



**Ballyclare Secondary School**

**Promoting and Sustaining  
Good Behaviour Policy**

## BALLYCLARE SECONDARY SCHOOL

### **POLICY FOR PROMOTING AND SUSTAINING GOOD BEHAVIOUR**



*“Every child, regardless of intellectual ability or social background, should have a rewarding educational experience”*

#### **Introduction**

“All young people, from whatever background, have a right to be valued and respected, to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential.”

(Promoting Positive Behaviour in Schools)

#### **Rationale**

In Ballyclare Secondary, the school philosophy is based on the belief that every child, regardless of intellectual ability or social background should have a rewarding educational experience.

#### **Aims of Ballyclare Secondary School**

Our aims are to help pupils:

- To acquire knowledge, skills, practical abilities and the will to use them.
- To develop qualities of mind, body, spirit and imagination.
- To appreciate human achievement in art, music, science, technology and literature.
- To be prepared for adult life at home, work and leisure and as consumers and citizens.
- To develop above all a sense of self-respect, the capacity to live as independent, self motivated adults and the ability to function as contributing and caring members of co-operative groups.

It is the school’s belief that a climate, which fosters effective learning, both in and out of the classroom, is at the heart of the education process. Such a climate or ethos is best established through focusing on the creation and maintenance of good relationships among staff; staff and pupils; pupils and their peers: between parents and the school and the school and the community.

In keeping with the aims of the school we believe that learning can best take place within a safe and ordered environment and that all young people, from whatever background, have a right to be valued and respected, in a secure and caring environment and to have their abilities and talents nurtured and developed to their full potential.

It is therefore our intention to create a calm and caring environment within which teachers, pupils and support staff can work to the best of their ability, enjoy a sense of belonging and know they have an important part to play.

Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work.

### **Aims of Promoting and Sustaining Good Behaviour**

The aims of promoting and sustaining good behaviour are:

- To promote learning for all the pupils.
- To make it easier for teachers to teach effectively.
- To develop pupils' self-esteem and foster self-respect.
- To encourage pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour.
- To develop pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict.
- To have the endorsement and active support of parents.

### **Indicators of an effective Policy for Promoting and Sustaining Good Behaviour**

- ✓ A positive atmosphere based on a sense of community within the school and values which all of its members share;
- ✓ A sense of collective responsibility among staff, and a commitment to the school by the pupils and their parents;
- ✓ Effective, well-prepared teaching, where expectations of the pupils are appropriately high, work is differentiated according to pupils' needs, all pupils are challenged and supported as necessary, and homework is carefully and constructively marked;
- ✓ A stimulating and suitably differentiated curriculum, which takes account of the needs and interests of the pupils and allows every pupil to experience a measure of success;
- ✓ Effective programmes which promote among pupils a sense of self-esteem and self-respect, respect for others, self-discipline and responsibility
- ✓ A behaviour policy, devised on a whole-school basis and based on consensus, incorporating an agreed rewards and sanctions regime, which is understood, owned and consistently applied throughout the school by everyone acting in a supervisory role;
- ✓ Support for the behaviour policy through:
  - Suitable staff development in classroom management techniques.
  - Suitable training for non-teaching supervisory staff.
  - Effective links with the home, and the support of parents.
  - Early identification of learning difficulties which may present as, or lead to, behaviour problems.
  - Effective links with outside support agencies.

### **Objectives**

- To create a safe and respectful environment.
- To ensure all pupils, parents and staff are aware of the school rules.
- To promote self discipline and proper regard for authority.
- To regulate pupils' conduct and ensure pupils standard of behaviour is acceptable.
- To encourage a consistency of approaches by staff to all cases of indiscipline in an appropriate manner.

The aims and objectives will be encouraged through:

- The organisation of the school and pastoral system where various teachers have responsibility for the welfare of the pupil.
- Effective relationships among staff, pupils and parents.
- Rewarding good behaviour and endeavour and recognising pupil achievement.
- A consistent and appropriate response from teachers to discipline.

The aim of this policy is to provide a coherent and consistent approach to promoting good behaviour throughout the school.

It is understood that everyone in the school community has a role to play in achieving these objectives. These roles are outlined below.

### **The role of the pupil**

The school rules are there for everyone's benefit. Pupils are asked to treat each other, teaching and other staff and school property with respect. The school will maintain high standards in uniform, personal appearance, regular attendance, punctuality and serious application to classwork and homework.

### **Code of Conduct**

#### **It is expected that all pupils:**

1. Will be punctual coming to school and to classes during the school day.
2. Will wear the full school uniform in a presentable fashion and take pride in their personal appearance. (Re School Uniform and Appearance Policy)
3. Will keep mobile phones in their inside blazer pocket and switched off during the school day. (8.30 am to 3.10 pm)
4. Will behave in a responsible manner when travelling to and from school.
5. Will bring necessary equipment required for each lesson to school in a suitable bag.
6. Will co-operate with teachers and at all times respect and carry out their instructions.
7. Will complete both classwork and homework to the best of their ability.
8. Will not behave in any way, which is against the interest of the school.
9. Will show respect for the views, ideas and property of others.
10. Will not be involved in any form of bullying; verbal, physical or cyber.
11. Will not smoke in the school buildings, school grounds or travelling to and from school. This includes both conventional and electric cigarettes.
12. Will respect school property and do their best to keep the buildings, grounds, furniture in good condition.

Following this code of conduct will help to maintain an orderly, co-operative community in which high standards of learning, self-discipline and respect for others will develop.

## Sanctions

Any breach of the school rules listed above may be dealt with using one or more of the following sanctions at the teachers' or Principal's discretion:

- Warning or reprimand
- Extra work
- Detention at break, part of lunch-time or after school
- Daily report
- Parental interview
- Withdrawn from class
- Loss of school privileges
- Formal written contract (after consultation between the Principal and parents)
- Suspension
- Expulsion

## The Role of Staff

Each member of staff is responsible for good discipline in his/her classroom and throughout the school. If unacceptable behaviour is still occurring from an individual, support is available from the Head of Department (HOD), Head of Year, Girls' Tutor/Boys' Tutor, Senior Teachers, Vice Principal and Principal

The table below is intended for guidance.

Stage	Problem	Sanction	To be dealt with
1	<p><b>Class behaviour</b> eg excessive talking, being noisy, not paying attention, disobedience, being out of seat without good cause, arriving late.</p> <p><b>Work problems</b> eg not getting on with the set task</p> <p>Lack of homework</p> <p><b>Breach of Code of Conduct</b></p>	<p>Reprimand</p> <p>Moving to alternate seat in classroom</p> <p>Extra work</p> <p>Break time/lunch time/after school detention</p>	Subject teacher
2	<p><b>Repeated poor class behaviour</b></p> <p><b>Work problems</b></p> <p><b>Lack of homework</b></p> <p><b>Breach of Code of Conduct</b></p>	<p>Extra work</p> <p>After school detention</p> <p>Parental contact</p>	Subject Teacher
3	<p><b>Persistent work problem</b></p> <p><b>Persistent behaviour problem</b></p> <p><b>Persistent Breach of Code of</b></p>	<p>Extra work</p> <p>After school detention</p> <p>Parental contact</p> <p>Extra work</p> <p>After school detention</p> <p>Parental contact</p>	<p>HOD</p> <p>Class Teacher</p>

	<b>Conduct</b>	Referral form	
4	<b>Persistent behaviour problem</b>	After school detention Daily Report Parental contact Withdrawal of certain privileges eg withdrawal from non-curricular activities, school trips and visits Withdrawal from class Referral form	HOY
5	<b>Persistent behaviour problems – no improvement shown</b>	After school detention Daily Report Parental contact and formal interview Withdrawal of privileges Withdrawal from class Following alternative/reduced timetable	Boys’/Girls’ Tutor
6	<b>Serious breaches of discipline</b> eg physical violence towards another pupil or member of staff, verbal abuse of staff, serious disruption, truancy, criminal actions such as theft, vandalism, drug related issues, bullying behaviour, cheating/malpractice, bringing the name of the school into disrepute	Formal senior staff detention ST/VP Report Formal VP/Parents meeting and appropriate action taken Withdrawal from class Formal written contract Warning of suspension Suspension	Senior Teacher Vice Principal Principal Board of Governors
7	<b>Serious breaches of discipline</b> eg physical violence towards another pupil or member of staff, verbal abuse of staff, serious disruption, truancy, criminal actions such as theft, vandalism, drug related issues, bullying behaviour, cheating/malpractice, bringing the name of the school into disrepute	Suspension Consultation meeting with Board of Governors Expulsion for offences deemed serious by the school	Principal Board of Governors

**Sanctions should:**

- Be used sparingly and appropriate to age and maturity of pupil.
- Be carried out as soon as possible after the event.
- Be conveyed with appropriate tone indicating the severity of the actions.
- Be reasonable, just, fair and consistent.
- Encourage the pupil to reflect on their behaviour and deter them from repeating the behaviour.
- Be followed with the opportunity to rebuild staff/pupil relationships.

## Keeping a record

Sanctions for behaviour must be recorded on SIMS Behaviour Management Module. In the case of further action being required after a period of indiscipline, the school is required to maintain a written record of interventions by teachers, contacts with parents and any steps taken to deal with indiscipline. It is therefore essential that all paperwork including referral forms are completed, circulated to relevant staff who should acknowledge, by signing and dating, having read these and passed to Head of Pastoral Care to be filed in pupils' records.

## Suspension

This may be considered appropriate for serious misbehaviour in or out of school, for example:

- Causing danger or damage to self, others or property, continued or serious defiance of authority
- Damage to the school's reputation

Suspension is for up to 5 days initially according to the regulations. There is provision for extension. Parents will be notified in writing and asked to come to the school to discuss the matter and reaffirm their support of the school's standards, expectations and rules by reviewing and signing an agreement. The pupil will also be asked to sign that agreement. Failure to cooperate with the school following a suspension might lead to further suspension. In cases where the Principal does not believe the pupil intends to comply with school upon their return the period of suspension may be extended. Suspension is a serious sanction which forms part of a pupil's school record and could, in certain, circumstances be referred to in references or other information which is regularly requested by colleges, universities and employers. Suspension is carried out in line with the relevant regulations, and is reported to the Education Authority and the Chair of the Board of Governors.

Examples of why suspension might be given. This list is not exhaustive.

- Bullying
- Assault or aggressive or threatening behaviour
- Verbal abuse or swearing
- Continued breach of the school Code of Conduct
- Defiance during return to school meeting
- Malicious damage or behaviour, this includes vandalism
- Where a pupil is in possession of, or involved with, inappropriate sexually explicit material of any kind
- The possession of illegal substances or any substance or item judged to be a potential threat to the well-being of pupils, staff or premises
- The possession of any item judged to be intended for inappropriate use
- Any behaviour which is judged to be potentially illegal, such as theft or posing a danger to others
- Where the Principal has cause for very grave concern due to the unacceptable behaviour of a pupil
- Where the Principal judges that a pupil is causing serious problems for organisation and discipline within the school
- Where the Principal judges that a pupil's continued presence is infringing the rights other pupils to be taught and to learn
- Where the Principal judges that a pupil's continued presence is placing unreasonable physical or psychological demands on a member of staff, thereby infringing their rights to be in a safe and healthy working environment

- Where expulsion is being considered

In cases of extreme behaviour, a pupil may be referred for Behaviour Support from the Secondary Behaviour Support Service. This may take place in school or in more extreme cases a pupil may attend the Guidance Unit on a regular basis. A pupil must be placed on an Educational Plan for behavioural difficulties by the SENCO before this is implemented. The Educational Psychologist, with parental consent, must refer a pupil for support following an assessment of the pupil.

**This process can take some time: within school there is an internal support system through the SENCO and a support teacher to work with individuals on a 1:1 basis. These pupils will be referred following discussions with the SENCO and the Head of Pastoral Care.**

The Education Authority now runs a successful counselling service. If the underlying cause of a child's behaviour is an emotional one due to sensitive circumstances, the pupil can be referred for counselling in an attempt to help the pupil and modify behaviour.

## **Expulsion**

As a final resort expulsion may be recommended where a pupil has not responded to the methods of the school. If a pupil engages in an act of violence towards a member of the school staff or another pupil, disciplinary action will be taken. This may include suspension or expulsion. These procedures will involve a meeting of pupils and parents with the Principal, the Chairman of the Board of Governors and a representative of the Education Authority.

### **Guidelines for Staff**

- **CONSISTENCY IS VITAL.** Discipline is the responsibility of each member of staff.
- **IMMEDIACY IS VITAL.** Problems dealt with immediately often prevent further trouble. However, it may also be necessary to delay action until the teacher has become fully informed of circumstances.
- **CLASSROOM DISCIPLINE.** This is the responsibility of the individual teacher. There may be times when a teacher requires support in the classroom setting and the help of other staff as outlined in the discipline procedures should be used.
- **FOCUS ON THE MISDEMEANOUR, RATHER THAN THE PUPIL**

### **Reasonable Force/Safe Handling**

For further information staff should refer to the Regional Policy Framework on the Use of **Reasonable Force/Safe Handling 2004**. The following is an abridged version.

The Education (NI) Order 1998 (part II Article 4 (1) ) states:

*“A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is deemed reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:*

- *Committing an offence*



- *Causing personal injury to, or damage to the property of, any person (including the pupil himself): or*
- *Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise”*

A working definition of reasonable force is “the minimum force necessary to prevent a pupil from physically harming her/himself or others or seriously damaging property, but **used in a manner which attempts to preserve the dignity of all concerned**”.

A teacher or other authorised person on the school premises or when elsewhere, e.g. a field trip or school trip, authorised can use reasonable force. It should be limited to emergency situations and when all other behaviour management strategies have been exhausted and where;

- Action is necessary in self-defence or because there is imminent risk of injury to another pupil or person
- There is risk of injury to another pupil or person or significant damage to property
- A pupil is behaving in a way that is compromising good order and discipline

Examples of this may be:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects

### **Forms of Reasonable Force**

A minimum intervention or force should be employed depending on age, sex, physical strength, size, understanding, medical condition and any special needs of the pupil and used in a way that respects the dignity of those involved.

Reasonable force should at all times be carried out in a calm and measured way and in accordance with agreed strategies which include:

- Tell the pupil to stop the inappropriate behaviour
- Ask the pupil to behave appropriately, clearly stating the desired behaviour
- Tell the pupil that physical intervention will take place if the inappropriate behaviour continues
- During the incident assure the pupil that physical contact will stop as soon as she/he is ready to behave
- If the teacher/classroom assistant or supervisory assistant feels at risk, eg: from a group, send for the nearest staff support

### **Limits On the Use of Force**

The law strictly prohibits the use of force, which constitutes the giving of corporal punishment. The use of force as a punishment would contravene the Child Protection Policy. Staff should never act in a way that might reasonably be expected to cause injury, such as:

- Holding around the neck
- Restricting breathing

- Kicking, slapping or using an implement
- Forcing limbs against joints
- Tripping
- Holding or pulling hair
- Holding the pupil face down or on the ground
- Touching or holding a pupil in an indecent way

A member of staff should not intervene in an incident without help if there is a risk that she/he may be injured or may endanger their life.

### **Record Keeping**

All incidents involving the use of reasonable force must be reported to the Principal and the member of staff involved must provide a written report of the incident.

The pupils view should also be recorded as soon as possible, preferably on the same day.

Records of events will be kept until the pupil's 21<sup>st</sup> birthday, or in the event of the pupil being 18; records should be kept for 3 years.

### **Post-Incident Management**

The first aider/school nurse should take immediate action if medical attention is required.

A senior or an appropriate member of staff will make arrangements to access further treatment if required.

In consultation with Education Authority appropriate support will be provided for staff and children after incidents.

Parents will be contacted as soon as possible and the incident explained to them. This must also be recorded.

Parents have the right to make a complaint if they wish to do so. This will be dealt with in accordance with the Circular 1999/10 Pastoral Care in Schools – Child Protection.

### **The Role Of Parents**

Parents, pupils and staff need to know how they can help each other. If parents and the school work together good behaviour is more likely to happen. Regular contact between the home and school is encouraged and often early intervention by parents can improve poor behaviour in school.

To support their children parents are encouraged to:

- Get to know the school policy for promoting good behaviour
- Encourage their children to obey the school rules and to show respect for other pupils, school staff and property
- Make sure their child has all she/he needs for school and has completed homework

- Respond quickly to concerns raised by the school
- Make every effort to come to parents' evenings
- Take part in the life of the school
- Treat staff with the respect they would expect to receive themselves
- Tell the school promptly of any concerns they may have about their child
- Support the school in their sanctions when bad behaviour arises

The school is always willing to meet and discuss any issues with parents. This is not always possible when a parent arrives without an appointment: therefore, parents are encouraged to arrange a time to meet before arriving at the school.

*Reviewed: June 2017*

*To be Reviewed: June 2019*