

## **Scoil Oilibhéir Naofa Junior School**

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Principal – Maria White

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# Positive Behaviour Policy

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### **1. Mission Statement:**

At Scoil Oilibhéir Naofa Catholic Junior School, we nurture hearts and inspire minds by fostering a community built on trust, kindness, and empathy. We are committed to creating a welcoming environment where every person is respected and valued, celebrating diversity and promoting happiness. Together with the support of parents and caregivers, we strive to enable all students to reach their potential through a rich variety of educational experiences and activities.

### **2. Rationale and Ethos**

This Positive Behaviour Policy promotes positive relationships and sets clear standards of behaviour so that teaching and learning can happen in a safe, happy, and inclusive environment. All pupils are expected to use kind actions and kind words and any behaviour that hurts others or makes them feel unsafe is not allowed.

**As a school our key values are:**

**Ready: I try to be ready to learn.**

**Respect: I show respect to people and property in my school.**

**Kind: I use kind words, kind hands and kind feet.**

**Safe: I keep myself and others safe.**

This policy is prepared in line with:

- Bf Cinealta & Kiva School policies
- NCSE Relate
- Berry Street Education Model

### **3. Aims:**

The aims of our Positive Behaviour Policy are:

- Build positive relationships
- Ensure children are ready to learn.
- Promote positive behaviour and emotional regulation
- Support pupils to feel safe, understood and included
- Ensure consistent responses across the school
- Maintain the safety and dignity of all pupils and staff

### **4. Promoting a Happy School and Positive Behaviour:**

A consistent whole school approach is required to encourage a happy school environment with positive relationships and expectations of a high standard of behaviour in an atmosphere promoting a readiness to learn.

Teachers explain and reiterate the Positive Behaviour Policy to the pupils on a regular basis, teaching them the importance of respect for self and others. This creates solid and secure relationships among teachers and pupils and leads to effective teaching and learning.

Our school values reflect and support the whole school behaviour plan, and are presented in a way that the children can relate to them easily.

- Whole-school teaching and events: SPHE/ KiVa/wellbeing lessons, social stories, Aistear, role-play, circle time, restorative conversations. We hold an annual “Friendship Week” to encourage positive friendly behaviour.
- Positive acknowledgement: Specific praise, stickers/notes home, class rewards that promote inclusion and positivity, rewards specific class and teacher.

- Support plans: Early intervention and targeted supports for pupils with additional needs; reasonable accommodations; collaboration with parents and external supports.
- When behaviour becomes a concern, teachers will refer to the Behaviour of Concern policy.

### **5. Responsibility of all:**

Positive relationships between staff and pupils are central to supporting behaviour. All of the adults encountered by the children at school have the duty to model high standards of behaviour, both in their dealings with the children and with each other as their behaviour sets an example and builds positive relationships. Explicit and regular teaching of expected positive behaviour as well as social and emotional skills (social stories, SPHE lessons, roleplay, circle time) is necessary.

### **6. Whole School Values:**

In Scoil Oilibhéir Naofa we adopt a positive approach to behaviour. We recognise behaviour as communication and we endeavour to work together to address unmet needs. We are committed to developing intrinsic motivation in an environment which promotes wellbeing. We acknowledge that children must feel calm and safe before they can be ready to engage with learning. We understand that consistency is key to promoting fundamental positive behaviour and token economies do not work for all. Promoting positive recognition, importance and a sense of belonging focusing on the immediacy of consequence over punishment is key to our policy.

### **7. Positive Behaviour Strategies**

At all times we endeavour to adopt a positive approach to behaviour. Our school values of Ready, Respect, Kind and Safe will be applied in a fair and consistent manner, taking into consideration the age of the pupils and the uniqueness of each child.

In our school we prioritise proactive strategies to promote positive behaviour in the classroom, on yard, in our whole school environment and on school trips / outings. All pupils are expected to follow our school values at all times, showing respect, and kindness and being safe. When children feel safe and respected they are then ready to participate and learn.

These strategies may include, and are not limited to:

- Explicit teaching of our school values
- Explicit teaching of expected behaviour
- Lessons/ stories around social and emotional skills
- Morning greeting to all at the school gate, hall and classroom
- Soft starts and morning meetings

- Predictable routines and clear expectations
- Visual schedules and supports
- Preparation for transitions
- Regular use of language about readiness to learn
- Sensory or movement breaks
- Calm spaces for regulation in all classrooms
- Consistent modelling of positive relationships and behaviour
- Acknowledging positive effort

### **8. Recognition for Positive Behaviour:**

Each child is unique with his or her own strengths and abilities. We cherish all our pupils and endeavour to help each of them grow and mature both socially and academically. Our traffic light system encourages children to earn green cards, from all adults in our school. Green cards can be earned individually for positive behaviour or as a class for behaviour in our school environment. Whole class and individual rewards will be administered regularly.

All children deserve encouragement and recognition of good efforts. We recognise that maintaining consistency is essential for encouraging positive foundational behaviour, and that token economies are not effective for everyone. We have many ways of recognising appropriate positive behaviour.

These may include, and are not limited to:

- A quiet word or gesture to show approval.
- Praise in front of a group or class.
- Merit sticker or stamp.
- Written comment in copybook or on worksheet.
- A visit to another member of staff or to the Principal for commendation.
- Written note or phone call to parents/guardians.
- Group of the week.
- Certificate to recognise effort made or work accomplished
- Rewards specific to individual classes
- Green cards

### **9. Inappropriate Behaviour:**

Our policy emphasises positive recognition, fostering a sense of value and belonging. We aim to focus first on proactive prevention and genuine de-escalation, rather than on negative consequences or punishment. When inappropriate behaviour occurs all adults will aim to respond with calm and consistency supporting the child at all times. Parents will be kept informed by the Class Teacher of any problems their child may be experiencing in

their work or general behaviour. The Class Teacher will also discuss any problems of a serious nature with the Principal. A behaviour-of-concern plan may be implemented when inappropriate behaviour persists.

### **10. Consequences:**

As a whole school it is our intention to prioritise immediate preventative approaches and meaningful de-escalation rather than punishment. We aim to help children understand that consequences are the outcomes that naturally or logically follow a behaviour, thus helping them understand the impact of their actions and encouraging positive choices in the future.

We use a traffic lights system to encourage positive behaviour, this focuses on teaching expectations, repairing behaviour and keeping children safe rather than punishment.

These may include, and are not limited to:

- Reminder or gentle warning (showing amber/red card)
- Choices and time to fix behaviour
- Thinking time / Calm corner / Sensory Box
- Time in with adult, gentle conversation
- Repairing behaviour, saying sorry
- Informing parents of any concerns

### **11. Communication and Home School Partnership:**

The Principal provides this policy to parents/guardians before enrolment and may request written confirmation that the policy is acceptable and will be supported. This document is published on the school website; staff receive copies; age-appropriate versions are shared with pupils.

### **12. Visuals / Resources**

Our traffic lights are on display alongside our school values in all areas of our school. Every year teachers will receive a copy of this policy alongside green cards and laminated traffic lights for their lanyard.



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This policy will be reviewed as required by the Board of Management.

This policy was adopted by the Board of Management on 28/4/26 to become operational from start of school year 2026-27.

*Miriam Marsh*

Miriam Marsh, Chairperson

*Maria White*

Maria White, Principal

## Appendix 1

### Our Values Song

Ready, ready, every day, I learn in my own best way.

Eyes are watching, ears will hear,

I stay focused, calm, and clear.

Ready, ready, every day, I learn in my own best way.

Respect, respect, all around,

People, places, things we've found.

Voices gentle, actions fair, showing others that we care.

Respect, respect, all around, people, places, things we've found.

Kind and caring, words we choose,

Hands and feet we carefully use.

Helping friends along the way, making someone happy today.

Kind and caring, words we choose, hands and feet we never misuse.

Safe and steady, safe and strong,

Keeping others safe from wrong.

Walking calmly, thinking too, safe in everything we do.

Safe and steady, safe and strong, keeping others safe from wrong.