

# Our Lady of Lourdes School Ballymoney

Caring, Sharing, Learning together to meet the future

## **Promotion and Sustaining of Good Behaviour Policy**



**This policy has been formulated on the basis of the school's philosophy and aims, and runs parallel with the school's Curriculum Policy and Pastoral Care Policy.**

Our Lady of Lourdes School believes that good behaviour is very important, not least because it is essential for effective learning. One of the goals of the school, therefore, is to encourage, ensure and uphold good behaviour throughout the school day, on the way to and from school, on educational visits and during all lessons and related activities.

In the promotion of this goal the school will encourage pupils to be active and responsible members of their school, community and wider society. The ethos developed will promote both mutual respect and due recognition of authority, personal accountability, individuality and community. Implicit in this is the understanding by all who are part of the school community that good behaviour is the responsibility of everyone, not just a few and that we as members must "stand up in our own community" and be counted.

Our Lady of Lourdes School has a positive, proactive approach to behaviour. The good is applauded and rewarded while a structured system of sanctions, complemented by counselling, will be set in place to counteract inappropriate behaviour.

## Definitions

Good behaviour is acting in a manner that shows respect for self, other people and property. It is something of which to be proud.

Discipline is the acceptance of defined boundaries of behaviour by all parties. It should be based on agreed values which reflect the fairness, respect and self-control essential to an ordered environment.

## Purposes

- It is intended that this policy should assist in the realisation of the school's aims providing a framework for action evaluation
- It is Our Lady of Lourdes School's intention to maintain its reputation as a caring community, with the continued development of a happy, helpful atmosphere being given a high priority. This school community is made up of strands – pupils, parents, teaching staff, other school staff and visitors to name but a few – who must work together so that worthwhile progress and development is assured.
- It is envisaged that respect by, and for, all should not only be encouraged but expected.
- Our Lady of Lourdes School, recognising that each pupil has a right to a classroom environment which makes learning possible, seeks, through this policy, to ensure that order is maintained throughout the school.

The aims of this policy, therefore, are to:

- Create an ordered environment in which learning can place;
- Develop in pupils a measure of self-control and a sense of responsibility for their actions both in and out of school;
- Establish an environment in which tolerance and respect for self and others is encouraged;
- Maximise the support of parents in the achievement of standards of behaviour acceptable to the school;
- Create support structures through which teachers are enabled to minimise bad behaviour and maximise the good;
- Promote good behaviour through the motivation of pupils by good quality teaching and a relevant curriculum.

## Elements in the Promotion and Sustaining of Good Behaviour

### Teachers

Good discipline is the responsibility of all teachers, not only within the classroom but throughout the school, e.g. in corridors and play areas. It begins with caring for the pupils as individuals, respecting them as people, commending praiseworthy actions and rests on sound, warm personal relationships built up between staff and pupils. Teaching staff are expected, at all times, to maintain the highest standards of professional behaviour in language used, attitudes adopted and arrangements made with pupils.

The foundation of a positive approach to discipline lies in sound classroom management. All teachers, therefore, should endeavour to ensure that they arrive to class on time and encourage classes to do the same, that lessons are well prepared and that the tasks, as far as is possible, motivate pupils and engage them actively in the learning process. Pupils should be clear as to what is expected from them and be given regular feedback on progress. The work set should be appropriate to the pupils' abilities and involve the use of a range of appropriate teaching strategies and resources aimed at sustaining pupils' interests. Teachers should ensure that all materials and equipment necessary for classroom activities are available and that structured lessons maximise learning outcomes and dismiss the class in an orderly fashion while keeping an eye on corridor movement.

School life should reflect a well ordered community which combines an atmosphere of care, security and respect within defined boundaries of behaviour. Teachers should, therefore, at all times, insist on the highest standards of behaviour, language and manners, having modelled the same themselves. They should seek to promote courtesy to and consideration of others as well as respect for property. An attitude of self-discipline and a proper regard for authority based on mutual respect and sound working relationships should be engaged.

Situations where relationships threaten to break down must initially be addressed by the teacher at the point of contact. Such approaches as are used should be applied fairly and consistently in accordance with agreed sanctions and be appropriate to the misdemeanour.

Where referral is necessary, it should be carried out in accordance with agreed referral procedures.

## **Pupils**

Acceptable personal presentation is an important factor in forwarding positive discipline and self-worth. Pupils should be encouraged to take pride in their own appearance with particular emphasis on obeying the conventions regarding the wearing of school uniform. They should be encouraged to have a sense of pride in their school which extends beyond its boundary and promotes its image in the wider community in the best possible light. This would also involve treating all school property with care and respect and avoiding dropping litter.

Pupils can be expected to be personally responsible to ensure that assignments and homeworks are completed to the very best of their abilities and handed in at the required times, particularly if those assignments are connected with external examinations. They should also ensure that they have come fully prepared for class as this is vitally important if the best is to be made of the opportunities the school day affords.

Pupils are expected to be supportive of one another avoiding actions and language which belittle, threaten or hurt, thus forwarding the concept of mutual respect. They are also expected to follow all reasonable instructions or requests made by members of the staff and to be helpful, polite and well-mannered to all.

## **Parents**

It is recognised that a close partnership between parents, pupils and teachers is essential to the promotion of a positive approach to discipline in the school. Parents should be kept informed of their children's progress and be consulted when there is any cause for concerns. At all times the school will seek to involve parents in all aspects of their children's education.

Parents have an important role to play in encouraging and motivating the child at home, as they work together with staff in an atmosphere of mutual respect and support. The progress of all pupils is enhanced by parents supervising homeworks, showing an active interest in coursework and ensuring that their own children come to school fully prepared and equipped for the full range of subjects and activities. Standards of uniform and appearance are already very high and the continued active support of parents in maintaining these standards is highly appreciated. The importance of parental support in ensuring the highest levels of punctuality and attendance cannot be overstressed as these underpin the possibilities of the highest achievement throughout the school years.

**Each of the above groups can be seen to have both rights and responsibilities. Statements of these follow.**

- Come to school on time, with homework done, suitably equipped for the lessons in the day ahead and dressed in an appropriate manner;
- Respect the views, rights and property of others, and behave safely in and out of class;
- Co-operate in class with the teacher and with their peers;
- Work as hard as they can in class and avoid hindering the progress of others;
- Conform to the conventions of good behaviour and abide by school rules;
- Seek help if they do not understand or are having difficulties;
- Accept ownership for their own behaviour and learning, and to develop the skill of working independently.

**Pupils have a right to:**

- Be valued as members of the school community;
- Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns within the expertise and experience of staff;
- Make mistakes, and learn from them;
- Be treated fairly, consistently and with respect;
- Be consulted about matters that affect them, and have their views listened to and, as far as it is reasonable, acted upon;
- Be taught in a pleasant, well managed and safe environment;
- Work and play within clearly defined and fairly administered codes of conduct;
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- Develop and extend their interests, talents and abilities within the confines and resources of the school.

**Teachers have a responsibility to:**

- Behave in a professional manner at all times;
- Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked giving positive feedback;
- Show interest and enthusiasm in the work in hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- Share with the parents any concerns they have about their child's progress, development and behaviour;
- Expect high standards and acknowledge effort and achievement;
- Pursue opportunities for personal and professional development.

### **Teachers have the right to:**

- Work in a safe, secure environment where common courtesies and social conventions are respected;
- Express their views and contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for professional development;
- Support and advice from senior colleagues and external bodies;
- Have appropriate accommodation and resources available in all subject areas.

### **Parents have a responsibility to:**

- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped, dressed and prepared for the lessons in the day ahead;
- Be aware of school rules and procedures, and encourage their child to abide by them;
- Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;
- Act as positive role models for their child in their relationship with the school;
- Attend planned meetings with teachers and support school functions;
- Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.
- Have an available contact if their child, has to go home as a result of illness or an accident.

### **Parents have a right to:**

- A safe, well-mannered and stimulating environment for their child's education;
- Controlled and reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- Be informed about their child's progress and prospects;
- Be well informed about school rules and procedures;
- A broad, balanced and appropriate curriculum for their child;
- Be involved in key decisions about their child's education;
- A suitably resourced school with adequate and well-maintained accommodation.

## Liaison with External Support Agencies

Some of the more difficult aspects of pupil behaviour may require the involvement of external support agencies. Where this is necessary, every effort should be made to ensure that the nature of the support required is appropriate to the individual needs of the child concerned and that such support is in accordance with agreed procedures and that parents are involved and informed at all stages. Decisions to involve external support agencies can only be made by the Principal and Heads of Pastoral Care after consultation with the parents.

## Roles

### Form Teacher

The form teacher has a most important role to play in the promotion and sustaining of good behaviour. While there are many administrative tasks to be fulfilled the relevant tasks in the furtherance of this policy will include the monitoring of punctuality, attendance, uniform and homework. One outcome of this monitoring should be discussion about the setting of targets to assist in raising individual standards of appearance, work or behaviour. These discussions should be handled in a positive manner, praising whenever possible and encouraging at all other times.

The form teacher thus has a most important function in the motivation of pupils. A proactive approach should be adopted with all pupils, but particularly those displaying academic or behavioural problems. Fundamental to this is a growing awareness of the pupil as an individual, the offering of support – particularly when a pupil is experiencing personal and social difficulties – developing appropriate strategies and creating a positive environment based on mutual respect.

The sanction which can be employed could include having a quiet ‘word’ with a pupil noting that behaviour/effort/attitude had not been acceptable – particularly appropriate with a pupil who is rarely involved in inappropriate behaviour, recording personal disappointment/concern, the setting of extra work, referral to personal detention, expecting any ‘damage’ to be put right e.g. picking up litter which had been dropped and referral to the year head.

Every opportunity should be taken to praise and celebrate success both within school and without thus developing an awareness of the opportunities and reasons for adopting a positive attitude to work, behaviour and appearance. This, in turn, should develop in all pupils an expectation of doing well for themselves, their school and their family.

### **The Year Head**

In addition to the support offered by the Form Teacher it is expected that, using information passed on by the Form Teacher or other relevant staff, the Year Head will add further support by talking to individuals or small groups of pupils about concerns which have been raised. The Year Head will offer advice and counselling to the pupils as deemed necessary, employing the services of the SENCO when appropriate and will co-ordinate the efforts of Form and Class teachers in trying to solve problems.

In addition to the sanctions mentioned above the Year Head may place a class or individual on report card, issue interim reports, place pupils in after school detention, arrange meetings with parents to inform them of the situation and to solicit support in the resolving problems and to engage in dialogue with the Head of Pastoral Care.

The Head of Department will support the members of his/her department in much the same way as the Year Head supports members of a Pastoral Team. The Head of Department, may offer support by suggesting to the teacher strategies which have been successful in the past and by talking to individual pupils, small groups or whole class as deemed appropriate. It is also to be expected that the Head of Department will work closely with the SENCO and with the Year Heads to whom information about pupils who are causing particular concern may be passed.

### **The Head of Pastoral Care**

Will work closely with, and in support of, the Year Heads in cases of serious and on-going problems. The Year Head may pass on to the Head of Pastoral Care those pupils who have been persistently referred or in instances where there appears to have been a break-down in the staff/pupil relationship because of the pressure of constant referral or other reason. There may well be instances when the seriousness of an offence, e.g. implied or real physical threat or use of abusive language, will necessitate the immediate intervention of the Head of Pastoral Care. The Head of Pastoral Care will also be involved in dealing with instances which are of a more 'whole-school' nature and across the individual year groups such as Circle Time for particular pupils or groups of pupils.

In addition to the aforementioned sanctions, the Head of Pastoral Care may place pupils in detention, and defer them, in the case of serious incidents, to the Principal.

### **The Assistant Principal**

Will work closely with, and in support of, the Year Heads and the Head of Pastoral Care in discussing and dealing with persistent problems.

## **The Principal**

In conjunction with the Head of Pastoral Care, the Principal will discuss and arrange withdrawal or give notice of suspension. In extreme circumstances, the Principal will discuss behaviour with parents and engage outside agencies in support of the situation or make alternative arrangements for the education of the pupil.

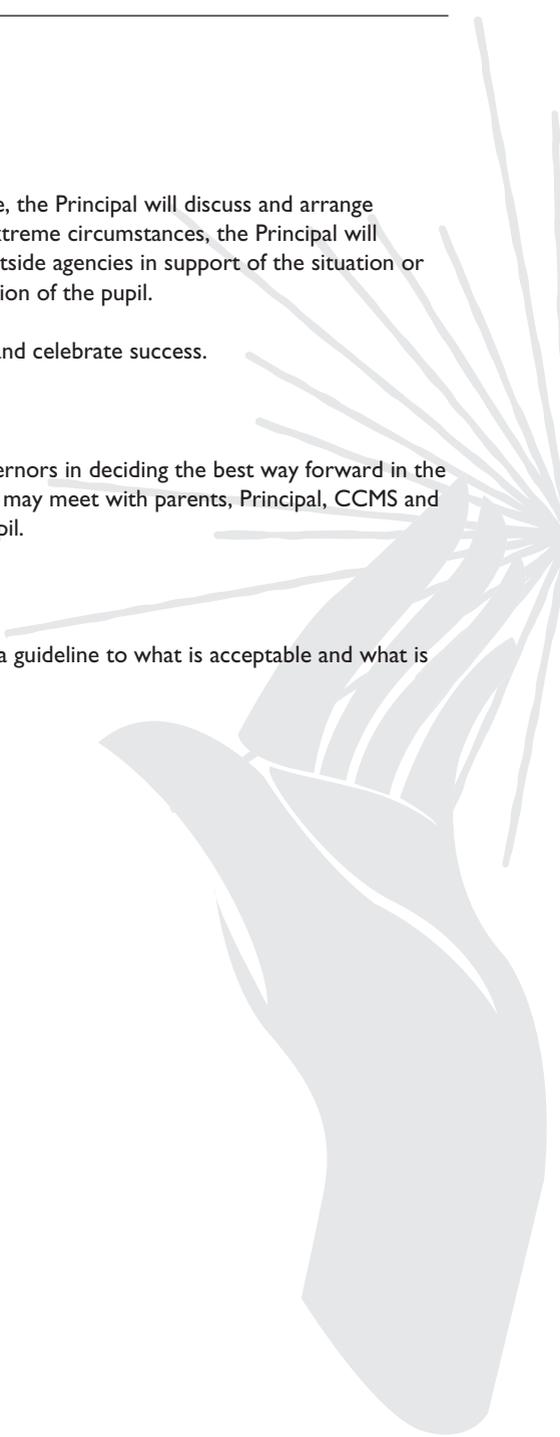
Every opportunity should be taken to praise and celebrate success.

## **Board of Governors**

The Principal will inform and engage the Governors in deciding the best way forward in the most extreme of situations. The Chairperson may meet with parents, Principal, CCMS and EA officers in discussing the exclusion of a pupil.

## **Code of Conduct**

The school's established Code of Conduct is a guideline to what is acceptable and what is not acceptable behaviour.







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## School Poem

You're **unique** and **one of a kind**  
Your life can be what you want  
Take the days just one at a time  
**Count your blessings** not your troubles  
You'll make it through whatever comes along  
Don't put limits on yourself  
So many dreams are waiting to be realised  
Decisions are too important to leave to chance  
Reach for your **peak**, your **goal**, your **prize**  
The longer one carries a problem the heavier it gets  
**Live a life of serenity** not a life of regret  
Remember that a **little love** goes a long way  
A lot goes forever  
Remember that **friendship** is a wise investment  
**Life's treasures are people...**together  
Realise that it is **never too late**  
Do ordinary things in an extraordinary way  
Have **health and happiness**  
Take the time to **wish upon a star**  
And don't forget – for even a day  
How very **special** you are

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