**Positive Behaviour Management Policies and Procedures**

**Principles**

We believe in children’s ability to control their own lives, to make choices and

except responsibility for their actions. We also believe that all children have the right to

expect positive approaches to behaviour management, which are consistent with these

goals.

**Statement of Intent**

Dunhill N.S. BASC sets high expectations of behaviour through encouraging and praising

good behaviour. We support children’s well-being and their physical, personal, social &

emotional needs. We strive to develop an atmosphere of respect and encourage children to

develop confidence & positive self-esteem. We apply simple rules fairly and consistently

and set our clear boundaries. We encourage children to respect themselves & take

responsibility for, each other and their property. We aim to provide a happy, caring

environment with challenging activities. We strive to develop an atmosphere of respect

and encourage children to develop confidence & positive self-esteem. In the case of a

particular incident or persistent unacceptable behaviour we always use the

School Rules of Dunhill N.S. These are to be found on the school website and on the walls of

 each classroom. No corporal punishment will be inflicted on children attending the BASC.

**Policies and Procedures**

Procedures for encouraging acceptable behaviour:

• BASC Staff will adopt a positive approach to situations and provide a positive role model.

• BASC Staff will offer quiet encouragement and endorse desirable behaviour.

• BASC Staff will ensure rules are applied consistently.

• BASC Staff will provide routine for children where possible – homework straight after school, visit the G.P. Room at 4pm etc.

• BASC Staff will promote respect for each other and other adults.

In some cases, in collaboration with the parents we may seek additional

advice and support from professionals such as speech therapists and other

professionals as appropriate.

**BASC RULES**

1. The hours of attendance for pupils at Dunhill National School BASC are 8am-9.20 am and 2pm-6pm.

2. Pupils are to show respect to all members of staff and to obey at all times any directions given by the BASC staff.

3. Pupils are to respect the property of the school and BASC, of the staff and of the other pupils and make good any damage caused thereto.

4. Pupils are to respect the school grounds and all trees, plants and flowers thereon and the grounds must be kept litter free.

5. Bullying, harassment, bad language, physical force, fighting etc. will not be tolerated within the confines of Dunhill N.S. and the BASC. Pupils who are guilty of such offences will be dealt with in accordance with the Code of Discipline and the Anti-Bullying Policy.

6. There is to be no littering anywhere within the confines of the school. In particular the radiators and presses of the BASC are not to be used as bins. Food that has not been consumed is to be placed into a bin and the school and BASC are to be kept clean and tidy.

8. Running by the pupils in the school and BASC corridors and classrooms and other such dangerous behaviour is strictly forbidden.

9. - Rough and violent behaviour, kicking, hitting, spitting etc. is strictly forbidden.

10. - The school and BASC will not accept responsibility for

 (a) Personal belongings left behind or misplaced by pupils.

 (b) Damage or loss caused to indoor shoes, clothing or any property whatsoever belonging to the pupils or their Parents/Guardians.

**Procedures for managing unacceptable behaviour:**

In order to give staff a guide in dealing with unacceptable behaviour. Dunhill N.S. BASC

have developed a three tier system (Minor, Moderate, Severe) and guidelines for

appropriate ways of dealing with situations that fit in each tier.

**Minor Behaviour**

* Giving children the chance to resolve their own disputes with
* appropriate guidance and support
* Calm intervention, supportive voice tone.
* Reinforce boundaries.
* Never humiliate or attack a child.
* Get down at the child’s level
* Divert child’s attention.
* Explain why the behaviour is unacceptable
* Listen to the child’s thoughts and feelings on the matter (get the facts)
* Can give the child a special job to make the child feel special & more willing to co-operate
* Come to an agreeable solution
* Choose your battles

**Moderate Behaviour**

* Additional to minor strategies
* Deal with the victim first (if there is one)
* Observe the child to try to understand what is triggering the behaviour
* Try to find out why the child is trying to achieve from the misbehaviour
* Discuss with appropriate school personnel – The Principal or possible Class Teacher
* Communicate with parents
* Put strategies in place to help deal with the on-going situation

**Severe & Challenging behaviour**

* Staff discuss with appropriate school personnel – The Principal
* Involve other agencies if required
* Put strategies in place to help deal with the on-going situation
* Reinforce the principle of dealing with minor & moderate behaviours
* Preclude the child from using the service in future particularly if it is affecting other pupils

**Procedures that are unacceptable for managing behaviour:**

* Physical punishment.
* Sending children out of the room.
* Using techniques that single out and humiliate children.
* Shouting or raising of voice in an inappropriate way.
* Physical restraint, e.g. holding, will not be used unless it is to prevent

injury to child or other children, adults or property. In cases where it

is used the incident will be recorded and the parent/guardian

informed on the same day.

**Bullying**

The staff will foster an atmosphere of friendship, respect and tolerance. Children’s self-esteem will be developed through celebrating individual differences, achievements, acknowledging and rewarding good behaviour and manners and providing opportunities for success throughout the curriculum and school. Staff will help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others. Relationships with pupils will be based on mutual respect and trust so that pupils will have confidence in the school staff. Staff will be vigilant, respond sensitively and caringly to pupils who disclose incidents of bullying and investigate all disclosed incidents of bullying. Any discriminatory or derogatory language will be tackled immediately – this includes homophobic and racist language and language that is belittling of pupils with a disability or special educational needs.

Staff will discuss the school’s anti-bullying policy with the children if the need arises and use behavioural management strategies, which focus on problem solving and enable pupils to take an active role in finding a solution to problems.

The formal curriculum of the school will also be used to educate all pupils against bullying behaviour. Anti-bullying issues may be raised through the school religion programme, the Social Personal and Health Education (SPHE) which incorporates the following programmes:

 - The Stay Safe Programme

- The RSE Programme

- Webwise – (The NCTE’s internet safety initiative)

- The Walk Tall Programme

 - Safety procedures on the Internet

 - Cyber-Bullying tutorial delivered by an external Professional in this area for pupils, teachers and parents (a whole school including the BASC approach).

 - The holding of an anti-bullying day each year in conjunction with the Stay Safe Programme

***Procedures for Investigation & Recording Bullying***

The BASC’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

1. All cases of bullying will be noted, investigated and dealt with by the class teacher so that pupils will gain confidence in telling. Pupils will be informed that when they report incidents of bullying they are acting responsibly. A special ‘Anti-Bullying Incident File’ (containing appropriate forms and records) will be kept in a locked filing cabinet in the School’s Office for this purpose.
2. Serious incidents will be reported immediately to the Principal.
3. On being informed of an alleged incident of bullying, the staff member dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour. This investigation should take place outside of the class situation to ensure privacy.
4. Then the Staff member/Principal will speak separately to the alleged offender(s) and any witnesses. Again the questioning will take place outside the classroom. It will involve the taking of a written record of what happened. Answers will be sought to questions of what, where, when, who and why. A calm unemotional problem- solving approach will be taken at this stage. If the bullying involves a group of pupils, members of that group will first be met individually and then as a whole.
5. If on the conclusion of the preliminary investigation the Staff member is convinced that bullying has occurred the Principal will be informed by way of Appendix 3 Report being completed and submitted.
6. In cases where it is determined that bullying has occurred the Staff member and the Principal can request separate meetings with the parents/guardians of the parties involved. Their assistance will be sought in preventing a repeat of the behaviour.
7. Victims will be assured that the school community will help them and monitoring procedures will be put in place to safeguard them.
8. Sanctions may follow for the bully such as loss of privileges as appropriate to the situation, age of the child and the school’s Code of Discipline Policy. Help and support will be sought for the bully. This will include speaking to him/her to discover why he/she became involved and continuing to work with his/her parents to modify the inappropriate behaviour.
9. Continued repeated incidents of bullying behaviour will result in the imposition of more severe sanctions as laid out in the school’s Code of Discipline Policy (Card System).
10. Follow-up meetings can be arranged to assess progress and/or restore relationships.
11. At all stages records will be kept of any intervention used to resolve the difficulties. These will be made out by the relevant staff member or if the offense is serious enough in conjunction with the Principal teacher.
12. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school’s complaints procedures.
13. In the event that a parent has exhausted the school’s complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. The school may refer cases to relevant external agencies and authorities where appropriate. In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought and advice may also be sought from the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan.

***Programme of Support***

The school’s programme of support for working with pupils affected by bullying is as follows:

* All staff dealing with a bullying incident will, as well as reasoning with the pupil perpetrating the negative behaviour, also offer support and comfort to the victim.
* In more serious incidents the victim will also receive guidance from the school Principal, Parents and guardian/s will be informed.
* Further interventions where appropriate will be put in place on a case by case basis.
* In order to build self-esteem some children may be invited to assist in the organisation of, or participate in activities which promote responsibilities.

**Working with Parents:**

It is our policy to work in close collaboration with parents. We recognise the value the role

of parents in managing children’s behaviour. It is our policy to inform parents, at

the enrolment stage, of the policies and procedures in relation to behaviour.

The Principal and the BASC Leader will explain how behaviour is dealt with so a consistent

approach can be adopted. Parents are encouraged to tell BASC staff of any difficulties that

they are experiencing at home and inform them on any situation that might impact

on the child’s behaviour such as bereavement, illness, relationship breakdown, a new

baby etc.

Staff will receive regular behavioural management training.

In the case of a child leaving the service unaccompanied and without authorisation, the BASC staff member will contact the Principal immediately. The Principal will contact the pupils Parents and will if needs be inform the Gardaí and set up a search for the pupil. The BASC Childcare worker will remain on site with the other children under his/her care.

All Parents will be able to access the Policy on our school Website and at the BASC.

This policy was drafted and passed in May, 2019

It will be updated every 2/3 years or if needed before then.