



GEMS Winchester School Dubai



Primary School Behaviour Policy

Person(s) Responsible: Vice Principal, Head of Primary & Director of Pastoral (Primary)

Approved by ELT: August 2023

Date of Next Review: June 2024

Contents

1. [Introduction](#)
2. [General Principles for Classroom Management](#)
3. [Rewarding Positive Behaviour](#)
4. [Challenging Poor Behaviour](#)
5. [On-Call Process & Procedure](#)
6. [Behaviour Report Card](#)
7. [Suspensions – Internal & External](#)
8. [STS Services Behaviour](#)
9. [Misuse of Electronic Devices](#)
10. [Outdoor Duty, Bathroom Monitoring & Clinic Visits](#)
11. [Individual Behaviour Plans](#)

1. Introduction

At GEMS Winchester School Dubai (WSD) we believe that every child has the right to feel safe, happy and respected whilst being supported to reach their full potential. We strive to ensure that all members of the school community and their cultures are equally valued and treated with respect.

It is the responsibility of each member of our staff to act as a role model for our students, ensuring he/she conducts him/herself in a polite and respectful manner. We can in turn encourage our students to show respect for themselves, others and the environment. At WSD we aim to empower students to regulate their own behaviour by scaffolding their choices and guiding their actions via a system of positive acknowledgement, opportunities to reflect and restorative practice.

[Click here to return to the Contents page](#)

2. General Principles for Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student (as well as student to student), strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

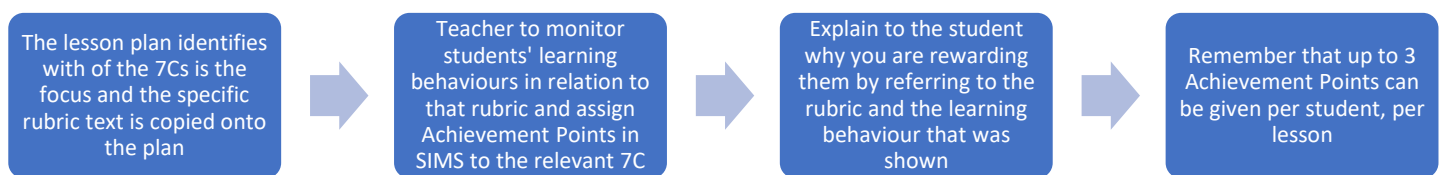
[Click here to return to the Contents page](#)

3. Rewarding Positive Behaviour

At WSD, we want to reward our students when they display positive attitudes and behaviours. Often, this reward can be as simple as saying 'well done' to a student when they have worked hard during a lesson. We must always remember to praise the effort in a task, rather than the outcome if we want to help improve our student's growth mindset.

Further to judicious use of praise, staff also have the opportunity to give up to three Achievement Points per student per lesson. These Achievement Points must be logged on SIMS by all staff and should primarily be awarded based on the WSD 7Cs Learning Competencies displayed by the student.

While rewarding the student with the achievement point, teachers are expected to explain to the student why they have received the achievement point in order to be clear and consistent. The lesson plan should have the focus 7C competency along with the rubric that the students must achieve in that lesson in order to be given the achievement point in relation to that.



Further to this judicious use of praise, staff also have the opportunity to give up to 3 Achievement Points per student, per lesson. These Achievement Points must be logged on SIMS by all staff.

Over the course of the term, we will run regular competitions for students, based on the number of Achievement Points given. Therefore, every member of staff must be responsible for recording Achievement Points on SIMS that they give to their classes. Furthermore, regular contact with parents for great learning and positive behaviour can and should be recorded on Pulse.

[Click here to return to the Contents page](#)

4. Challenging Poor Behaviour

In order to support teachers when challenging poor behaviour, WSD Primary has a consequences system to help students modify their behaviour so that it complies with our school expectations, ensuring a safe and positive learning environment for all students. We employ each sanction appropriately to each individual situation (in line with KHDA Rules and Regulations).

The following stepped approach is designed to promote consistency of response. Examples of inappropriate behaviour are linked to possible sanctions in the table below. This is a guide and every incident must be judged and assessed according to circumstances and appropriate action is taken.

Please note that serious incidents (such as physical fighting, racism, Cyberbullying, etc.) will lead to instant removal from the classroom. (Internal & External Suspension) and placed on behaviour report for 2 weeks. Under such circumstances, immediate action should be taken and the below steps will not apply. These instances must be reported to the Senior Phase Leader for your Year Group.

LOW-LEVEL BEHAVIOUR		
Steps	Actions & Responsibilities of Teachers	Examples
Step 1: Verbal Warning	<ul style="list-style-type: none"> If a student misbehaves – a verbal warning should be given to students where it doesn't need to be recorded on SIMS. 	Low-level behaviour based on the Behaviour points on SIMS: <ul style="list-style-type: none"> - Defiance - Truancy - Disruptive learning - Fighting - Uniform - Misuse of the school device - Graffiti/ Damage to property - Poor Home Learning - Failure to produce Home learning - Engagement - Not Prepared for class - Late to class - Trading any items in order to make a profit - Repeatedly failing to get on bus transport on time
Step 2: Written Warning	<ul style="list-style-type: none"> If the student continues to misbehave despite a previous verbal warning, a written warning should be given (on the board) and recorded onto SIMS with the relevant behaviour event. 	
Step 3: Break Detention	<ul style="list-style-type: none"> If the student continues to misbehave despite a previous verbal and written warning, The teacher/leader may give a break time detention to the student with the following guidelines: <ul style="list-style-type: none"> ○ It must be made clear to the student why the detention is being given. ○ The student must have time to eat and use the bathroom during break time. ○ If the teacher giving the detention is on duty, the student must accompany the staff member and remain under the medical shade. ○ The Primary Reflection Room may be used for detention but ONLY if there is supervision for 100% of the time. 	

While the example above indicates some examples of poor behaviour, it is not an exhaustive list. All new colleagues will receive specific guidance on Behaviour Management in PLD sessions and from their Line Manager.

For consistent poor behaviour, a student may be placed on report. This can be at the Department level, by Tutor, Head of Year, Phase Leaders/ Primary pastoral Leader/ Assistant Principal, Deputy Head of Primary or Head of Primary. When a student is placed on report, colleagues must inform parents with a phone call home, followed up with an email which is recorded on SIMS and in Pulse.

HIGH-LEVEL BEHAVIOUR

Steps	Actions & Responsibilities	Examples																	
Step 1: On-call Support	<ul style="list-style-type: none"> If the student continues to misbehave despite the first three warnings, the teacher can request on-call support by sending an email to the below email: primarybehaviour_wsd@Gemsedu.com 	High-level behaviour based on the Behaviour points on SIMS: <ul style="list-style-type: none"> - Repeated Low-level behaviour - Bullying - Racial language - Physical contact - Substance Abuse - Smoking Paraphernalia - Verbal Abuse – Staff - Verbal Abuse – Student - Removed to the Reflection Room - Social Media Misuse - Internet Misuse - Truantiing 																	
Step 2: Behaviour Report	<ul style="list-style-type: none"> Here the Head of Year informs the parent i.e either through a phone call or a face-to-face meeting about the incident and the sanction of a Behaviour Report based on the severity of the incident. The student will be placed on a HOY- Behaviour Report for a week. If the student passes the Behaviour Report, the report will be collected and kept in the file by the HOY. If the student doesn't pass the report card or loses the report card the student will be expected to continue the report for an additional week. The Behaviour report has five levels: <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #1a3d54; color: white;">Sr. No</th> <th style="background-color: #1a3d54; color: white;">Colour</th> <th style="background-color: #1a3d54; color: white;">Behaviour report issued by</th> </tr> </thead> <tbody> <tr> <td>1</td> <td style="background-color: #90c090;">Green</td> <td>Form Tutor</td> </tr> <tr> <td>2</td> <td style="background-color: #90c0e0;">Blue</td> <td>Head of Year</td> </tr> <tr> <td>3</td> <td style="background-color: #ffff00;">Yellow</td> <td>Phase Leader</td> </tr> <tr> <td>4</td> <td style="background-color: #ffcc99;">Orange</td> <td>SLT</td> </tr> <tr> <td>5</td> <td style="background-color: #ff0000;">Red</td> <td>ELT</td> </tr> </tbody> </table> 		Sr. No	Colour	Behaviour report issued by	1	Green	Form Tutor	2	Blue	Head of Year	3	Yellow	Phase Leader	4	Orange	SLT	5	Red
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Step3: Internal Suspension	<ul style="list-style-type: none"> When a high-level behaviour is 'serious' (as exemplified above) or persistent, the HOY needs to conduct an investigation and include the Inclusion team & DSL where necessary and parents need to be informed via email on that respective day. After the investigation, the Phase Leader needs to prepare two copies of the Internal Suspension document with the following: <ul style="list-style-type: none"> Letter Head of the school Signature of the SLT The School stamp The Phase Leader needs to then invite the parents in for a meeting, inform them about the sanctions and get their signatures on both documents. On the day of the Suspension, HOY to ensure to inform all the Middle leaders about the suspension and to make a folder on Teams with the student's name consisting of all the resources for the day. When the student arrives at school, they should directly be taken to the reflection room – Outside Mr James' Office. After the suspension the Phase leader needs to invite the parent and the student for a re-integration meeting. Here, the student will be put on a Phase Leader - Behaviour report and the targets will be discussed with both parents and students. If the student doesn't pass the report card or loses the report card the student will be expected to continue the report for an additional week which should further be communicated with the parents. 																		
Step 4: External Suspension	<ul style="list-style-type: none"> Despite the 1st Suspension if the student continues to showcase high-level behaviour, here the Phase Leader needs to conduct an investigation and include the Inclusion team & DSL where necessary and parents need to be informed via email on that respective day. 																		

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[Click here to return to the Contents page](#)

5. On Call Process & Procedure

Removal from Class, On-call and Reflection Room

Step 1: Report

- Students who display 'serious' behaviour issues or repeated disruption may be removed from class. Teachers must email via the primarybehaviour_wsd@Gemsedu.com email address in order for the leader on duty to support the teacher.
- Whilst on-call, leaders are expected to monitor the Primary Behaviour WSD email address for any communication.
- Students must only be removed from lessons if a more serious breach of the school rules has taken place or if a child has gone through steps 1-3 which includes a verbal and written warning first.
- For minor disruptive behaviour where the teacher has not given step 1 and 2 warnings and then emailed for removal for the 3rd strike, then the student will be spoken to and issued with the appropriate warning but will remain in class.
- Please note that this is NOT a free lesson, therefore, kindly avoid scheduling any meeting during this time
- Please also inform the respective Phase Leader, in case any cover has been assigned to you during this timeframe.
- Leaders are expected to be on time for the start time of the duty in order to support the teachers.

Step 2 Investigate

- Once you have taken the students out of class, kindly begin the investigation.
- Please make the students write statements (Students involved in the incident).
- Note: It is very important to take witness statements as well (Students who witnessed the incident).
- During your investigation, if any child has been physically hurt, kindly send them to the clinic.
- Where incidents have occurred in the corridors, do view the CCTV footage during the investigation.

Step 3: Parent Communication

During the course of the on-call duty, the leader is expected to send the below email to the parent, keeping all the respective leaders in the loop of the email:

Subject Line: STUDENT NAME and Class Removal from Class Today

Dear parent,

Name of Student:

Class Teacher:

Lesson:

Incident Details:

I am writing to inform you that your child's behaviour today has resulted in the need to remove them from the lesson/s. Your child will discuss their behaviour with a member of our team as well as continue with independent learning.

I am including the Form Tutor, Head of Year, Phase Leader and Assistant Principal in this email for reference and as a point of contact if you have further questions. The Form Tutor will be able to provide you with further details should you wish to contact them.

Depending on the severity and pending further investigation into the incidents, this may result in your child being placed on a behaviour report to support positive behaviour and to avoid a repeat of similar incidents or may also lead to a suspension.

You will be notified about the sanctions and the outcome of this investigation.

Thank you for your support in this matter.

Email Signature

Step 4: After On-Call Duty

- Once you have finished the investigation, please take the students to the Reflection room until the end of the lesson. During this time the students should continue with the work for that respective lesson in the reflection room with you.
- Once your On-call duty is over, please take the students back to their respective classes.
- Lastly, please hand over the Investigation to the HOY, PL, and AP.

[Click here to return to the Contents page](#)

6. Behaviour Report Card

Step 1: The Behaviour Report Document

The behaviour report is a document that is a week's report details to monitor behaviour in class and around the school. Students can be placed on report for longer if required.

The document shows the following details:

First Page

- Students Name
- Students Form Class
- Start and end date of the report
- Three targets that the student will work on related to the incident

Second & Third Page:

- Blank timetable with space for each lesson of each day.
- Each of the lessons has space for the teacher to grade the student's behaviour against targets and signs at the end of each lesson.

Third Page:

- Reflection section for the student at the end of each day.
- Feedback section for the form tutor, Head of Year, Phase Leader or Senior leader at the end of each day.
- Feedback section for parents at the end of each day.

STEP 2: Assigning a Behaviour Report

The procedure below must be adhered to when assigning a behaviour report:

- The use of the behaviour report must be approved in consultation with the relevant Head of Year or any member of Primary SLT before it is assigned to the student.
- The report document will be printed on different coloured paper depending upon who set the report for the student.

Sr. No	Colour	Behaviour report issued by
1	Green	Form Tutor
2	Blue	Head of Year
3	Yellow	Phase Leader
4	Orange	SLT
5	Red	ELT

Responsibility of the Leader:

- There must be clear evidence such as witness statements or security camera footage of the incident before assigning the behaviour report.
- The behaviour report may begin on any day of the working week.
- Each behaviour report must last for one working week (5 school days).
- The targets and reasons for the report must be clearly explained to the student and their parents.
- At the end of each week (5 days of the report) the document is reviewed with parents and Leader who has assigned the report to the student.

- The leader who put the student on the report must email all members of staff who teach the student with the targets that have been set prior to the report start date along with the timeline of the report.

Step 3: Parent Communication

Parents must be contacted and informed of the behaviour report via a face-to-face/Teams meeting or phone before the period of the report begins.

- If parents cannot be contacted, email the parent outlining that we are trying to contact them and copy in the Assistant Principal.
- A follow-up email must be sent after the meeting or speaking with the parents.
- The student can be placed onto the report, without speaking to the parents, in these circumstances.

Report Card meeting – email to parents

Subject Line: Report Card for STUDENT NAME

Dear parents,

Name of Student:

Class Teacher:

Member of Staff initiating the report:

Reason for Report:

Thank you for giving us your time to discuss your child's behaviour today. I hope that the reasons for assigning the behaviour report card and the targets set are clear. The partnership between home and school is very important and I am immensely grateful for your support.

A copy of the report card is attached to this email which outlines the targets and expectations for the duration of the report. Please note that this card must be sent to school each day with an acknowledgement (signature) from yourselves that you have seen the report card. Failure to bring the report card to school may result in an extension of the report duration for another week.

I hope that the process of the Behaviour Report results allows your child to reflect and be mindful of their behaviour. We see this as a positive process and one that is designed to provide support.

Please be aware that such persistent negative behaviour could jeopardise your child's place in school. Please support us at home by reinforcing the need for positive and cooperative behaviour.

If you have further questions, please do not hesitate to contact me.

Regards,

Middle Leader/SLT Signature

Step 4: Use of a Behaviour Report

FS1 – Year 4: Responsibility of the Teacher:

- The Behaviour Report of Students up to Year 4 will be kept by the class teacher who will ensure specialist teachers have access to the report.

Year 5 & Year 6: Responsibility of the Student:

- The Behaviour Report of Students up in Years 5 and 6 will be kept by the student who will ensure all teachers have access to the report.
- It is the responsibility of Year 5 and 6 students to ensure each teacher completes the report for each lesson. Failure to do so could result in an extension of the report period.
- The Form tutor must check the report each day to ensure it has been completed.

STEP 5: Completing entries for a Behaviour Report

Responsibility of the Teacher:

- At the end of each lesson, the teacher will score the student's behaviour against the targets on the behaviour report to indicate if the student has achieved the target.
- Cover teachers must be made aware of the student(s) with a Behaviour Report and are responsible for completing the report for any lessons covered.
- The teacher must sign within the box at the end of the lesson.

Responsibility of the Parent:

- It is the parent's responsibility to ensure that the Behaviour Report is sent to school each day with an acknowledgement (signature) from themselves that they have seen the Behaviour report for each day that it is assigned to the student.

[Click here to return to the Contents page](#)

7. Suspensions – Internal & External

Process of Suspension from school

Suspension of any kind is in response to 'serious' behaviour issues as outlined above. The suspension process must be followed as outlined below:

- The student is removed from class if this is during the school day
- The student will be spoken to by a member of SLT at this point to further discuss the incident.
- The SLT member will decide, depending on the severity of the incident to either internally or externally suspend the student.

Internal suspension

Step 1:

When a high-level behaviour is 'serious' (as exemplified above in the table) or persistent, the HOY needs to investigate, and parents need to be informed via email on that respective day.

Step 2:

After the investigation, the Phase Leader needs to prepare two copies of the Internal Suspension document with the following:

Letter Head of the school
Signature of the SLT
The School stamp

Step 3:

The Phase Leader needs to then invite the parents in for a meeting, inform them about the sanctions and get their signatures on both documents.

Step 4:

On the day of the Suspension, HOY to ensure to inform all the Middle leaders about the suspension and to make a folder on Teams with the student's name consisting of all the resources for the day.

When the student arrives at school, they should directly be taken to the reflection room – Outside Mr James' Office.

The attendance code on SIMS for the student should be marked as CODE R by the Form Tutor.

Step 5:

After the suspension the Phase leader needs to invite the parent and the student for a re-integration meeting. Here, the student will be put on a Phase Leader - Behaviour report and the targets will be discussed with both parents and students.

If the student doesn't pass the report card or loses the report card the student will be expected to continue the report for an additional week which should further be communicated with the parents.

- *Note: Online learning will not be granted in this case however, work will be provided*

STEP 6:

Once the investigation is completed and feedback to parents is completed, the PSLT member is to please follow the steps below:

- All documents relating to the incident must be scanned and uploaded in the respective year group folder where they are expected to create a folder for the student with their full name and 12501 number (unless it already exists)
- Inside the student's folder, create a folder using the following format
 - YYYY/MM/DD and a brief incident description e.g. 2023 02 23 Hitting in Class
- Place all the documents into this folder, including any suspension letters (please remember to upload signed versions too)
- If not already there, create an Excel document in the root of the student's folder called Timeline (If already there, add to the timeline with the new incident)
 - Add the date and details of the incident, name of staff who dealt with it, and outcomes as columns in the timeline

External Suspension

Step 1:

Despite the 1st Suspension if the student continues to showcase high-level behaviour, here the Phase Leader needs to investigate, and parents need to be informed via email on that respective day.

A member of the Executive Leadership Team must give permission for external suspension depending on the severity of the incident

Step 2:

After the investigation, the Assistant Principal needs to prepare two copies of the Internal Suspension document with the following:

Letter Head of the school
Signature of the SLT
The School stamp

Step 3:

The Assistant Principal needs to then invite the parents in for a meeting, inform them about the sanctions and get their signatures on both documents.

Step 4:

If the suspended student uses the Bus transport, STS must be informed by the Head of Year

Step 5:

On the day of the Suspension, HOY is to send the learning resources for the day via email to the parent.

The attendance code on SIMS for the student should be marked as code 'S' by the form tutor.

Step 6:

After the suspension the Assistant Principal needs to invite the parent and the student for a re-integration meeting. Here, the student will be put on an SLT -Behaviour report and the targets will be discussed with both parents and students.

If the student doesn't pass the report card or loses the report card the student will be expected to continue the report for an additional week which should further be communicated with the parents.

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[Click here to return to the Contents page](#)

8. STS Services Behaviour

All students who use the School Transport Services are expected to adhere to the Bus Behaviour Code, which is outlined below:

Students are expected to:

- Travel by your designated school bus
- Be on time for pick-up and departure
- Make sure the road is safe before crossing the street
- Stay at least 10 steps away from the school bus and make sure the Bus Driver can see you
- Avoid the danger zone areas surrounding the bus
- Cooperate with the Bus Guardian for temperature checks
- Scan your RFID (Radio Frequency Identity Card) card when boarding and getting off the bus
- Sit in the designated bus seat as advised by the Bus Guardian
- Keep your seat belt on for the entire journey
- Remain seated until advised by the Bus Guardian
- Always face forward when seated
- Keep the aisles and walkway clear at all times
- Be courteous and follow the Bus Guardian and Bus Driver's instructions
- Report immediately to the Bus Guardian or Bus Driver if you feel unwell
- Use electronic devices responsibly and report any misuse to your Bus Guardian or Bus Driver
- Take your personal items with you when you leave the bus
- Not stand up while the school bus is moving
- Sit on a restricted seat
- Distract the Bus Driver
- Shout or be disrespectful towards others
- Bring friends onto the bus without written permission from STS and the school
- Eat or drink (except water) on the bus
- Not throw objects of any kind on the bus

Bus supervisors are expected to:

- Any antisocial behaviour must be logged by the Bus Supervisor on the STS report incident form
- The report should then be passed to the STS representative in the school
- The relevant member of SLT is to be informed of the event by the STS Department
- If required, video footage can also be requested to be downloaded to be viewed
- Parents must be contacted about the bus incident

HOY & Phase Leaders are expected to:

- Log any negative behaviour on the bus as a behaviour event in SIMS and behaviour points applied to the students involved in the Bus incident.
- Conduct the investigations and request video footage if necessary
- To take necessary sanction if any 'serious' incident (as described in the examples above in the table) results in:
 - Student(s) being placed on a behaviour report
 - Possible suspension from bus journeys
 - Possible internal or external suspension from attending school
 - Possible permanent removal from the STS transportation service

[Click here to return to the Contents page](#)

Misuse of Electronic Devices

In line with GEMS Winchester School Dubai expectations, electronic devices must only be used for educational purposes. Any use of a device, other than as directed by the teacher for educational purposes is prohibited and subject to disciplinary action.

Step 1:

- Verbal/Written warning
 - E.g. using when not instructed to

Step 2:

- Confiscation of device or Removal from Lesson
 - E.g. Inappropriate use of a device or failure to follow the teacher's instructions or if a member of staff suspects inappropriate content is shared, the student's device(s) should be confiscated, and parents contacted to seek permission to inspect the device

Step 3:

- Suspension/exclusion
 - E.g. The sharing of inappropriate images, language or content either electronically or visually is not permitted or tolerated

Note carefully:

- AirDrop or other such communication protocols should be disabled on all student devices
- Staff should not inspect a device without consent from the parents or the Head of Primary
- Social media apps should only be used in accordance with the age of consent guidelines for each platform

[Click here to return to the Contents page](#)

Outdoor Duty

When on duty, colleagues should follow procedure by reporting incidents to the Head of Year, Phase Leaders, and SLT if it is felt necessary. During breaks, students should not be allowed to:

- Litter
- Fight, play fight or incite fighting
- Go in and out of the building without permission
- Use any offensive language
- Breach of the school's healthy eating policy
- Climb or sit on walls/railings/fences
- Be disrespectful to staff or students alike
- Leave the premises
- Carry out any activity that might endanger themselves or others

Bathroom Monitoring

Members of support staff will be on duty outside the bathrooms during break times to monitor the behaviour and to be available to support as required.

- Two male and two female 'Bathroom Passes' will be available for each teaching area of the school on lanyards. Students may only visit the bathroom with those passes

Clinic Visits

- Students must take their planner to the clinic for each visit
- Teachers must use SIMS to log the visits to the clinic and monitor students who frequently visit to establish patterns of clinic visits
- Following monthly analysis of clinic visits through the SIMS behaviour event, parents can be contacted if excessive visits have been made by students

[Click here to return to the Contents page](#)

11. Individual Behaviour Plan

Students with an Individual Behaviour Plan (IBP)

Students who have a behaviour need (such as ADHD) will have an Individual Behaviour Plan (IBP). There will be specific de-escalation strategies and a process to follow if such a student has a behaviour episode.

Physical assault, racism or other serious incidents will result in the use of a Behaviour Report at the discretion of the Head of Primary in consultation with the Director of inclusion. Teachers must;

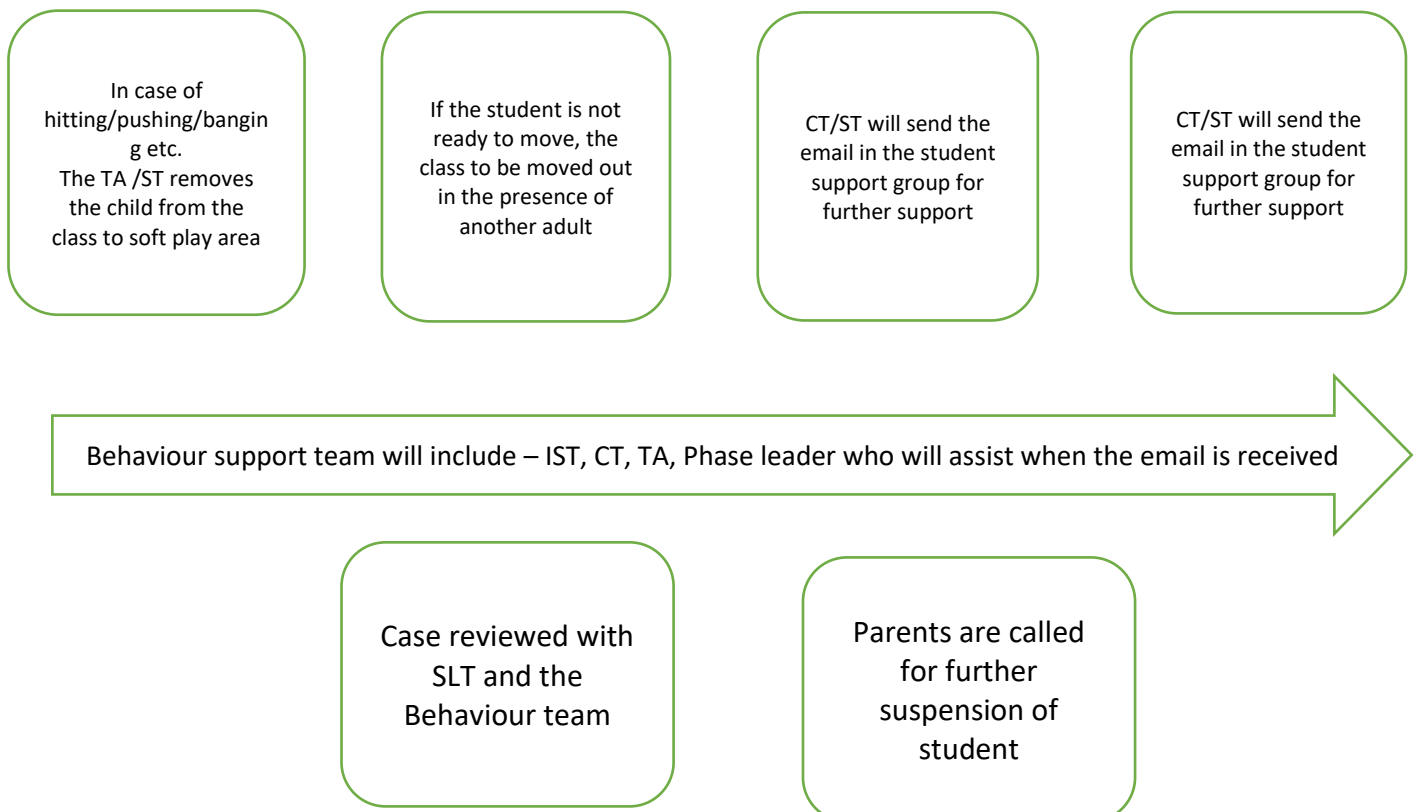
- Ensure they have the latest Individual Behaviour Plan (IBP) and a printed copy is kept in the Teacher Folder in each class
 - Any cover teachers must be made aware of the needs of the student
- Ensure their classroom environment follows the recommendations
- All staff who teach the student are familiar with and understand the IBP and how to support the student
- A printed copy of the Behaviour Pathway document for such students must be kept in the teacher's folder

IBP Behaviour process

In the event of 'mild' behaviour:

- Engage students with Fidget toys in class have cushions for his/her seat. If that doesn't work he/she needs to go for walk for 3 mins with TA or designated staff.
- Go through visual schedule/rules to settle down.
- Behavior cards need to be shown and shared.

In the event of 'extreme' behaviour



Records to be maintained:

- Online behaviour checklist is updated by the class teacher
- The class teacher is responsible to check the behaviour log is updated by the end of the day
- Every Thursday the class teacher calls the parent and acknowledges the same and explains the contents of the behaviour checklist
 - If the class teacher is absent, the Director of Inclusion or senior member of staff must ensure the parent is called and updated
- If TA is away someone has to see the child and updates behavior log – identified staff from his/her support group

<u>IST – inclusion support teacher</u>	<u>CT- Class teacher</u>	<u>TA – Teaching Assistant</u>	<u>ST- Subject Teacher</u>
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[Click here to return to the Contents page](#)