P) Pro Forma

The Heads of School will liaise with the pupil, class teachers and the pupil's parents to set individual targets:

- The School may choose to engage external agencies.
- Staff observe the pupil's behaviour.
- Additional support will be provided for the pupil.

The Heads of School will review the child's behaviour and the Additional Support Plan on a weekly basis.

The A.S.P. is circulated to relevant staff and discussed at staff meetings.

Name of Pupil	
Date of birth	
Class	
Class Teacher	
Reason for Additional Support Plan	
Support provided by the School	
Requested support from parents	
Review date	
Deputy Principal / N.H.P.P.S. Lead Teacher / C.H.P.S. Headteacher signature	
Parent(s) signature	
Pupil(s) signature	

Strategies for Support	
[Note: targets should relate to upholding The Jack & Jill Family of Schools School Rules]	
Target	Success Criteria
[Note: targets should relate to upholding The Jack & Jill Family of Schools School Rules]	

Observations
[Note: weekly notes should be stored here which outline the child's successes and challenges in relation to the above targets]

Record Keeping

- Hard copy and soft copy to parents.
- Soft copy stored on pupil's CPOMS record.

Appendix Two: Stage Five: Individual Behaviour Plan (I.S.P) Pro Forma

The Heads of School will review the child's behaviour and the Individual Behaviour Plan on a weekly basis.

The I.B.P. is circulated to relevant staff and discussed at staff meetings.

Please note that a copy of the Individual Behaviour Plan may be included in School transfer reports.

Name of Pupil	
Date of birth	
Class	
Class Teacher	
Reason for Individual Behaviour Plan	
Support provided by School	
Requested support from parents	
Review date	
Principal's signature	
Parent(s) signature	
Pupil(s) signature	

Failure to improve behaviour or repeated infringements may set a child on the path towards temporary or permanent exclusion (see Exclusion Policy).

Target	Success Criteria
[Note: targets should relate to upholding The Jack & Jill Family of Schools School Rules]	
Strategies for Support	
[Note: targets should relate to upholding The Jack & Jill Family of Schools School Rules]	

Observations
[Note: weekly notes should be stored here which outline the child's successes and challenges in relation to the above targets]

Record Keeping

- Hard copy and soft copy to parents.
- Soft copy stored on pupil's CPOMS record.

Appendix Three: I.B.P Daily Monitoring Pro Forma

Name of Pupil	
Date of birth	
Class	
Class Teacher	

Target	Success Criteria
[Note: targets should be copied over from the I.B.P]	

Lesson including break and lunchtime	Name of Teacher	Did pupil uphold The Jack & Jill Family of Schools Rules in this lesson?
[e.g. Registration]		[Please write positive interactions / steps towards targets and/or any rules that were broken and why]
Pupil to submit to teacher-in-charge at the end of the day.		

Record Keeping

- Hard copy and soft copy to parents
- Soft copy stored on pupil's Family profile & CPOMS.

Appendix Four: C.H.P.S. Stoic Reflection Form

Stoic Reflection: Reflecting on Your Poor Behaviour

Name	
Class	
Date	
Lesson	

Which C.H.P.S. rule have you chosen to break today?

	Tick those that apply
Work hard	
Be kind	
Listen	
Be honest	
Look after our school	

This isn't good enough for a C.H.P.S. girl.

Reflecting on Your Poor Behaviour

'Just do the right thing. The rest doesn't matter. Cold or warm. Tired or well-rested. Despised or honoured.' Marcus Aurelius

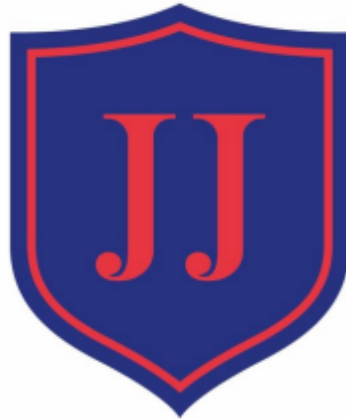
As somebody who is studying **Stoicism**, you're beginning to understand that only you can control your behaviour. Don't make excuses for what you've done today; you made a choice to break a rule, so you've chosen to receive a punishment.

- 'Somebody else did it first'? Not an excuse for you to break the rules.
- 'Somebody else did it with you'? Not an excuse for you to break the rules.
- 'You're tired'? Not an excuse to break the rules.

What did you do?

As a Stoic, you'll get over this; what must you remember to do in the future?

	Signature
Mr. Hitchen + parent informed	
Teacher in the lesson	
Class teacher	



Family of Schools

School rules.

We agree to:

- 1. Work hard;**
- 2. Be kind;**
- 3. Listen;**
- 4. Be honest; and,**
- 5. Look after our school.**

Nurturing Unique Potential