

Appendix 3: IBSP Template



Individual Behaviour Support Plan

from SESS Advice Sheet 22 - SESS BEHAVIOUR RESOURCE BANK

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Name	
Class	
Class Teacher	
IBSP Co-ordinator	
Special Education Teacher	
Parents	
Start date of IBSP	
Review date of IBSP	

The purpose of this IBSP is to help the child to take responsibility for their own behaviour and to teach them how to make appropriate choices.

1. Identify Problem Behaviours:

The inappropriate / problem behaviours being exhibited by the child are:

-
-
-
-

2. Observe and Record Behaviour:

See child's clipboard charts for smiley faces.

3. Analyse Data Gathered:

- What does the data show me?

- What will we do about it?

4. Implement Intervention Strategy: We need to identify ways of helping / encouraging the child to change their behaviour to a more acceptable behaviour. What we might need to consider here includes the following:

- What are the *antecedents / triggers* that we can identify and how might we minimise / alleviate the impact of these? We can try to:
 - a. Avoid situations that are likely to lead to the behaviour.
 - b. Distract rather than confront the child.
 - c. Match the activity to the child's ability level.
 - d. Get the child's full attention before giving directions.
 - e. Give more positive than negative attention to the child.
 - f. Alert the child to a change in lesson / activity so they are prepared.
 - g. Anticipate problem times and plan for them.
 - h. Give clear directions.
 - i. Model the appropriate behaviour you wish to see.
 - j. Choose a few simple clear rules and stick to them.

What are the new behaviours / skills we wish the child to display and how do we teach these behaviours / skills to them?

What types of rewards / incentives does the child like to receive?

What type of sanctions / direct consequences may be most effective in preventing the child from displaying the inappropriate behaviour?

How will we measure what we see?

How will we write this strategy?

During the implementation phase, it's important to use as many of the positive behaviour strategies as possible, including:

- Catch the child being good.
- Reward appropriate behaviour.
- Tactically ignore behaviours if it's safe to do so.
- Praise and encourage.
- Give rule reminders.
- Make positive contact with parents – good news phone call etc.
- Offer choice to the child where possible.
- Teach an alternative acceptable behaviour.

5. Evaluate the Intervention:

Are the rewards being used effective and strong enough?

Do we need to change the type, level or frequency of the reward?

Does the key staff member have a positive relationship with the pupil? Sometimes there can be a clash of personalities and if this is the case it might be appropriate to look at involving another staff member (See Advice Sheet 8 on *Building Positive Relations with One Adult*).

Are the boundaries included in the Behaviour Contract as clear, precise and firm as possible?

Have we taken time to show the child what type of behaviour we expect, as well as what we don't want to see?

Was there consistency in the implementation of the contract agreement or did we let it slide?

Did parent(s)/guardian(s) play their part in ensuring compliance with the contract / supporting and encouraging the child?

Does the child need more positive attention than we have been able to give them so far?

RECORDING DISRUPTIVE BEHAVIOUR - ABC CHART

Date / Time	Antecedent <i>Describe what was happening before the behaviour occurred.</i>	Behaviour <i>Describe what the child is actually doing. Describe where it occurred, who was in the room, and how long the incident lasted.</i>		Consequence <i>Describe what the adult / other students do. Describe how the child responds to this.</i>
		Place:	Who: Lasted: mins	
		Place:	Who: Lasted: mins	
		Place:	Who: Lasted: mins	
		Place:	Who: Lasted: mins	
		Place:	Who: Lasted: mins	

ANALYSING DISRUPTIVE BEHAVIOUR – QUESTIONNAIRE

Task: Using the data gathered in the **Frequency Chart** or the **ABC Chart** and/or the **Pupil Self-Assessment Chart**, answer the following questions in relation to the behaviour you have been recording.

How frequently does this behaviour occur (count)?	Monday	Tuesday	Wednesday	Thursday	Friday
	Monday	Tuesday	Wednesday	Thursday	Friday
	Monday	Tuesday	Wednesday	Thursday	Friday
	Monday	Tuesday	Wednesday	Thursday	Friday
In which lessons is it more or less frequent?					
At what time does it most frequently occur?					
How is the class organised at the time?					
What am I doing at the time?					
How is the child occupied at the time?					
What's my immediate response?					
What's the child's reaction to my response?					
How do other pupils respond?					
What has worked in the past to deal with this?					

Weekly Behaviour Chart

Week starting _____

	Monday	Tuesday	Wednesday	Thursday	Friday
	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
Morning	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
Break	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
Middle	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
Lunch	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
Afternoon	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
Signed:					
Daily Review:	<input type="checkbox"/> followed the rules <input type="checkbox"/> was kind to others <input type="checkbox"/> stayed on task <input type="checkbox"/> didn't need reminders	<input type="checkbox"/> followed the rules <input type="checkbox"/> was kind to others <input type="checkbox"/> stayed on task <input type="checkbox"/> didn't need reminders	<input type="checkbox"/> followed the rules <input type="checkbox"/> was kind to others <input type="checkbox"/> stayed on task <input type="checkbox"/> didn't need reminders	<input type="checkbox"/> followed the rules <input type="checkbox"/> was kind to others <input type="checkbox"/> stayed on task <input type="checkbox"/> didn't need reminders	<input type="checkbox"/> followed the rules <input type="checkbox"/> was kind to others <input type="checkbox"/> stayed on task <input type="checkbox"/> didn't need reminders

Appendix 4: Relevant Legislation and Legal Instruments

The Constitution of Ireland

- The rights of parents and of the child in the matter of education as set out in Articles 42 and 44.2.4. of the Constitution of Ireland must be respected as fundamental in the school code of behaviour. The requirement for fair procedures derives from Articles 4.3 and 42.4 of the Constitution of Ireland.

The European Convention on Human Rights (1950)

- The right to education and the right to fair procedures are provided for in the ECHR which was transposed into Irish law in the European Convention on Human Rights Act (2003).

The UN Convention on the Rights of the Child (1989)

- This Convention, ratified by Ireland in 1992, provides that the State shall ensure that school discipline is administered in a manner consistent with the dignity of the child. The Convention requires that the voice of the child must be heard on matters that affect them, having regard to the age and maturity of the child.

Education Act 1998 Key provisions relevant to the code of behaviour provide for:

- access to records (section 9(g))
- publication of policies (section 15(2))
- the responsibilities of the Board of Management (sections 14–21)
- the Principal's responsibility for setting objectives (sections 22 & 23)
- information for students and Student Councils and student involvement (section 27)
- provision for appeals (section 29).

Education (Miscellaneous Provisions) Act 2007

- This Act amends the provisions of section 29 of the Education Act 1998. It provides for a range of factors which must be considered by an Appeals Committee in relation to suspensions and expulsions. It also makes a number of procedural changes to the section 29 appeals process in relation to time limits and the circumstances in which an appeal can be made.

Education (Welfare) Act 2000

- The provisions of the Education (Welfare) Act 2000 most relevant to the code of behaviour are the following:
- general duties of NEWB towards schools (sections 10 & 11)
- provisions relating to notification by parents of reasons for a student's non-attendance at school (section 18)
- provisions for school codes of behaviour (section 23)
- provisions relating to expulsion of a student (section 24)
- provisions relating to appeals (section 26).

Equal Status legislation

- The Equal Status Acts 2000 to 2004 apply to primary and postprimary schools. The Acts promote equality of opportunity and prohibit discrimination, harassment and sexual harassment on these nine grounds:
 - Gender
 - marital status
 - family status
 - sexual orientation
 - religion
 - age
 - disability
 - race
 - membership of the Traveller Community.
- They require reasonable accommodation for people with disabilities and allow a broad range of positive action measures. These Acts also prohibit victimisation of any person who makes a complaint about discrimination, who opposes any acts that are unlawful under the equal status legislation, or who gives evidence in proceedings under the Equal Status Acts 2000 to 2004, or who gives notice that they intend to do any of these.

Ombudsman for Children Act 2002

- The Ombudsman for Children is empowered to investigate any action taken by, or on behalf of, a school in connection with its functions under section 9 of the Education Act 1998, where the school's own complaints procedure has been exhausted.

Education of Persons with Special Needs Act 2004 (EPSEN Act)

- The EPSEN Act 2004 provides for the provision of education plans for students with special educational needs (SEN). Under the Act, children with SEN will be educated "in an inclusive environment with children who do not have SEN", unless this should be inconsistent either with the best interest of the child, or with the effective provision for the other children.

Disability Act 2005

- The Disability Act 2005 establishes a basis for an independent assessment of individual needs, including education needs, a related service statement and independent redress and enforcement for persons with disabilities. From 1st June 2007 the provisions of the Act are in place for children up to the age of 5 years and will apply to older children at a future date.

Non-Fatal Offences against the Person Act 1997

- The Non-Fatal Offences against the Person Act removes the legal immunity of teachers from criminal liability in respect of physical chastisement of students (section 24). Section 15 of the Act forbids false imprisonment. The Act also forbids threats, intimidation, assault and the use of force and also sets out specific circumstances under which the use of force may not be unlawful (section 18).

Health and Safety Legislation

- The legislation requires Boards of Management, as employers, to provide in as far as reasonably practicable, a safe place of work for employees. The Boards of Management are also required to

ensure, as far as reasonably practicable, that students, parents and visitors, who may be on the school premises, are not exposed to risks to their health and safety. The legislation further requires the Boards of Management to conduct their business, as far as reasonably practicable, in ways that prevent improper conduct or behaviour likely to put the safety, health or welfare at work of employees, or the health and safety of students, parents or visitors, at risk.

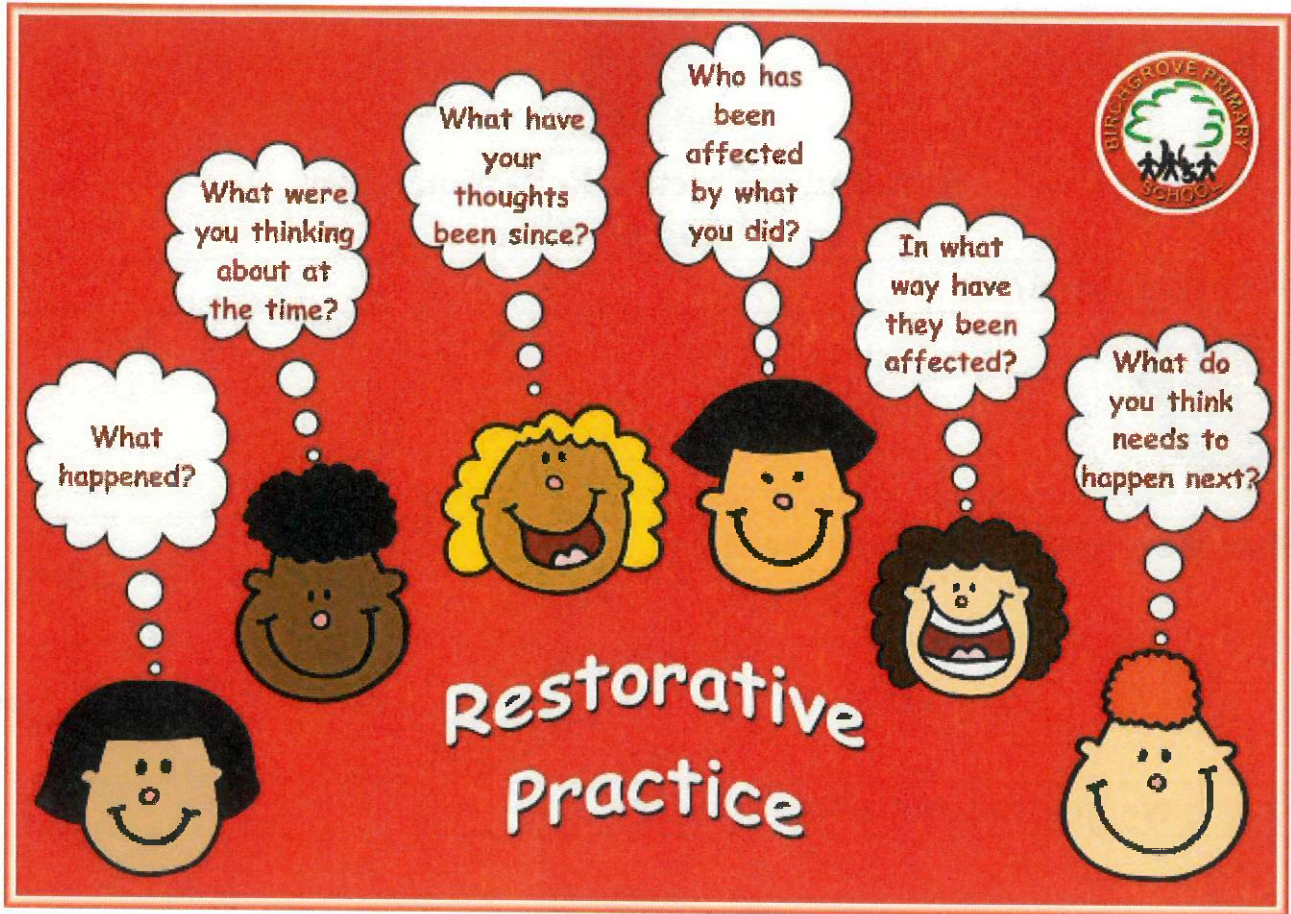
Data Protection Act, 1988 Data Protection (Amendment) Act, 2003

- Schools that record, maintain and/or store personal data are required by the Data Protection Acts 1998 & 2003 to protect the privacy rights of individuals. Section 2 of the Act requires that any data schools process is:
 - obtained and processed fairly
 - accurate and kept up to date
 - kept for a specified and lawful purpose
 - used or disclosed in a manner consistent with the purpose
 - adequate, relevant and not excessive
 - not kept longer than is necessary
 - kept secure.
- The Act also requires that an individual be given a copy of the records upon request (section 3).

Age of Majority Act, 1985

- This Act provides that a person aged eighteen or over is an adult and has capacity to enter contracts and make decisions which affect the adult's legal and other rights. The Education Act 1998 and the Education (Welfare) Act 2000 reflect these provisions.

Appendix 5: Restorative Practice Question Prompt Cards for Infants – 2nd Class



Appendix 6: Restorative Practice Reflection Forms for 3rd Class – 6th Class

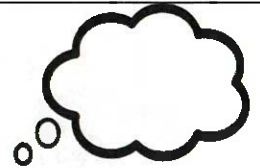


Restorative Practice Reflection Form
3rd and 4th Class

What happened?



What were you thinking at the time?



What have you thought about it since?



Who has been affected and in what way?

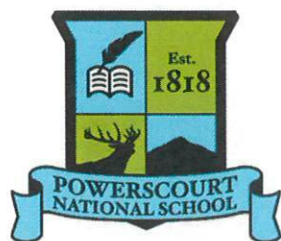


How could things have been done differently?



What do you think needs to happen next?





Restorative Practice Reflection Form
5th and 6th Class

What happened?

What were you thinking at the time?

What have you thought about it since?

Who has been affected and in what way?

How could things have been done differently?

What do you think needs to happen next?

