



Behaviour Policy

Reviewer: Nick Hitchen (Head of Clarence House)

Review date: April 2017

Operational from: April 2017 to March 2018

Next review date: January 2018

Principal's Signature: *Kevin Papamark*

This policy is available on the School MIS (School Kompanion); hard copies will be provided on request).

Legal Status:

- Prepared with regard to Early Years Foundation Stage Framework;
- Prepared with reference to Behaviour and Discipline in Schools (January 2016);
- The Education (Independent School Standards) (England) Regulations 2014
http://www.legislation.gov.uk/uksi/2014/3283/pdfs/uksi_20143283_en.pdf

Applies to:

- Jack & Jill (Early Years Foundation Stage)
- Jack & Jill Pre-Preparatory; and,
- Clarence House Preparatory.

Related Policies:

- Anti-Bullying Policy;
- Safeguarding Policy; and
- Exclusions Policy.

Who is this policy for?

- Staff and volunteers;
- Parents;
- External agencies.

Available from:

- KSM (MIS) and School Office on request.

Monitoring and Review:

- To be continuously monitored and reviewed by date on cover page.

Defined Terms:

1. "Extended Services" refers to the services provided by the School beyond the scheduled school day, for example: Breakfast Clubs, After School Clubs and Holiday Clubs;
2. "Individual Behaviour Plan" 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;
3. "Management Team" refers to the team overseeing the day-to-day management of the School;
4. "Parents" refers to parents, guardians and carers;
5. "Senior Leadership Team" refers to the team managing the School, currently including the Principal, Deputy Principal, Head of Clarence House and Finance Director.

6. "School Kompanion" refers to the School's Management Information System and is abbreviated to "KSM"
7. "Staff" refers to employees, peripatetic staff, external providers (including Kinder Club and swimquest) or specialist staff provided by an external provider;
8. The "School" refers to Jack & Jill School, the Pre-Prep and Clarence House Preparatory School (CHPS);
9. EYFS refers to The Early Years Foundation Stage which is the curriculum for children from birth to aged 5, including the Reception year group.

Jack & Jill School 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.

Jack and Jill School 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

Jack & Jill School promotes good behaviour amongst pupils by ensuring that:

- (a) A written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
- (b) This policy is implemented effectively; and,
- (c) A record is kept of the sanctions imposed upon pupils for serious misbehaviour.

This policy sets out details of:

- How the School promotes good behaviour, self-discipline and respect amongst pupils, and ensures pupils complete assigned work;
- How the School regulates the conduct of pupils; and,
- The sanctions to be adopted in the event of pupil misbehaviour;

Key Points:

- Jack and Jill staff have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school;
- The responsibility to discipline applies to all Jack & Jill staff, including volunteers.
- Jack & Jill School promotes good behaviour through the Jack & Jill rules and the use of rewards and sanctions.

This policy should be read in conjunction with our Anti-Bullying policy, which sets out how the school works to prevent bullying.

2. Aims

Jack and Jill School aims to have:

1. A consistent approach to behaviour management;
2. Strong school leadership of behaviour management;
3. Strong classroom management;
4. Clear rewards and sanctions that are consistently applied;
5. Clear strategies for the teaching of good behaviour;
6. Support for staff, including training;
7. Effective pupil support systems;
8. Effective liaison with parents and other agencies;
9. Effective transition arrangements; and
10. Environments that help promote good behaviour.

3. Equality Act 2010

The School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (S.E.N.D.).

4. The Role of Parents

Jack & Jill School works from the principle that parents are the 'first educators'. 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 Evening, and we expect parents to support this policy.

If the School has to 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/Head of Clarence House. If these discussions cannot resolve the problem, the complaints process should be implemented.

5. The Role of the Principal

The Principal is responsible for the standard of behaviour expected of pupils at the school, the school rules and the sanctions for breaking the rules.

The Principal is responsible for implementing the consistent implementation of the school behaviour policy throughout the School.

The Principal may limit the power to apply certain punishments to certain staff and/or extend the power to discipline to adult volunteers, e.g. to parents who have volunteered to help on a school trip.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Please see the Exclusion Policy for further details.

The Principal has a duty to ensure that the school works in partnership with other agencies, e.g. Children's services, the local authority or exceptionally the police.

The Principal oversees the work of the Deputy Principal and the Head of Clarence House.

The Principal publicises the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

6. The Role of Deputy Principal

The Deputy Principal is our named practitioner responsible for behaviour management issues in the EYFS. The Deputy Principal is supported in acquiring the skills to provide guidance to other staff by the Principal, and is able to access expert advice through partner agencies if ordinary methods are not effective with a particular child.

The Deputy Principal maintains a record of all reported serious incidents of misbehaviour.

The Deputy Principal is responsible for the day-to-day implementation of the Behaviour Policy in Jack & Jill Nursery and Jack & Jill Pre-Preparatory School, and works with the Principal to oversee the work of the Head of Clarence House.

7. The Role of the Head of Clarence House

The Head of Clarence House is responsible for day-to-day implementation of the Behaviour Policy in Clarence House.

8. The Role of Staff

Establishing clear adult, expert and professional authority and orderly discipline is a moral duty of all staff at Jack & Jill School.

Jack & Jill staff have statutory powers to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. The power applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils.

9. Pupils' Conduct Outside the School Gates: Teachers' Powers

Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable (as defined by Section 90 of the Education and Inspections Act 2006). This includes incidents of non-criminal bad behaviour and bullying which occur off the school premises and which is witnessed by a staff member or reported to the School.

Teachers should discipline pupils in accordance with the sanctions outlined below for:

- Misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity;
 - Travelling to or from school;
 - Wearing school uniform; or
 - In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school;
 - Poses a threat to another pupil or member of the public; or
 - Could adversely affect the reputation of the school.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

10. Punishing Poor Behaviour

Teachers should discipline pupils 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 punishment on that pupil.

To be lawful, the punishment must satisfy three conditions:

- 1) The decision to punish a pupil must be made by a member of school staff or a member of staff authorised by the Principal;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights).

Punishments must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstances

and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Sanctions are outlined in Section 2 (below). Sanctions that are humiliating or degrading are not 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.

Punishments for pupils at Clarence House include the use of detentions, which are monitored by the Head of Clarence House.

11. Confiscation of Inappropriate Items

There are two sets of legal provisions which enable Jack and Jill staff to confiscate items from the pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects members of staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Confiscated items should be returned to the pupil at the end of the school day, with an email sent to parents to remind them that the item may not be brought into school.

- 2) Staff have powers to search without consent for 'prohibited items', which include: stolen items; knives and weapons; alcohol; illegal drugs; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and mobile telephones.

Weapons and knives and extreme or child pornography must always be handed over to the police.

12. Non-use of Corporal Punishment

Under section 131 of the Schools Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. Corporal punishment is prohibited in the school. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises.

13. Power to use Reasonable Force

Section 550A of the 1996 Education Act states:

"A member of staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- committing an offence
- causing personal injury, or damage to property, of any person (including the pupil himself/herself) or staff member
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching lesson or otherwise".
- leaving the premises unsupervised

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

- A pupil persistently refuses to obey instructions to leave an area or situation.

- A pupil is behaving in a way that is seriously disrupting the lesson or activity.

Members of staff will sometimes have to rely on their professional judgement when deciding whether to physically intervene in hazardous situations or to stand aside and allow pupils or colleagues to face a potential hazard. Staff must balance the level and duration of intervention against the seriousness and potential effects of the incident.

Please refer to our Physical Restraints policy for further details.

The Deputy Principal maintains a restraints log.

14. Behaviour and Safeguarding

The school considers 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 should follow the school's safeguarding policy. They must also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

15. Exclusion

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

16. Malicious Accusations Against Staff

The School will take disciplinary action against pupils who are found to have made malicious accusations against staff, and provide pastoral care for staff accused of misconduct. Details may be found in our Allegations Against Members of Staff policy.

17. Record Keeping

The following records are maintained so that patterns can be identified by the school. Records include:

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

Record	Key Person	Location of Record
Record of staff training in behaviour management	HR Manager	School training records
Tallied team Points	Deputy Principal	KSM
Certificates	Deputy Principal	KSM
Time Out Records	Deputy Principal	KSM
Additional Support Plan and Individual Support Plan Pro Forma	Deputy Principal	KSM
Additional Support Plans	Deputy Principal	KSM and hard copy
Individual Behaviour Plans	Principal	KSM and hard copy
Physical Restraints Log	Deputy Principal	Hard copy in Child Protection Cabinet (all Designated Officers have access).
Temporary or Permanent Exclusions	Principal	Hard copy in Child Protection Cabinet (all Designated Officers have access)

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The following is displayed in all classrooms:

Display	Key Person	Location of Record
Display Jack & Jill Rules	Deputy Principal/Head of Clarence House	Classroom wall

18. Policy and Procedure Evaluation

Evaluation and review of the Behaviour Policy takes place on an annual basis.

The school may, however, review the policy earlier than this if the government introduces new regulations, or if the school receives recommendations on how the policy might be improved.

Throughout the year, stakeholders are encouraged to feedback information and ideas regarding the implementation of this policy. The views of our pupils is 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).

Our Student Councils are encouraged to feedback to teachers on the effectiveness of this policy and the associated procedures.

Section Two: Procedures

Behaviour management is based on **rewards** and **sanctions**. Staff work to ensure for clarity, certainty and consistency.

In order to ensure consistency within our school, and to provide guidance to our staff, we adopt a staged approach to behaviour management.

All staff will 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 those involved will have the opportunity to be heard. Staff will protect and support all of the students involved whilst allegations and incidents are investigated and resolved.

The Jack & Jill Rules

Jack & Jules has a fixed set of school rules which we expect all members of the preparatory community to adhere to at all times. The rules are phrased so as to promote and encourage positive behaviour. The Rules are:

- Work hard.
- Be kind.
- Listen.
- Be honest.
- Look after our school.

The rules are displayed prominently and referred to as appropriate. In this way, every child is made aware of expected standards of behaviour.

The Jack & Jill Rules are at the heart of how record and staff monitor misbehaviour:

The screenshot shows a web interface for adding a new incident item. The form is titled "Add a new Incident item" and is divided into two main sections: "Details" and "Add Students".

Details:

- Teacher:** A dropdown menu is set to "Nick Hitchen".
- Category:** A dropdown menu is open, showing a list of options: "Listen", "Work Hard", "Be Kind", "Listen", and "Be Honest". The "Listen" option is highlighted in red.

Add Students:

- Members Of:** A dropdown menu is set to "All".
- Available Students:** A search box labeled "Search Available Users" with a magnifying glass icon.
- Selected Students:** A search box labeled "Search Selected Users" with a magnifying glass icon. Below it, a student named "Eden Lyons" is listed with a red minus sign button next to their name.
- Buttons:** A red plus sign button labeled "Select All" and a red minus sign button labeled "Remove All" are positioned between the search boxes.

At the bottom of the form, there are three buttons: "Cancel", "Add Item", and "Add Item Per Student".

Sharing the Jack & Jill Rules

The Jack & Jill Rules are shared and discussed in student induction, Curriculum Evening and throughout the year in assemblies.

The Jack & Jill Rules are displayed in every classroom.

Rewards

Jack & Jill School rewards pupils for upholding school rules. Rewards include:

- Informal praise, e.g. a kind word or a smile;
- Stickers;
- Stamps;
- Certificates and commendations in assembly; and
- Team Points
- Certificates

Awarding Certificates

Individual students are awarded certificates. Certificates are given out to students at appropriate moments within the school week.

Staff should only award certificates for exceptional kindness or work which demonstrates exceptional effort.

Individual members of staff should not award more than one certificate per week.

Awarding Team System

From an appropriate point in their Reception Year girls receive team points. The three teams are:

- Chaffinch;
- Kingfisher;
- Robin.

Good behaviour is rewarded with team points, which are tallied and celebrated during Team Point assemblies. Tallied team point totals are available to parents on KSM.

Team Points are converted to pence for the nominated School charities, e.g. 78 team points equals £7.80 for the nominated school charities.

Allocation of Team Points

One or two Team Points are awarded for effort, kindness or good performance.

In the Pre-Prep, 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, girls are given a plastic token in the colour of their house.

Record Keeping of Rewards

Team Points	Tokens relating to the award of Team points are awarded in the Team Point Assembly, and added to the team tally. Team total displayed on KSM; uploaded to KSM after Team Point assembly.
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Certificates	Certificates are added to KSM
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Reporting Rewards and Sanctions

Rewards	Pre-Preparatory and Clarence House: <ul style="list-style-type: none"> • Certificate totals are noted in the child's KSM area (parents will access this when they log in to see their child's report); • Team point totals are noted in the child's KSM area.
Sanctions	<ul style="list-style-type: none"> • Nursery & Reception: Stage 3-6 sanctions reported on child's area within KSM. • Pre-Preparatory: Stage 2-6 sanctions reported on child's area within KSM • Clarence House: Stage 2-6 sanctions reported on child's area within KSM

Behaviour Ladder (Nursery & Reception)

Metaphor: Rainbow

Stage	Behaviours	Procedure	Partnership With Parents	Record Keeping & Analysis
One: Warning	Poor behaviour	<p>Pupils start on the rainbow.</p> <ol style="list-style-type: none"> 1. Teacher makes 'Thumbs down' gesture and pulls a sad face; 2. Explain rule that has been broken. 3. Redirect to task. 	-	-
Two: Rain Cloud	Poor behaviour	<ol style="list-style-type: none"> 1. 'Thumbs down' and sad face; 2. Explain rule that has been broken; 3. Pupil's name or photo moved onto the rain cloud. 4. Redirect to task and give opportunity to move back onto the rainbow. 	-	
Three: Time Out	Persistent poor behaviour or inappropriate behaviour in individual lesson	<ol style="list-style-type: none"> 1. 'Stop' signal; 2. Time out by the traffic lights; <p>Duration of Time Out</p> <ul style="list-style-type: none"> • Nursery: a minute per year of their age • Reception: a minute per year of their age <p>Member of staff explains why time out has been given.</p> <p>At end of time out, remind pupil of the Jack & Jill Rules.</p>	Parents informed via KSM.	<p>Teacher: Record on KSM. Inform class teacher</p> <p>KSM automatically informs the Deputy Principal</p> <p>The Deputy Principal monitors Stage Three sanctions</p>

Serious Misbehaviour

The Deputy Principal may choose to move straight to Stage Four in cases of serious misbehaviour. The Deputy Principal maintains a log of any incidents of serious misbehaviour.

Behaviour Ladder (Pre-Preparatory)

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 Jack & Jill Rules is not being upheld. 2. Redirect to task. 	-	-
Two: Sanction	Poor behaviour in individual lesson.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the Jack & Jill Rules is not being upheld; 2. Tell pupil they have received a sanction; 3. At end of lesson, add sanction to pupil's KSM record; 4. Redirect to task. 	Parents informed via KSM.	<p>Teacher: Record on KSM. Inform class teacher</p> <p>KSM automatically informs the Deputy Principal</p> <p>The Deputy Principal monitors Stage Two sanctions.</p>
Three: Removal from Class	Serious unacceptable behaviour or persistent poor behaviour in individual lesson.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the Jack & Jill Rules is not being upheld; 2. Send pupil to Deputy Principal/teacher-in-charge with their work; 3. Teacher-in-charge speaks to pupil. Additional sanctions may be set: <ul style="list-style-type: none"> • asking pupil to write letter of apology; and/or, • temporary loss of privilege. 	Parents informed via phone call from teacher-in-charge	<p>Teacher: Add sanction to KSM. Inform class teacher</p> <p>KSM automatically informs the Deputy Principal</p> <p>The Deputy Principal monitors Stage Three sanctions</p>

Serious Misbehaviour

The Deputy Principal may choose to move straight to Stage Four in cases of serious misbehaviour. The Deputy Principal maintains a log of any incidents of serious misbehaviour

Behaviour Ladder (Clarence House)

Our expectation is that Clarence House girls will uphold the Clarence House Rules at all times.

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 Clarence House Rules is not being upheld. 2. Redirect to task. 	-	-
Two: Sanction	Poor behaviour in individual lesson.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the Clarence House Rules is not being upheld; 2. Tell pupil they have received a sanction; 3. At end of lesson, add sanction to pupil's KSM record; <p>Redirect to task.</p>	Parents informed via KSM	<p>Teacher: Record sanction on KSM. Inform class teacher</p> <p>KSM automatically informs the Head of Clarence House</p> <p>The Head of CHPS monitors Stage Two sanctions</p>
Three: Detention	Serious unacceptable behaviour or persistent poor behaviour in individual lesson.	<ol style="list-style-type: none"> 1. Pupil informed they have received a detention 2. At end of lesson, teacher accompanies pupil to the Head of Clarence House. 3. Head of Clarence House will oversee detention in following break time or lunchtime. 	Parents informed – phone call from Head of Clarence House.	<p>Teacher: Record sanction on KSM</p> <p>The Head of CHPS monitors Stage Three Sanctions</p>

Detention at Clarence House

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

The Head of Clarence House 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 play time and are supervised by the Head of Clarence House. Parental consent is not required for detentions, but the school will always inform parents if a detention has been set.

Serious Misbehaviour

The Head of Clarence House may choose to move straight to Stage Four in cases of serious misbehaviour. The Principal maintains a log of any incidents of serious misbehaviour.

Managing Poor Behaviour Over Time (All Sections)

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 and Deputy Principal/Head of Clarence House) 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 / Head of Clarence House 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 A.S.P. is circulated to all staff and discussed at Staff Meetings. 	The Deputy Principal/Head of Clarence House will meet with the child's parents on a fortnightly basis/as required.	<p>The Deputy Principal/Head of Clarence House 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 KSM.</p>
Stage 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 of time no significant improvement has occurred, an Individual Behaviour Plan meeting will be called with parents, led by the Principal, which may at the Principal's discretion involve external agencies.</p> <p>Behaviour targets will be agreed.</p> <p>The I.B.P. is circulated to all staff and discussed at Staff Meetings.</p>	The Deputy Principal/Head of Clarence House will meet with the child's parents on a weekly basis.	<p>The Deputy Principal/Head of Clarence House will review the child's behaviour and the Individual Behaviour Plan on a <u>weekly</u> basis.</p> <p>Individual Behaviour Plans may be included in school transfer reports.</p>
Stage 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 Exclusion Policy).			

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

- The Deputy Principal / Head of Clarence House 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; and,
- Additional support will be provided for the pupil.

The Deputy Principal/Head of Clarence House will review the child's behaviour and the Additional Support Plan on a weekly basis.

The A.S.P. is circulated to all 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/Head of Clarence House's signature	
Parent(s) signature	
Pupil(s) signature	

Target	Success Criteria
[Note: targets should relate to upholding the Jack & Jill Rules]	

Record Keeping

- Hard copy and soft copy to parents;
- Soft copy stored on pupil's KSM record;
- Hard copy stored by Deputy Principal in Child Protection cabinet; and,
- Hard copy of any contemporaneous notes stored by Principal in Child Protection cabinet.

A.S.P. Daily Monitoring Pro Forma

Name of Pupil	
Date of birth	
Class	
Class Teacher	

Lesson including break and lunchtime	Name of Teacher	Did pupil uphold the Jack & Jill Rules in this lesson?
[e.g. Registration]		[Please either tick or write comment explaining which Jack & Jill rule was broken]
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 KSM record; and,
- Hard copy stored by Deputy Principal in Child Protection cabinet.

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

The Deputy Principal/Head of Clarence House will review the child's behaviour and the Individual Behaviour Plan on a weekly basis.

The I.B.P. is circulated to all 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 schools	
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 Rules]	

Record Keeping

- Hard copy and soft copy to parents;
- Soft copy stored on pupil's KSM record;
- Hard copy stored by Principal in Child Protection cabinet; and,
- Hard copy of any contemporaneous notes stored by Principal in Child Protection cabinet.

Jack and Jill School Rules



These are our School rules.

We agree to:

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