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## **XI. BEHAVIOURAL POLICY**

### **1. Purpose**

**Don Bosco School and Junior College** is committed to providing a safe, respectful and disciplined learning environment for students and staff. It is a haven where students have opportunities to engage in quality learning experiences and acquire values supportive of their life long well being.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### **2. Consultation and Data Review**

The school has developed this plan in consultation and collaboration with the school community comprising of parents, staff and students during the meetings held in the last few years.

### **3. Learning and Behaviour Statement**

All areas of **Don Bosco School and Junior College** are conducive learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic programmes.

This Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. We explain shared expectations for student behaviour through this plan to everyone. It assists **Don Bosco School and Junior College** to create and maintain a positive and productive learning and teaching environment, where **ALL** community members have clear and consistent expectations and understandings of their role in the educational process.

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We have identified the following school wide expectations to promote high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful.

The school rules have been agreed upon and endorsed by the entire staff and the management on the basis of the aforementioned expectations. They are aligned with the values, principles and expected standards outlined in Don Bosco's Preventive system of Education.

#### **4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

##### **Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to **all** the students.

At Don Bosco School and Junior College, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** the students, designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

The school wide expectations teaching matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	ALL AREAS	CLASSROOM	PLAYGROUND	CORRIDOR	TOILETS
BE RESPECTFUL	<ul style="list-style-type: none"> <li>■ Wear shoes and socks at all times.</li> <li>■ Use polite language.</li> </ul>	<ul style="list-style-type: none"> <li>■ Raise your hand to speak.</li> <li>■ Respect others' right to learn.</li> <li>■ Talk in turns.</li> <li>■ Be a good listener.</li> </ul>	<ul style="list-style-type: none"> <li>■ Play fairly – take turns, invite others to join in and follow rules.</li> <li>■ Care for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>■ Greet Staff members.</li> <li>■ Keep passage ways clear at all times.</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect privacy of others.</li> <li>■ Maintain personal space.</li> <li>■ Wait for your turn.</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>■ Ask appropriate permission.</li> <li>■ Be on time.</li> <li>■ Be in the right place at the right time.</li> <li>■ Follow instructions straight away.</li> </ul>	<ul style="list-style-type: none"> <li>■ Be prepared.</li> <li>■ Complete set tasks.</li> <li>■ Take an active role in classroom activities.</li> <li>■ Keep work space tidy.</li> <li>■ Be honest.</li> </ul>	<ul style="list-style-type: none"> <li>■ Return equipment to appropriate place at the bell.</li> </ul>	<ul style="list-style-type: none"> <li>■ Move peacefully in single file.</li> </ul>	<ul style="list-style-type: none"> <li>■ Use toilets during breaks.</li> </ul>
BE SAFE	<ul style="list-style-type: none"> <li>■ Respect others' personal space and property.</li> <li>■ Care for equipment.</li> <li>■ Wait your turn.</li> </ul>	<ul style="list-style-type: none"> <li>■ Enter and exit room in an orderly manner.</li> <li>■ Sit still, do not move in classroom.</li> <li>■ Use equipment appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>■ Participate in school approved games.</li> <li>■ Listen and follow teacher's directions.</li> </ul>	<ul style="list-style-type: none"> <li>■ Walk quietly and orderly so that others are not disturbed.</li> <li>■ Do not sit on the ledge.</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect privacy of others.</li> <li>■ Use water wisely and keep the floor dry.</li> </ul>

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These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons in School Assemblies and during active supervision by staff during classroom and non - classroom activities.

### **Reinforcing expected school behaviour**

Communication of our key messages about behaviour is backed up through reinforcement which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed by us. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

### **Re - Directing low - level and infrequent problem behaviour**

When a student exhibits low - level and infrequent problem behaviour, the first response of our staff members is to remind the student of expected school behaviour and then ask her / him to change the behaviour so that it aligns with our school's expectations.

Our preferred way of re - directing low - level problem behaviour is to ask the students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against the expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

## 5. Consequences for unacceptable behaviour

Don Bosco School and Junior College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The school records all minor and major problem behaviours.

### Minor and Major Behaviours

When responding to problem behaviour a staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

**MINOR** behaviours are those that :

- are minor breaches of the school rules,
- do not seriously harm others or cause you to suspect that the student may be harmed,
- do not violate the rights of others in any other serious way, are not part of a pattern of problem behaviours,
- do not require involvement of specialist support staff or Administration.

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**Minor problem behaviours may result in the following consequences :**

- The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary,
  4. gives positive verbal acknowledgement for expected school behaviour,
  5. If problem behaviour occurs for more than 3 times, a record is made on the website.
- A minor consequence logically connected to the problem behaviour are
  1. removal from an activity or event for a specified period of time,
  2. individual meeting with the student and asking for an apology,
  3. Detention for work not completed.

**MAJOR** behaviours are:

- Repetition of the all minor problems without any improvement even after facing the required consequences,
- those that significantly violate the rights of others,
- those that put others / self at risk of harm,
- require the involvement of school Administration.

**Major problem behaviours may result in the following consequences:**

1. an immediate referral to the Administration / Counselling because of their seriousness,
2. when major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

**Major problem behaviours may result in the following consequences:**

- **Level One** : Parent contact
- **Level Two** : 1. Referral to Intensive Behaviour Support Team,  
2. Referral to Counselling,  
3. Suspension from school.

Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

**The following table outlines examples of major and minor problem behaviors :**

	<b>Area</b>	<b>Minor</b>	<b>Major</b>
<b>Being SafeL</b>	Movement around school	<ul style="list-style-type: none"> <li>■ Running on concrete or around buildings</li> <li>■ Running in stairwells</li> </ul>	<ul style="list-style-type: none"> <li>■ Shouting, whistling and hooting in the classroom.</li> </ul>
	Play	<ul style="list-style-type: none"> <li>■ Incorrect use of equipment</li> <li>■ Not playing school approved games</li> <li>■ Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>■ Throwing objects</li> <li>■ Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>■ Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>■ Serious physical aggression</li> <li>■ Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>■ Not wearing proper Uniform</li> <li>■ Not wearing shoes.</li> </ul>	<ul style="list-style-type: none"> <li>■ Defying the dress code of the school</li> </ul>
	Other		<ul style="list-style-type: none"> <li>■ Possession or selling of drugs, Cigarettes &amp; Tobacco</li> </ul>
	Class tasks	<ul style="list-style-type: none"> <li>■ Not completing set tasks that are at an appropriate level</li> <li>■ Refusing to work</li> </ul>	<ul style="list-style-type: none"> <li>■ Regular continuation of minor problems in the class room</li> <li>■ Deliberately not completing the set tasks</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>■ Not being punctual (eg: lateness after breaks)</li> <li>■ Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaving class without permission (out of sight)</li> <li>■ Leaving school without permission</li> </ul>



	Area	Minor	Major
<b>Being Responsible</b>	Follow instructions	<ul style="list-style-type: none"> <li>■ failure to respond to adult request</li> <li>■ Non compliance</li> <li>■ Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>■ Repetition of unco - operative behaviour</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>■ Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>■ Major dishonesty</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>■ Littering</li> </ul>	<ul style="list-style-type: none"> <li>■ Repetition of littering habits</li> </ul>
	Mobile Phone	<ul style="list-style-type: none"> <li>■ Mobile phone switched on in any part of the school at any time without authorisation (written permission from Principal)</li> </ul>	<ul style="list-style-type: none"> <li>■ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without written permission from the Principal)</li> </ul>
<b>Being Respectful</b>	Language	<ul style="list-style-type: none"> <li>■ Inappropriate language (written/verbal)</li> <li>■ Calling out</li> <li>■ Poor attitude</li> <li>■ Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>■ Offensive language</li> <li>■ Aggressive language</li> <li>■ Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>■ Petty theft</li> <li>■ Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>■ Stealing / major theft</li> <li>■ Wilful property damage</li> <li>■ Vandalism</li> <li>■ Destroying, breaking the school equipment furniture. (Parents will have to pay the amount of the equipment broken and maintenance.)</li> </ul>

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## **R. THE SCHOOL DISCIPLINE CODE OR SCHOOL RULES**

The School Discipline Policy will cover the following Two aspects:

- A. School Rules / Regulations or Discipline Code.
- B. Strategies For Dealing With Unacceptable Behaviour.

### **A. School Rules Or Discipline Code**

The school rules are spelt out in the school handbook. The important rules and regulations find a mention here.

They are as follows:

1. Every pupil must have a copy of this Hand Book which must be brought to School daily. It is the only easy, prompt and effective way of communicating the positive and the negative behaviour of the child.
  - (i) The student's name and photograph and other details including specimen signature of parents, must be filled in within a week after the re - opening of the School.
  - (ii) Daily lessons, Home assignments and Reports, if any, should be noted down In the Handbook.
  - (iii) Parents should check the handbook regularly for remarks / late attendance / reports and sign them promptly. A pupil is liable to be sent home from class if these remarks / reports are not signed.
  - (iv) No pupil will be allowed to attend class without his / her copy of the hand book, the parent could be asked to bring the handbook or a pupil could be sent home from class.

2. The School and College Timings are as follows :

<b>Class</b>	<b>Reporting Time</b>	<b>School Time</b>
1. Pre - Primary a. Sr. K.G. b. Jr. K.G.	07.45 a.m. 11.15 a.m.	8.00 a.m.to 11.00 a.m. 11.30 a.m. to 2.15 p.m
2. Primary (I to IV)	7.30a.m.	7.45 a.m. to 1.25 p.m.
3. Secondary (V to X)	7.30 a.m.	7.45 a.m. to 1.55 p.m.
4. Junior College	7.30 a.m.	7.45 a.m. to 1.55 p.m.

- (i) At the first bell all students must move into their classrooms.
  - (ii) By the second bell the pupils should have assembled in their classrooms and should wait for the third bell, which marks the beginning of the session.
  - (iii) Running and shouting inside the school building are not allowed. When classes are over at the end of the session, the pupils should move in single file, in due order and silence along the corridors to the exit.
  - (iv) It is necessary to observe silence when changing classes for language study or when going down for P.T. / Activities or Games.
  - (v) After the break the student is expected to report in the class immediately, failing to which a late remark could be issued.
3. All pupils are expected to begin and close each session devoutly reciting the appropriate prayer. Pupils are expected to stand at attention during the singing of the National Anthem and School Anthem.

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4. All pupils must come to school in the school uniform. A pupil who is without proper uniform, must produce a note duly signed by his parent / guardian, failing which he may be asked to return home during school hours.
  5. Irregular attendance, habitual idleness, disobedience, malpractices in connection with examinations or conduct injurious to the moral of the school justifies stern action.
  6. Pupils are responsible to the school authorities not only for their conduct in the school, but also for the general behaviour outside school. Hence, misbehaviour, even outside the school, will be liable for disciplinary action.
  7. Politeness and courtesy of speech as well as cleanliness of dress and person are expected from every pupil. Shabby and unkempt hair will not be permitted. Any type of discourtesy or disrespect to members of the school staff will be considered as a serious breach of discipline.
  8. Pupils should be particularly careful not to throw any papers, eatables, seeds, etc. anywhere on the school premises, but in the baskets or bins provided.
  9. Any damage done in class or about the premises will have to be made good by the pupils. The decision of the Principal regarding the amount will be final.
  11. The school cannot be held responsible for books, writing materials, money, clothes, and other articles that are lost. Pupils are expected to look after their own belongings. It is not advisable for pupils to have money or valuable articles with them.
  12. Pupils suffering from contagious or infectious diseases will not be permitted to attend class.

13. Every pupil should endeavour to keep up the high moral tone of the school / by excelling in good manners and deportment, for the smooth running of the school. No pupil may bring into the school any article, which may prove to be a source of disturbance. Mobile phones, MP3-players, camera and laptop should not be brought to school without explicit written permission from the Principal. The Principal holds the right and the authority to confiscate the above mentioned electronic equipment, which will not be returned.
14. A pupil who fails in the final exam may be asked to repeat the class as an external student.
15. Every pupil must take part in physical exercise, school games, co - curricular and extra - curricular activities of the School.
16. Parents and Guardians are not allowed to see their child / ward or interview teachers during school hours.
17. The record of the addresses of parents / guardians is maintained in the school office. Any change in the address or telephone numbers should be communicated immediately to the school office.
18. Private tuitions are discouraged. Staff Members of this School should not be approached to take private tuitions.
19. Letters received in the school, addressed to pupils will not be delivered.
20. Those who return to school absenting themselves without leave, shall not enter the class without the sanction of the Supervisor.
21. A pupil who has been present in the morning, may not go home in the course of school hours, except with the permission of

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the Principal / VicePrincipal (or Supervisor / Head Teacher in exceptional cases).

22. The names of those absent without leave for one month or more may be struck off the rolls.
23. All students have to be present on the first day of school after any major vacation and on the last day of school prior to any vacation. In case of sickness the school authorities must be notified and a medical certificate produced.
24. Pupils who are absent from the examinations for any reason other than sickness, justified by a Doctor's certificate, will be considered as having failed. Pupils absent from any examination paper will not be re - examined. Pupils absent for the final examination due to sickness justified by the Doctor's certificate will be considered on their proficiency in studies and conduct during the scholastic year.
25. The School observes all public holidays declared by the State Government. Sectional holidays will be granted if applied for in writing.
26. Pupils who are late or absent must bring a written justification in their Handbook, certified by their parents / guardians. The school accepts no responsibility if a pupil is obliged to return home during class hours for not complying with this rule.
27. Pupils will not be permitted more than a week's leave even in extreme cases such as marriages, death, religious functions, etc. Any such leave must be obtained by a written application

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from the parents or guardians and should be duly approved by the Principal in writing.

28. Pupils who have not paid their fees will not be permitted to sit for the examinations
29. The School does not have its own bus service, neither does it take responsibility for any other transport service and neither will the school be held responsible for accidents, damage, etc.

**B. STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR :**

Disruptive classroom behaviour is attended to at different levels / stages:

1. At the very first stage, the teacher challenges the behaviour of the student, and reasons with the student the behaviour vis - a - vis the rules. An immediate recourse to negative remark will be avoided at all cost.
2. If the disruptive behaviour continues for some time, the teacher records the incident, gives a constructive assignment that may help remedy the situation.
3. If the disruptive behaviour persists, or returns after sometime, and the teacher realizes that his / her plan of action is ineffective, the parent is informed. The teacher then devises a plan to improve the child's behavior and a record is maintained on the website. The parent has to compulsorily make it a point to meet the teacher at this juncture.
4. If the disruptive behaviour returns after sometime, then along with the supervisors, there is a second referral to the parents and if the need arises the student is sent to the counselor. The

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counselor may direct the parents / school authorities for a certain line of action / refer to a specialist to help address the child's behaviour. A record of this is maintained on the website.

5. If the disruptive behaviour persists, the Principal may suspend or expel the child depending on the nature and the severity of the behavioural crime.

The School & Junior College Management reserves the right to add or amend any of these rules; which will be binding on the parents and students.

**Principal**

Don Bosco School & Junior College

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