

St John Bosco Junior Boys' School

Positive Behaviour Policy

Introduction

Our School aims to provide a happy, secure, friendly learning environment, where children, parents, teachers, special needs assistants, ancillary staff and the Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

This will enable each child to live a full life and will equip him to avail himself of further education so that he may go on to live a full and useful life as an adult in society.

We believe that good behaviour is based on good relations between parents/guardians, the boys and the school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order in her/his classroom while sharing a common responsibility for good behaviour within the premises. Parent/guardians can support the school by encouraging their children to understand the school rules and by communicating any relevant concerns to the school.

Aims

- To help promote a positive learning environment in which every pupil may benefit fully from school life
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To ensure that the school's expectations and strategies are widely known and understood through the Information Booklet, availability of policies
- To encourage the involvement of both home and school in the implementation of this policy

As a staff we are committed to the realisation of these aims. We strive to create a positive learning environment for our pupils, in which there is a sense of good order and a reasonable approach to discipline. This is achieved by having guidelines to direct behaviour for the benefit of all.

General Guidelines for Behaviour

All pupils are expected to behave in a responsible and caring way to themselves and others, showing consideration, courtesy and regard for other pupils and adults. Respect must be

shown at all times. The needs of the individual must be treated with concern and dignity. The property of the individual and the school must be treated with care and respect at all times.

With all this in mind we have drawn up five **Golden Rules** which are the basis of the behaviour expected in our school. These rules are clear and easy for the children to understand. Considerable time is devoted, at the beginning of each school year to explaining and discussing these rules. These rules are further reinforced through a variety of support programmes – Stay Safe, Walk Tall, RSE (Relationships and Sexuality Education) and Grow in Love.

Our Golden Rules

1. **We are gentle.** We treat others as we wish to be treated. We treat all members of our school community-pupils, staff, parents, visitors- in a thoughtful and caring way. We do not hurt others. We think of how our behaviour affects others. We are responsible for our own actions and the effect of those actions on others.
2. **We are kind and helpful.** We are mannerly. We use polite words. We share with others. We show consideration for others. We play together. We respect others. We respect their property.
3. **We are honest.** We always tell the truth. We understand sometimes this can be difficult.
4. **We work hard.** We use our time in the best possible way. We are responsible for our work. We come to school on time. We wear our uniform. We listen to our teachers. We do our best work in school. We do all our homework. When we are on school trips we are a credit to our school.
5. **We look after school property.** We take pride in our school. We walk inside the school. We move around our school in an orderly way. We look after our classroom. We help keep it clean and tidy. We use materials well, we avoid waste. We help keep our school grounds clean.

Strategies for Encouraging Positive Behaviour

A positive school and class atmosphere fosters positive behaviour. Our expectation is that children behave very well in school. Appropriate behaviour is explained and discussed in class. Where necessary, behaviour is modelled for children in a variety of settings.

Expectations about work and tasks are explained clearly to the children. Organisation within the classrooms is well planned, in so far as possible, with regard to seating, movement capability and access to equipment.

We encourage pupils; we acknowledge and praise their efforts and successes. Praise is given in a variety of ways.

- A quiet word or gesture of approval.
- Praise from other pupils/teacher/classes/Principal.
- Verbal communication with parent/guardian.
- Written comment in Homework Notebook or Reading Record
- Prudent use of merit stamps, stickers, stars, certificates, etc.
- Special responsibility or privilege e.g. Golden Time

Behaviour that Challenges

The staff of St John Bosco JBS devotes considerable time and energy to establishing class rules and reinforcing our Golden Rules at the beginning of each school year. Class discussions, S.P.H.E lessons and Circle Time provide a wealth of opportunities and resources for exploring personal development, behaviour, communication and problem-solving issues before they arise.

However, unacceptable behaviour is a reality of school life and must be dealt with in a fair and constructive way. St John Bosco JBS wishes to make a clear distinction between the child as a unique individual and behaviour which is unacceptable.

Maintaining high standards of behaviour will involve, in some instances, the use of strategies to register disapproval of unacceptable behaviour. When these strategies are used pupils should understand that what they have done is not acceptable and that it is the misdemeanour that is rejected. The following strategies and procedure are used when there is persistent misbehaviour by pupils.

- Teacher will endeavour to encourage the child to be more responsible in class, will explain class rules and will give the child a clear instruction.
- The seating arrangements in class may be changed and the child may be asked to work quietly at another table away from group for a short period or until behaviour has improved.
- A child may be asked to sit on the Thinking Chair for five minutes to help the child to settle down and to enable other children to do their work.
- If a child is seriously disturbing others they may be asked to sit on the Thinking Chair in another classroom for 5 – 10 minutes.
- The class teacher will speak to the child's parent to outline the unsuitable/unacceptable/disruptive behaviour and to enlist the parent's help.
- The class teacher will bring the matter to the attention of the Principal.

On the rare occasions that the above procedure does not improve the situation the following steps will be taken

- Formal meeting with the Chairperson of the Board of Management and the Principal
- Temporary suspension
- Expulsion

Expulsion is a very serious step and will only be taken by the Board of Management in extreme cases of unacceptable behaviour which may include:

- the pupils behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process

- the pupils continued presence in the school constitutes a real and significant threat to safety
- the pupil is responsible for serious damage to property.

In the event of expulsion being considered by the Board of Management fair procedure and procedures prescribed by the Education Welfare Act 2000 will be followed

Children with Special Needs

We recognise that certain behavioural problems are a result of specific conditions (e.g. ASD, ADD, ADHD). The specific needs and capabilities of a child with special needs will be taken into account when managing behaviour. Where a serious behavioural problem arises, every effort will be made to accommodate the child's needs. In the case of ongoing serious misbehaviour, an Individual Behaviour Plan will be drawn up in collaboration with parents/guardians, teachers, the Principal and the child. The terms of each IBP may vary depending on the requirements of the child.

Behaviour on the Yard

For our young pupils the playground is an important area for the development of their social and communication skills. Our rules for the yard are

- We follow our Golden Rules.
- We listen to adults in the yard.
- We report problems to the teacher on duty.
- We stay in the yard.
- When the first bell rings we freeze. When the second bell rings we walk to our line.

Teachers try to help pupils sort out any problems in the yard in a fair way, encouraging pupils to take responsibility for their behaviour. They listen to all parties and help children to say sorry and return to play. A child who persistently misbehaves in the yard will be asked to take 'time out' and walk the Red Line.

Attendance

In order to comply with our obligations under the Education Welfare Act 2000 St John Bosco JBS must send a report on pupils' attendance of to the National Education Welfare Board (Túsla) at the end of each school quarter. Therefore we must keep accurate and detailed records of each pupil's attendance.

We ask that parents let the school know the reasons for **all** absences from school. A written note of explanation should be given to the class teacher on pupil's return to school. Where absences are unexplained, this is noted on school attendance records. We are obliged to report pupils absent for 20+ days to Túsla at the end of each reporting period. We are also required to indicate patterns of absences e.g. Mondays and/or Fridays etc.

The official opening time of our school is 8.50am. All boys are expected to be in the school yard in time to line up for class each morning. Parents/guardians are asked to say goodbye to their son in their line and let the teacher take them into the classroom.

If for any reason a child has to leave the school before dismissal time, he must be collected by a parent/guardian. A note regarding early collection should be given to the class teacher in advance. In the event of an unforeseen early collection, the child must be signed out in the office before the teacher can allow him to leave.

Homework

Homework is a vital part of the home-school link. As well as reinforcing the work carried out in the classroom, homework provides parents with a general idea about some of the work being done. In accordance with our Homework Policy all classes get reading and oral homework and written homework is assigned in First Class. Parents/guardians are requested to ensure that when the homework is completed, it is checked and signed by them.

How Parents/Guardians can Help

Schools need the support of parents/guardians in order to meet legitimate expectations with regard to good behaviour and discipline. Parents play a crucial role in shaping the attitudes which produce good behaviour in school.

Parents/guardians can help their children in the following ways:

- Parents should provide their children with positive models of behaviour.
- Children need boundaries and rules about behaviour. Talk to your child about school rules. They help make school a safe place where everyone can learn and where nobody feels left out or threatened. The rules are there to encourage us to cooperate and work together.
- Provide full and complete information re. early medical and developmental history when enrolling child in school. Provide copies of specialist reports. Request a meeting with the Principal where necessary.
- Ensure the school has up-to date contact information for parents/ guardians.
- Teach your child to be polite and mannerly and to have respect for others and themselves. Insist they say “please” when asking for something, “thank you” when they receive it.
- Ensure an ordered, structured day for your child with regular meal times and bedtimes. Include a story as part of the bed time routine.
- Encourage healthy eating at home as well as in school. Avoid sugary foods. Give children plain water, milk or freshly squeezed fruit juice to drink.
- Send your child to school on time every day. Inform the school when he is ill.
- Check schoolbag every day for notes.
- Create a quiet space where your child can do homework after school. Make sure that the homework is done every night. Encourage neat written work.
- Share information with the school which might affect behaviour in school e.g family illness/bereavements etc.

- Attend school meetings (enrolment, induction and Parent-Teacher meetings) as required.
- Join Parents' Association and become involved in school activities.
- Enrol your child in after school activities. e.g. soccer, swimming, karate, basketball and dancing etc. Exercise is hugely important for a child's physical, mental and social well-being. It also gives them the opportunity to socialise and learn new skills.
- Where a pupil has serious behavioural problems the parents/guardians are expected to cooperate and work with the Teachers/Board of Management in seeking professional help for their child.

When the whole school community works together our children can achieve the very highest standards in behaviour and high academic standards in all areas of the curriculum.

Implementation

This policy will be implemented from September 2013.

Ratification and Review

This policy was ratified in May 2013 and will be reviewed every three years.

This policy was reviewed in September 2016.

Signed _____
Chairperson Board of Management

Date _____