

# **St John Bosco Junior Boys' School**

## **Code of Behaviour**

### **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, 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. Parents can support the school by encouraging their children to understand the school rules and by communicating any relevant concerns to the school.

This policy was prepared in accordance with Guidelines issued by the National Educational Welfare Board "Developing a Code of Behaviour: Guidelines for Schools" in 2013. This policy was reviewed in 2016. This policy was reviewed and updated in 2023.

For the purposes of this document all references to "parent" adopt the legal definition of parent as set down in the Education Act 1998: Parent includes a foster parent, a guardian appointed under the Guardianship of Children Acts 1964 to 1997, or other person acting in loco parentis who has a child in his or her care subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts 1952 to 1998, or where the child has been adopted outside the State, means the adopter or adopters or the surviving adopter.

### **Rationale**

Under the Education Welfare Act, 2000, Section 23 (1) schools are obliged to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:

- The standards of behaviour that shall be observed by each student attending the school.
- The measures that shall be taken when a student fails or refuses to observe those standards.
- The procedures to be followed before a student may be suspended or expelled from the school concerned.
- The grounds for removing a suspension imposed in relation to a student; and
- The procedures to be followed in relation to a child's absence from school.

### **Mission Statement of St. John Bosco Junior Boys' School**

St John Bosco Junior Boys' School is a Catholic school. We aim to provide a happy, secure environment where children, parents, teachers, ancillary staff and the Board of Management work in partnership; where each individual is valued, encouraged and respected for their uniqueness.

The years children spend in the Infant School are very important as they form the foundation of all their future learning and will influence their attitude to education generally.

We aim to provide a school which is a truly happy, caring place, where goodwill, friendliness, sympathy and understanding exists between teachers, children and parents.

We endeavour to provide a happy, secure environment so that children will progress with enjoyment and develop an eagerness to learn and go on learning.

We want each child to work to the best of their ability and to achieve this, the work is carefully planned to meet the individual needs of each child.

We attach great importance to the development of basic skills so that children can learn to talk and write fluently, to read, to love and appreciate books and to acquire a sound basis in mathematics and computer skills. We aim to stimulate an interest in the Irish language and culture.

We aim to provide wide experiences and activities which will involve areas of learning such as Music, Art, Drama, Physical Education and Social, Personal and Health Education to help the child to understand the world in which we live.

Throughout all our teaching we encourage the children to reason, to question, to think for themselves and to use their own initiative and encourage independence.

Children will learn to make relationships with older and younger children, with teachers and other adults developing their own personalities and appropriate standards of behaviour. We encourage children to make the most of these opportunities for friendship, to be thoughtful of others and to become considerate members of the community, so that they may understand the interdependence of individuals, groups and nations.

We believe children make the best progress when home and school are working closely together, and it is to promote this aim that we try to make individual contact with all parents to encourage an easy informality between parents and staff.

### **Relationship to the Characteristic Spirit of the School**

At St John Bosco Junior Boys' School, we have a holistic approach to education: focusing on the development of the whole person; religious, spiritual, social, physical, cultural, intellectual and emotional well-being.

We strive to develop the full potential of each student: encouraging excellence, building self-worth and fostering self-esteem.

Our school strives to create a happy, safe and caring environment where all pupils are valued equally, irrespective of culture or religion.

The school recognises parents as the primary educators of their children and encourages involvement and communication in a spirit of mutual trust and understanding. Qualities such as respect, honesty, unselfishness, self-control, understanding, forgiveness and courtesy towards others are developed amongst pupils, parents, staff and the Board of management and are the guiding factors in our Code of Behaviour

### **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, meetings, open days, availability of policies etc.
- 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.

### **Guidelines for behaviour in the school**

The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify "the standards of behaviour that shall be observed by each pupil attending the school".

The school recognises that there are times and factors in a child's life that may influence their behaviour. These will be taken into consideration and the child and his/her behaviour may be accommodated as a result. In compliance with Section 23 (4) of the Education Act, prior to registering a pupil, parents will be issued with a copy of the school's Code of Behaviour and on application, parents will be asked to confirm in writing that they accept the school's policy 'and that they shall make all reasonable efforts to ensure compliance with such code'.

### **Implementation**

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, will emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual differences. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted via phone or email at an early stage.

### **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, and 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.

### **Positive strategies for managing behaviour/Affirming Positive Behaviour**

#### **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.

#### **Classroom**

Behavioural expectations are established in each class that are consistent with the ethos as expressed in the Code of Behaviour and which sets a positive atmosphere for learning. Pupil input is enlisted in devising the class rules. Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave. Classroom Rules will include the following:

- Treat others with respect and kindness.
- Always try your best.
- Be honest. Tell the truth.
- Respect the belongings of others and share with others.
- Do not interrupt the teacher or others when speaking. Work quietly.
- Keep your desk area neat and tidy.
- Wear your uniform.

### **Strategies/Incentives to Encourage Good Behaviour**

The following strategies may be used to encourage good behaviour.

- Teacher example
- Visual reminders
- Devise and discuss class rules with children.
- Assemblies to discuss rules and behaviour and to present awards.
- Circle Time (in classroom)
- Reward Systems (school, class, individual)
- Religious Education and Social, Personal and Health Education (S.P.H.E.)
- Informal discussion in reaction to a situation
- Encouraging children to own up to misdemeanours.
- Encouraging children to include lone children in their games.
- Encouraging children to welcome new children.
- Reminding children of School rules and Yard rules regularly
- Availing of workshops to support positive behaviour.
- Courses for teachers
- Discussions with Parents

### **Rewards for Good Behaviour**

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or Principal for commendation.
- Praise in front of the class group.
- Individual class merit awards, points awards or award stamps e.g. gaeilgeoir na seachtaine, reader of the week
- Pupil of the Month award.
- Star of the Week.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parents.
- Golden Time-Extra activities, treat DVD
- Pick an item from the prize/reward box

Positive reinforcement of good behaviour leads to better self-discipline, and we place a greater emphasis on rewards and incentives than on sanctions. Good work, good behaviour, honesty and mutual respect are

encouraged and rewarded. In Junior Classes awards are given daily. Teachers will keep notes so that an accurate record of the child's behaviour is available when this is deemed necessary.

### **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.

At both break times, teachers are on duty in the yard, assisted by Specials Needs Assistants (SNAs). While the SNAs assist with yard supervision the teacher on duty is responsible for disciplinary matters and SNAs will refer children to the teacher. 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.

Classroom teachers will be informed of misbehaviour by the supervising teacher.

If a child bangs their head during the school day the parents will be informed immediately by text message. The principal will be informed of serious incidents of misbehaviour. Parents will be notified if deemed necessary.

On wet days children stay seated in their classrooms during break. They are supervised by teachers and SNAs on duty.

### **Other areas in the school environment**

- Pupils walk to and from their classroom.
- Pupils are encouraged to use handrails going up and down stairways to the hall, taking one step at a time.
- Pupils should move about the school in a quiet orderly manner.
- Pupils should not shout in corridors.
- Pupils should not engage in rough play in the corridors.
- Pupils must always show respect for school property and the property of others.
- Courteous behaviour (e.g., standing back to let adults by at doorways, greeting teachers and other adults is encouraged).

### **School related activities**

The standards and rules contained in the Code of Behaviour apply in any situation where the pupil, is representing the school, e.g., school tours, games/extracurricular activities and attendance at events organised by the school.

### **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 are requested to ensure that when the homework is completed, it is checked and signed by them.

### **Before/After School**

Parents are reminded that the staff of the school does not accept responsibility for pupils before the official opening time of 8.50 a.m. or after the official closing time of 1.30 p.m. (Infants) and 2.20 p.m. (First classes) except where pupils are engaged in extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with the school code of behaviour policy during these times.

Parents must supervise their children on the campus and ensure their child is waiting on their assigned line prior to opening time.

## **Roles and Responsibilities**

### **Board of Management Responsibilities**

- Provide a comfortable, safe environment/ place of work for staff and pupils.
- Provide a supportive role to the Principal and staff in the positive implementation of the school code of behaviour.
- actively promote proactive staff involvement in behavioural concerns and will fund where appropriate, opportunities for staff development in the area of understanding behaviour and its management
- Ratify the Code of Behaviour Policy.

### **Principal responsibilities**

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code as required.
- The Code of Behaviour is given to each family upon enrolment. It is also available on the school website.

### **Teacher's Responsibilities**

- Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil.
- Recognise and affirm good work. • Prepare schoolwork and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour in their school file.
- Provide support for colleagues.
- At the beginning of each school year all teachers will discuss the Code of Behaviour and devise a set of positive class rules.
- The school's Social Personal and Health Education (SPHE) curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of

interacting and behaving, and conflict-resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

- A positive and consistent approach will be adopted by all staff to rewards and sanctions.
- Communicate with parents when necessary and provide reports on matters of mutual concern. The staff will ensure they communicate to parents any concerns in relation to their child's behaviour and well-being. Behavioural concerns may be conveyed to parents in person, by phone, letter, email or note home.

### **Parent Responsibilities**

St John Bosco Junior Boys' School strives to foster a positive relationship between staff and parents. Parents are actively involved in the school in a variety of ways. Parental support is vital for the promotion of positive behaviour and the maintenance of high standards of behaviour. We, therefore, request Parents

- Be familiar with the Code of Behaviour and support its implementation. Read this policy and share the contents with their children.
- Encourage children to have respect for themselves and for property.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Co-operate with the school's system of rewards and sanctions.
- Ensure children are punctual and are collected on time.
- Ensure children's attendance is regular. (The school is legally obliged to notify the Education Welfare Services in TUSLA when a child is absent for more than 20 school days annually)
- Give a written explanation prior to a pre-arranged absence or following a child's absence. Explanation may also be given by phoning the school office.
- Discuss any issues, other than minor matters, at mutually agreed pre-arranged meetings.
- Attend parent-teacher meetings as necessary.
- Communicate with the school in relation to any problems which may affect the child's progress/behaviour at an early stage.
- Help children with homework, ensuring that it is completed and signed.
- Ensure children have the necessary books and materials for school.
- Ensure children have an adequate lunch in accordance with the school's healthy lunch.
- Ensure children wear their school tracksuit
- Ensure children have Velcro strap runners/shoes.
- Ensure that meetings with the school are arranged in advance through the school office via email or phone.
- Co-operate with all school regulations inside the school building, on school grounds and in the general vicinity of the school.
- No smoking, chewing gum or pets on school grounds or in the general vicinity of the school (except service dogs).
- Sign the Code of Behaviour on enrolment.

If a parent has concerns about his child's behaviour or the behaviour of another child an appointment with the class teacher should be made to discuss the issue. If the class teacher is unable to resolve the issue an appointment with the Principal should be made. A parent should never approach another parent's child or an individual parent.



As a partnership, we are all aware of the importance of good working relationships and all recognise the importance of these relationships to equip our children with the necessary skills for their education. For these reasons, we will continue to welcome and encourage parents to participate fully in the life of our school.

### **Behaviour that will not be tolerated:**

- Disruptive behaviour which interferes or threatens to interfere with any of the school's normal operations or activities anywhere on the school premises.
- Any inappropriate behaviour on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening in any way, a member of staff, visitor, fellow parent/guardian/carer or child.
- Damaging or destroying school property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff/Board of Management members at the school on Facebook or other websites.
- The use of physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, taking illegal drugs or the consumption of alcohol on school premises.

Should any of the above occur on the school premises or in connection with school, the school may feel it is necessary to take action by contacting the appropriate authorities or consider banning the offending adult from entering the school premises.

### **Pupil's Responsibilities**

Pupils play an important role in the ongoing implementation of the Code of Behaviour by:

- Being involved in discussing and choosing class rules.
- Understanding the need for these rules.
- Discussing, monitoring and reviewing aspects of the Code of Behaviour (age appropriate)

Each pupil is expected to:

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect and consideration for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.

- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.
- Do his best in school and with his homework

### **Strategies for dealing with unacceptable behaviour.**

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause stress and anxiety or even pose a threat to the safety of students and teachers. Three levels of unacceptable behaviour are recognised by St John Bosco Junior Boys' School. They are Minor, Serious and Gross misbehaviours. It is important to note that the lists below are not exhaustive and that other unacceptable behaviours may be added or included at the school's discretion.

### **Examples of Minor Misbehaviour**

Disrupting class work by:

1. Talking when a teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn
2. Pupil not listening to instructions, fiddling with stationary etc.
3. Laughing/ sniggering/sneering at other children, "giddiness" and giggling
4. Throwing objects, making noise, swinging on chairs
5. Getting out of the seat or moving around the room without permission
6. Disobeying teacher's instructions

- Carelessness with books and stationery, scribbling/drawing on schoolbooks
- Drawing on tables, being careless with another pupil's property
- Commenting negatively on another pupil's work
- Excluding others
- Leaving litter in and around the school.
- Being discourteous or unmannerly.
- Name-calling
- Gestures of defiance and using bad language
- Unruliness in the classroom

### **Examples of Serious Misbehaviour**

- Negative physical contact e.g., pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching etc.
- Deliberately coughing or sneezing on another child or member of staff.
- Being disrespectful to the teacher/ ignoring the teacher
- Having phones or wearing Smartwatches in school
- Recording audio or video on smartphones/smartwatches
- Stealing from classmates/teacher Screaming/ shouting at another child/teacher
- Deliberate exclusion of peers

- Spreading rumours/lies about another pupil/member of staff.
- Name calling or use of derogatory language.
- Threatening/ intimidating peers
- Throwing objects at peers
- Telling lies
- Bullying – physical, verbal, cyber (Ref: Anti-Bullying Policy)
- Consistently interrupting/distracting others in the class
- Consistently not doing homework
- Refusal to do work assigned
- Refusal to co-operate with the teacher
- Damaging school property
- Leaving school grounds without permission during the school day

### **Examples of Gross Misbehaviour**

- Deliberate and aggressive coughing on another child or member of staff despite previous warnings.
- Deliberate spitting on another child or staff member.
- Serious assault on another pupil/staff member e.g. physical, verbal
- Serious damage to school property
- Serious theft of school/staff property
- Consistent bullying of another pupil e.g. emotional, physical, cyber (Ref: Anti-Bullying Policy)
- Misuse of the internet
- Sharing explicit images and in particular explicit images of members of the school community

### **Electronic Devices**

Where a pupil is found by a member of staff to be in possession of a mobile phone or another electronic device including smartwatches, it will be regarded as Serious Misbehaviour.

If a pupil is found taking photographs, videos or audio footage with a device of either other pupils or staff this will be regarded as Serious Misbehaviour

If a pupil is found sharing inappropriate messages or images this will be regarded as a Gross Misbehaviour

Where a pupil is found by a member of staff to be in possession of a mobile phone or another electronic device including smartwatches, it will be confiscated immediately from the pupil and returned only to the parent.

If images or recordings of other pupils or staff have been taken, the device will not be returned to the pupil until the images/recordings have been removed by the parent in the presence of a member of staff.

### **Bullying**

Children First National Guidance 2017 outlines that bullying can be defined as repeated verbal, psychological or physical aggression by an individual or group against others. (The most common forms of bullying are aggressive physical contact, name-calling, cyberbullying, intimidation, extortion,

isolation and taunting.) Children First National Guidance 2017 describes bullying as behaviour that is intentionally aggravating and intimidating and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyberbullying, damage to property, intimidation, 4 isolation/exclusion, name-calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the internet and other personal devices. Children First National Guidance 2017 and the Anti-Bullying Procedures for Primary and Post-Primary Schools 2013 provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to TUSLA or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to TUSLA, the designated liaison person shall seek advice from TUSLA in accordance with the procedures set out in Chapter 5 of Child Protection Procedures for Primary and Post-Primary Schools 2017.

Bullying will not be tolerated, and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy (which is available on the school website).

### **Discouraging Misbehaviour/Responding to unacceptable behaviour**

The Education (Welfare) Act 2000, Section 23, states that a school must outline 'the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined'.

### **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 procedures are used when there is persistent misbehaviour by pupils.

- The teacher will endeavour to encourage the child to be more responsible in class, will explain class rules and will give the child clear instructions.
- The seating arrangements in class may be changed and the child may be asked to work quietly at another table away from the group for a short period or until behaviour has improved.
- A child may be asked to sit on the Thinking Chair (remember the rules 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 (remember the rules chair) in another classroom for 5 – 10 minutes.

- Loss of Privileges
- Completing unfinished work
- The class teacher will speak to the child's parent to outline the unsuitable/unacceptable/disruptive behaviour and to enlist the parent's help and an action plan put in place.
- The class teacher will bring the matter to the attention of the Principal if the behaviour does not improve.
- The principal will organise a meeting with parents and staff involved to devise a suitable action plan.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed, and the parents will be requested in writing to attend the school to meet the Chairperson and the Principal
- If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period.
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

### **Assault against a member of the school staff**

In the event of a serious assault on a staff member, the parents will be contacted immediately and requested to attend the school immediately to assist staff with the situation. The chairperson of the Board of Management will be informed in the event of a serious assault on a member of school staff. The parents will be requested in writing to attend the school to meet the Chairperson and the Principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period.

In the event of a serious assault on a staff member, these interventions will supersede other procedures.

In the case of a serious assault on a staff member, where it is necessary to ensure that order and discipline are maintained and the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents

### **Suspension/Expulsion**

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between the school and parents will be utilised. A child who has ongoing problems around behaviour may need extra support. With parental permission, the school may request support from outside agencies such as NEPS (National Educational Psychological Service). Communication with parents may be verbal or by letter depending on the circumstances.

### **Suspension**

Suspension is defined as “requiring the student to absent himself from the school for a specified, limited period of school days”.

Suspension will be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before the suspension, and school staff will have reviewed the reasons why these have not worked.

The decision to suspend a student requires serious grounds such as that:

- the student’s behaviour has had a seriously detrimental effect on the education of other students.
- the student’s continued presence in the school at this time constitutes a threat to safety.
- the student is responsible for serious damage to property. A single incident of serious misconduct may be grounds for suspension.
- For gross misbehaviour or repeated instances of serious misbehaviour
- Aggressive, threatening or violent behaviour towards a staff member or pupil will be regarded as serious or gross misbehaviour.

## **Forms of Suspension**

### **Immediate Suspension**

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents

### **Automatic Suspension**

The Board of Management may decide following the consultation process with the Principal, parents, teachers and students, that particular named behaviours incur suspension as a sanction.

The principles of ensuring the right to be heard, and the right to impartiality apply in all cases. Parents of a pupil will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed. Parents concerned will be invited to come to the school to discuss their child’s case. Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed, and the parents will be requested in writing to attend the school to meet the Chairperson and the Principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with interventions used and their outcomes and any relevant medical information. The suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000 and NEWB Guidelines

Where a decision is taken to suspend a pupil, the Principal will notify the parents and the pupil in writing of the decision to suspend. Parents have the right to appeal the Principal's decision to suspend a pupil to the school's Board of Management. Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

### **Record Keeping in Relation to Suspensions**

In the case of the suspension of a pupil formal written records will be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension

The Principal will report all suspensions to the Board of Management, including the reasons for and the date of each suspension. The Principal is required to report suspensions in accordance with the Education Welfare Service reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

### **Removal of Suspension (Reinstatement)**

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own health and safety or that of the other pupils and staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

### **Expulsion**

A student is expelled from a school when A Board of Management makes a decision to permanently exclude the student from the school. Having complied with the provisions of section 24 of the Education (Welfare) Act 2000. Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Act 2000 and Developing a Code of Behaviour: Guidelines for the schools (Education Welfare Service TUSLA), Before expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act

### **Procedures with respect to expulsion**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

**Step 1: A detailed investigation is carried out under the direction of the Principal.**

In investigating an allegation, in line with fair procedures, the Principal should:

- inform the pupil and his parents in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- give parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

**Step 2: A recommendation to the Board of Management by the Principal.**

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion.

The Principal should:

- inform the parents and the pupil that the Board of Management is being asked to consider expulsion
- ensure that parents have records of:
  - the allegations against the student
  - the investigation
  - and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as given to the parents and/or guardians
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

**Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.**

The Board will:

- review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.



- undertake its own review of all documentation and the circumstances of the case
- hold a hearing where the Board of Management decides to consider expelling a student.
- allow the Principal and the parents to put their case in each other's presence
- allow each party to question the evidence of the other party directly
- ensure that the Principal and parents are not present for the Board's deliberations

#### **Step 4: Board of Management deliberations and actions following the hearing.**

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled, the Board will:

- notify the Educational Welfare Officer (TUSLA) in writing of its opinion and the reasons for this opinion.
- inform the parents in writing about its conclusions and the next steps in the process.
- inform parents that the Board of Management is writing to inform the Educational Welfare Officer.
- not expel the pupil before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

#### **Step 5: Consultations arranged by the Educational Welfare Officer**

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

#### **Step 6: Confirmation of the decision to expel.**

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel.

### **Appeals**

A parent may appeal a decision to suspend or expel to the Secretary General of the Department of Education and Skills (Education Act, 1998 Section 29 and Circular 69/2020 12th November 2020). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

### **Review of use of expulsion**

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and ensure that expulsion is used appropriately.

### **Pupils with Additional Needs**

All pupils are required to comply with the Code of Behaviour. However, the school recognises that pupils with additional needs may require assistance in understanding certain rules. Planning to encourage positive behaviour will be included in the pupil's support plan, which is drawn up in consultation with parents and the class teacher, special education teacher and/or the Principal. Staff will work closely with the home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be taken into consideration. The children in the class or school may be taught strategies to assist a pupil with additional needs to adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the differences in all individuals.

### **Special Classes**

St. John Bosco Junior Boys' School approach to Behaviour Support with the Autism Spectrum Disorder (ASD) Classes acknowledges that the student's behavioural difficulties may be linked to the triad of impairments, sensory sensitivities, and cognitive abilities of the individual. The school acknowledges that the students may have a dual diagnosis and the impact this may have on behaviour. All of these factors will be assessed and will inform the approach taken when providing behaviour support for individual students. The school is committed to working with parents to help reduce problematic behaviours; however, the complex needs of individual students will always inform the ultimate approach adopted. Please see Appendix One for strategies and procedures for dealing with Behaviour in the ASD Classes

### **Keeping Records**

The school BoM is a data controller of personal data relating to its past, present and future staff, students, parents and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy. Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a 'need to know' basis, and access to it will be strictly controlled. In line with the school's policy on record keeping and data protection legislation, records are kept on Aladdin in relation to pupils' behaviour both at class and school level. These records are written in a factual and impartial manner.

### **Procedure for notification of a pupil's absence from school**

In co-operation with parents and guardians, we strive to help each pupil achieve his full potential and so we will promote a positive attitude towards good attendance and punctuality.

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, "the procedures to be followed in relation to a child's absence from school." Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

We ask that parents let the school know the reasons for **all** absences from school. A written note of explanation should be submitted on Aladdin on the 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 8.50 am. All boys are expected to be in the schoolyard in time to line up for class each morning. Parents 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 must 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.

### **How Parents can Help**

Schools need the support of parents 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 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 a 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, and “thank you” when they receive it.
- Ensure an ordered, structured day for your child with regular mealtimes and bedtimes. Include a story as part of the bedtime 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 the 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/bereavement etc.
- Attend school meetings (enrolment, induction and Parent-Teacher meetings) as required.
- Join the 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 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.

**Reference to Other Policies**

- Child Safeguarding Policy
- Anti-bullying Policy
- Data Protection Policy
- Health & Safety Policy
- Dignity at Work Policy

**Success Criteria**

- Observation of positive and improved behaviour in classrooms, corridors, playground and school environment.
- Practices and procedures listed in this policy are consistently implemented by teachers.
- Positive feedback from teachers, parents and pupils.

**Evaluation and Review**

Our Code of Behaviour will be reviewed regularly and updated if deemed necessary.

The Board of Management of St. John Bosco Junior Boys' School reserves the right to revise or amend this policy in response to changing needs or circumstances.

**Ratification and Communication**

A copy of the policy will be e-mailed to all members of staff and will be posted on the school's website.

This policy was ratified by the Board of Management on the 20<sup>th</sup> of November 2023

Signed: Bernard Farell (Chairperson)

Signed: Karen Mc Goldrick (Principal)

## **Appendix One**

### **Strategies and procedures for dealing with Behaviour in the Autism Spectrum Disorder Classes**

#### **Definition of Challenging Behaviour**

Challenging behaviour, in the school context, encompasses behaviour that:

- Interferes with the pupil's own and/or other pupils' learning
- Disrupts the day to day functioning of the school
- Jeopardizes the right of staff and pupils to a safe and orderly environment
- Has a duration, frequency, intensity or persistence that is beyond the normal range that schools tolerate; and is less likely to be responsive to the usual range of interventions used by the school to address pupil misbehaviour.

St. John Bosco Junior Boys' School approach to Behaviour Support acknowledges that the student's behavioural difficulties may be linked to the triad of impairments, sensory sensitivities, and cognitive abilities of the individual. The school acknowledges that the students may have a dual diagnosis and the impact this may have on behaviour. All of these factors will be assessed and will inform the approach taken when providing behaviour support for individual students. The school is committed to working with parents to help reduce problematic behaviours; however, the complex needs of individual students will always inform the ultimate approach adopted.

#### **Strategies for Promoting Positive Behaviour**

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. It is important to understand that challenging behaviour usually serves a purpose for the individual. Often it is a means of communication and if we understand what the child is trying to communicate by engaging in the behaviour, we may be able to support the child to learn a safer and more effective way of communication. Acceptable behaviour is reinforced in a school and classroom climate, which is supportive of positive behaviour. In St. John Bosco Junior Boys' School, we believe that school and home should work co-operatively together in order to enhance and successfully promote positive behaviour. The positive school ethos extends to all members of the school community adopting a positive, calm approach to challenges that may be encountered from time to time. Every effort should be made to ensure that the classroom and school environment is enriched with frequent opportunities for students and staff to encounter social praise and acknowledgement for achievements and to experience a varied schedule of activities to be enjoyed across the school day.

***The following are some of the strategies that will be used to promote positive behaviour in our ASD class:***

- Develop language and communication skills – including PECS, Lámh, requesting and manding.
- Clear and simple classroom rules and instructions

- The use of timers to plan for transitions
- Visual schedules
- Reward systems
- Choice boards
- Regular communication with parents
- The teaching of social skills
- The use of social stories
- Consistent approaches to behaviour by staff members
- Clear, consistent consequences for misbehaviour
- Talk and discussion of behaviour with the child
- The teaching and reinforcing of appropriate replacement behaviours that serve the same function for the child (e.g. teaching the student an appropriate means of asking for a break from a demanding task without resorting to challenging behaviour).
- The use of social praise and acknowledgement
- The use of merit awards for achievements; token/points economies for work completed throughout the day
- Access to preferred items/ activities intermittently throughout the day following an appropriate request or the completion of a particular task
- Group-based reinforcement contingencies for rule-following/ appropriate behaviour

### **Staff Training**

The health and safety of all students and staff is of utmost priority. Therefore St. John Bosco Junior Boys' School promote Continuous Professional Development to help SNAs and teachers in our ASD class develop their skills and confidence to work successfully with students who have challenging behaviour. This also helps support positive behaviour. Training in both promoting positive behaviour and managing challenging behaviour will be undertaken by all staff in the ASD class.

### **Responsibilities Related to Behaviour Management**

#### ***Teachers will be responsible for:***

- Providing a safe and supportive classroom environment, which promotes the educational, social, emotional and behavioural development of all students. This includes communication with the student's parents as early as possible to discuss concerns, suggest forms of support and encourage feedback.
- Implementing suitable classroom management practices and appropriate intervention strategies for students who are at risk of developing challenging behaviour.
- Devising and implementing Positive Behaviour Support Plans in consultation with the Parents when necessary.
- Participating in professional learning that contributes to their skill development and understanding of students with challenging behaviour.
- Documenting all challenging behaviour incidents as they occur and recording incidents on an Incident Report Form (ABC Chart) and on the relevant Positive Behaviour Support forms where necessary.
- Reporting all challenging behaviour and incidents to the Principal and parents/guardians.

***Parents will be responsible for:***

- Communicating with the child's teacher or school Principal concerns about their child's behaviour.
- Contributing to Positive Behaviour Support Plans that concern their child and providing feedback on the results of any interventions.
- Cooperating with interventions and strategies that are proposed by the child's classroom teacher and the Principal.
- Informing the school if their child is receiving any regular medication. Where prescribed medications are known to have a behavioural effect, these possible effects will be factored in to all behaviour support measures
- Informing the class teacher or Principal about any significant developments in a child's life, in the past or present, which may affect the child's behaviour. All matters discussed are confidential.

***The Principal will be responsible for:***

- Facilitating the development of a supportive school environment and implementing the Challenging Behaviour Policy within the school.
- Leading the school in relation to the management of students with challenging behaviour and supporting staff in relation to these students.
- Facilitating access of all staff to programs of professional learning in relation to students with challenging behaviour as deemed appropriate by the Principal.
- Providing the opportunity for the teachers to develop higher-level skills so that they can provide additional support and advice within the school.
- Seeking outside support and advice.
- Deciding on a final course of action when all intervention programs have been exhausted

**Steps in Managing Challenging Behaviour**

The approach adopted by St. John Bosco Junior Boys' School in response to challenging behaviour is to affect a decrease in inappropriate behaviour by increasing appropriate behaviour. This should be achieved through the employment of reinforcement strategies and positive behaviour promotion. Only when data indicates that these positive measures have been tried and exhausted; or have been unsuccessful in eliminating or sufficiently reducing problem behaviour, should the following strategies be considered;

***Minor challenging behaviour:***

- Will be discussed with the child.
- Will be dealt with at class level as appropriate.
- Will be written up in each child's ABC (Antecedent Behaviour Consequence) Chart (see Appendix 1).
- Focus initially on positive behaviour reinforcement.

***Minor challenging behaviours which are ongoing:***

- Will be discussed with the child.

- Will be recorded in child's ABC Chart.
- Will be reported to parents/ guardians and, if applicable, the child's multidisciplinary team and the SENO (Special Education Needs Organiser).
- A Risk Assessment of the child's behaviours will be created.
- Will be dealt with appropriately which may include the creation of a Positive Behaviour Support Plan.

***Aggressive behaviour – threats:***

- Will be discussed with the child.
- Will be recorded in child's ABC Chart.
- Will be recorded in the child's Risk Assessment Form.
- Will be reported to parents and, if applicable, the child's multidisciplinary team and the SENO (Special Education Needs Organiser).
- A Positive Behaviour Support Plan will be implemented.

***Please Note: The Principal may be consulted at any stage above.***

***Aggressive behaviour – Assaults/ Serious Challenging behaviour:***

- The child will be spoken to by staff directly involved.
- The matter will be brought to the attention of the class teacher.
- The incident will be recorded on the Risk Assessment Form and the ABC Chart and recorded in the Child's Behaviour Profile.
- The matter will be brought to the attention of the Principal.
- Each incident will be reported to parents.
- A Positive Behaviour Support Plan will be implemented in consultation with the parents.
- If the behaviour recurs, the same procedure will be followed and the Positive Behaviour Support Plan will be reviewed after each incident.
- Where there are repeated instances of serious misbehaviour, Principal will be informed and the parents/ guardians will be requested in writing to attend a meeting at the school with the Principal and the Class Teacher.
- If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with the class teacher and other members of the school community involved (including, if required, the SENO and the child's Multidisciplinary Team), with due regard to records of previous misbehaviours, their pattern and context, interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the school's Code of Behaviour prepared in accordance with Section 23 of the Education Welfare Act 2000.
- In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils and staff of St. John Bosco Junior Boys' School, the Board may authorise the Chairperson or the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with parents.
- Following or during a period of suspension, the parent(s)/guardians may apply to have the pupil reinstated to the school. The parent(s)/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and



the Principal must be satisfied that the pupils reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will re-admit the pupil formally to the class if that decision is made.

- The school endeavours to support each child on an individual basis and ensure that it's an appropriate school placement for the child. However, if it is the opinion of the Board of Management (upon consultation with the Principal, the class teacher and other members of the school community involved including, if required, the SENO and the child's Multidisciplinary Team) that the student poses an unacceptable risk to the health and safety of himself or other students, to school staff or to school property, a decision may be made to exclude the child from the school.
- Expulsion may be considered in an extreme case in accordance with the Rules for National Schools and the Education Welfare Act. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act 2000.
- If a decision is made in relation to expulsion, the parents will be informed of their rights according to Section 29 of the Education Act 1998 and a copy of the application form to appeal the decision will be forwarded to the parents.

**Please Note:** Behavioural interventions implemented in the school will only be done with full parental/guardian support. In situations where parental/guardian support for the best practice intervention as selected is not forthcoming, a meeting will be held with the parents to present and examine the alternative interventions available. The potential effectiveness, outcomes, and consequences of each intervention will be discussed with reference to the school's duty of care towards all its students and staff. After all outcomes and risks have been examined a decision will be proposed. If agreement can't be arrived at then the matter is referred to the Board of Management.

# Student's ABC Chart

Target Behaviour: Times when the student does not follow instructions, melts down, constant refusal to participate, leaving without permission, etc.

[illegible]

# Risk Assessment Form

Name: \_\_\_\_\_

Class: \_\_\_\_\_

<b>Current situation:</b>
---------------------------

Type of behaviour causing concern	Known reasons/triggers for behaviour	Times & locations of behaviour	Behaviour of directed at/risk level	Strategies to be employed to avoid, manage or predict behaviour
		Classroom:  Yard:		
		Classroom:  Yard:		

Incidents	Response

Time of days	Action Plan to support Child throughout the day and to prevent acts of aggression:
Pre-Start of school	
During lessons	

<b>Morning Break</b>	
<b>Lunchtime</b>	
<b>Home Time</b>	

**Signed:** \_\_\_\_\_ **(Teacher)**

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **(Principal)**

**Signed:** \_\_\_\_\_ **(Parent/Guardian)**

POSITIVE BEHAVIOUR SUPPORT PLAN		
Pupil:	Age:	Start Date:
Teacher:	Class:	Review Date:
SNA:		
Identified Triggers: <b>1. Physical Environment:</b>  <b>2. Interaction with Others:</b>  <b>3. Activities:</b>  <b>4. Other</b>		
Proactive Strategies:		
Priority Concerns:		
Priority Targets 1:	Strategies:          Who:	
Priority Targets 2:	Strategies:          Who:	
Priority Targets 3:	Strategies:          Who:	

