



DE LA SALLE HIGH SCHOOL  
DOWNPATRICK

**DISCIPLINE  
POLICY**

## **1.0 Introduction:**

### **1.1**

The discipline policy of De La Salle is rooted in the educational practice of the first Brothers and Lay Teachers directed by St John Baptist De La Salle. The practice has been modified and is being continually reviewed by Lasallian schools to take account of changing circumstances and to reflect contemporary conditions. In 'The School Management Plan' the FORWARD, GENERAL PHILOSOPHY OF A DE LA SALLE SCHOOL and GENERAL PHILOSOPHY APPLIED TO DE LA SALLE HS are the basis for policy, practice and procedure.

## **2.0 Principles**

**2.1** Children and adults have the right to be respected

**2.2** Good discipline in schools is best promoted by purposeful learning

**2.3** Unacceptable behaviour can be changed

**2.4** Positive behaviour can be encouraged and shaped

**2.5** Self-discipline and a sense of responsibility can be developed

## **3.0 Aims of Discipline Policy:**

### **3.1**

To create the conditions which encourage the formation of an educational community based on Christian values in which all personal relationships are mutually supportive and respectful of each other and in which everyone accepts responsibility for their actions

### **3.2**

To create the conditions which encourage personal growth and which lead to the development of a growing sense of self-discipline and self-worth in everyone.

### **3.3**

To create an environment which encourages, affirms and rewards good behaviour and positive achievements, and which attempts to moderate and improve poor behaviour by learning and understanding the underlying reasons for it.

### **3.4**

To create an orderly environment where the necessary conditions prevail to allow good teaching and learning to occur and an effective and well run school to flourish.

### **3.5**

To create a relaxed, pleasant and stimulating atmosphere in our school which encourages everyone to contribute of their best.

### **3.6**

To develop an acceptance by all adults in our school of a common responsibility for maintaining good discipline, dealing with unacceptable behaviour and promoting the school's basic guidelines.

### **3.7**

To provide good adult and peer role models for caring, co-operative behaviour.

#### **4.0 Code of Conduct:**

- 4.1** Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of the educational process. The code of conduct is designed to facilitate this, and its basis is a need for mutual respect.
- 4.2** A student's behaviour is marked by courtesy, pleasantness, good manners, respect and consideration for other students and adults in the school.
- 4.3** The wearing of school uniform is compulsory; the 'Regulations for Pupils to Achieve Aims' in the Prospectus specifies what the uniform consists of.
- 4.4** All students take a pride in their personal appearance, and maintain a high level of personal hygiene. Their clothes are neat and tidy and their hair is clean and properly cut. The Prospectus and Regulations for Pupils elaborates on these points.
- 4.5** Students are conscious that while in uniform (whether on or off the school campus) they represent the school, and that their behaviour reflects on themselves, the school and their family.

#### **5.0 Disciplinary Procedures:**

**5.1 In all matters relating to discipline all members of staff have a responsibility to:**

**5.1.1 familiarise themselves with the code of conduct relating to students.**

**5.1.2 remind students frequently of what standards are expected from them**

**5.1.3 encourage and reinforce good standards of behaviour**

**5.1.4** acquaint themselves with the disciplinary procedures of the school

**5.1.5** enforce the code of conduct in a firm but fair manner in keeping with the Lasallian ethos of the school.

5.2

Most misdemeanours should be dealt with on the spot. Many can even be dealt with without resort to formal sanctions. There are various approaches [Appendix D] and techniques [ section 7 below] which teachers can avail themselves of when exercising their professional judgement as they strive to get across a quiet point to maintain order.

5.3

If a mistake or misunderstanding by word or action occurs between people, justice and our educational philosophy require us to admit our error and apologise. Respect given commands respect in return. It is generally recognised that time invested by a teacher in dealing with a discipline related issue is time well spent and constitutes the essence of teaching. Not only does the student involved become aware of the teacher's seriousness and personal concern for him but so do other students in the class, and their respect for the teacher grows accordingly.

## **6.0 Referral:**

### 6.1

There will be occasions when a teacher will need to refer a student's behaviour to a form teacher or year teacher. It is good practice to enlist the support of colleagues who may have greater responsibility for the welfare of that pupil and perhaps better knowledge of his background which can be shared and thus enlighten the teacher and the underlying reasons for the poor behaviour in the first place.

### 6.2

Together both teachers may resolve a problem before it gets out of hand. This may involve the student being placed on report, parental interview, placed on contract, detention, suspension or onward referral to the EWO or School Psychologist, Social Services or Board of Governors.

### 6.3

In all these instances a case history needs to be maintained.

## **7. 0 Sanctions:**

### 7.1

Sanctions are negative. They are response to poor behaviour but do not provide a model of behaviour improvement, however there will arise occasions when a teacher must resort to sanctions.

### 7.2

The teacher should keep a record of the sanction and the reason for it and also follow up to ensure that the sanction is satisfactorily completed.

### 7.3

When written work is given as a sanction the teacher should ensure that it is fair, meaningful, useful, and ensure that it is completed. It is useful idea to write the reason for the work in red ink at the top of a page so that parents are kept informed of their son's poor behaviour in school.

7.4 Another useful exercise is to ask a student to write out an account of what he has done and to explain the risks, dangers, and possible consequences which might have ensued. This should also be signed by parents.

Some examples of sanctions are:

7.5.1 A quiet word

7.5.2 A sharp word

7.5.3 Seeking an explanation and exploring consequences

7.5.4 Recording of a name

7.5.5 Asking student to report back

7.5.6 Reporting of student to form teacher

7.5.7 Written work as punishment

7.5.8 Informing parent by phone/letter

7.5.9 Parental interview

7.5.10 Placing student on report [ a variety is available in C O ]

7.5.11 Removal of privilege

7.5.12 Detention

7.5.13 Formal suspension

7.5.14 Expulsion

## **8.0 Letters to Parents:**

**8.1** A letter to parents is very useful sanction. Any teacher may send a letter to a student's parents to inform them that a problem is developing with their child, and request their help with the matter. The tone, presentation, style and content should be in keeping with the philosophy of the school. All contacts are recorded.

**8.2** A standard letter is available at Reception requesting parents to attend for interview should the teacher feel that this would be a useful exercise. Such interviews afford opportunities for teachers and parents to gain fresh insights into students. They should be conducted in a cordial and professional manner.

**8.3** Parents are an important asset to the school and their support can be vital. Interviews afford the teacher an opportunity to explain the school philosophy to parents and enlist their support. Improvement in student's behaviour almost invariably occurs following similar interviews.

## **9.0 Students on Report:**

### **9.1**

While any teacher can request that a student is placed on report, it is more useful for the form or year teacher to do so. While on report the student is monitored by the teacher over a certain period of time. The student obtains a comment from each teacher at the end of class and is required to report each day before leaving school and show this report sheet to the teacher concerned. This is signed and dated by the teacher. The student then brings the report sheet home for the parents' signatures. A form or year teacher may also operate a pupils self-monitoring report.

**9.2** The length of time a student remains on report is at the discretion of the teacher.

**9.3** Report sheets are available at Central Office

## **10.0 Detention:**

- 10.1 Detention involves a student remaining after school until 4.05 pm. During this time he will be supervised by a teacher.
- 10.2 The parent must receive at least one day's notice or a verbal agreement with the teacher.
- 10.3 Failure on the students' part to complete the detention, or the accumulation of five detentions may result in a parental review, exclusion of the student from the school, or some other appropriate sanction.

## **11.0 Suspension:**

- 11.1 A formal suspension is administered only by the Principal or VP in his absence
- 11.2 When this sanction is contemplated a case conference consisting of the Principal, year teacher, form teacher and any other teacher involved may be convened.
- 11.3 The suspension may last for up to five days. It will be officially recorded and the chairman of the Board of Governors, the South Eastern Education and Library Board, Council for Catholic Maintained Schools and Education Welfare Officer will be informed.
- 11.4 When a pupil fails to meet the minimum required standards of behaviour, the school is entitled to impose sanctions as outline in its discipline policy, including suspension and if necessary expulsion.

## **12.0 Sources of Disruptive Behaviour:**

- 12. 1 Poor classroom organisation and management.
- 12. 2 Poor lesson preparation.
- 12. 3 Inconsistent application of school rules and sanctions
- 12. 4 Poor classroom relationships
- 12. 5 Poor home background and lack of parental support
- 12. 6 Negative student attitudes to school due to lack of success
- 12. 7 The onset of puberty, adolescent testing of boundaries, peer pressure to conform
- 12. 8 Lack of clear knowledge and understanding of school support structures

## **13. 0 Examples of Rewards:**

- 13.1 Verbal praise (individuals / class)
- 13.2 Written comments in homework notebook
- 13.3 Positive comments on student's written work
- 13.4 Display of student's work
- 13.5 POM awards in years 8 and 9
- 13.6 Year 10 monthly and termly awards
- 13.7 Good report to parents
- 13.8 Giving particular responsibilities in class
- 13.9 Forwarding of names for rewards
- 13.10 Informing form and year teachers of progress

## **14.0 Lasallian Approach to Discipline**

- 14.1 Ensure the school runs well and teaches to live in a Christian way
- 14.2 Ensure that mutual respect characterises all relationships in the school each person is created by God
- 14.3 Teacher is punctual, hardworking, trustful, prayerful, well spoken
- 14.4 All students should be told what ideals are to be set before them they don't automatically know how to behave so present ideals clearly
- 14.5 Exercise authority in an educational manner:
  - 14.5.1 Maintain control
  - 14.5.2 Avoid over familiarity
  - 14.5.3 Command with firmness and assurance without being offensive
  - 14.5.4 Control one's anger and other emotions

- 14.5.5 Impose a level of work that is bearable.
- 14.5.6 Understand the weakness that are usual in adolescents.
- 14.5.7 Give enough time for orders to be carried out, make sure the order is understood, avoid repeating it and check whether it is carried out or not.
- 14.5.8 Take reasonable excuses into account and make it obvious that power is exercised only with a view to the common good.
- 14.6 Have an educational presence. Be vigilant, supervise actively.
- 14.7 Make good use of time. Don't lengthen or shorten class time, consider general order throughout the school.
- 14.8 Observe silence - no unnecessary noise in class, practice silence occasionally
- 14.9 Give responsibility - involve students in tasks and afford them opportunities
- 14.10 Know your students individually and respect that individuality -difference in temperament, character and inclination require different approaches.
- 14.11 Congratulate in a Christian manner (reward, encourage, praise, give responsibilities, show approval, appreciation and admiration).
- 14.12 Punishment - student should not be allowed to do what they want.
  - 14.12.1 Use reprimands sparingly - punishment even more so
  - 14.12.2 Be prepared to forgive when a student promises to do better
  - 14.12.3 If you promise punishment if a fault is repeated you must give the punishment or give up hope of having authority when you teach.
  - 14.12.4 Punishment should be administered in a calm, disinterested and charitable manner. It should be just, befitting the fault and understood and accepted by the student.

#### **15.0 Review and Evaluation:**

- 15.1 This policy will be reviewed annually in the light of experiences and as a result of any legislative changes.
  
- 15.2 It will be reviewed by the Principal in conjunction with SMT and the year teachers.

## **PROMOTION OF GOOD DISCIPLINE**

Strategies for the promotion of GOOD DISCIPLINE are founded on the child's needs for IDENTITY, RECOGNITION, and SUCCESS .

**1. Teachers are on the lookout for effort and improvement, thereby enabling children to grow in confidence and make strides.**

**2. When misbehaviour causes problems, teachers endeavour to separate the deed from the doer by condemning the action not the person.**

**3. Teachers differentiate between encouragement and praise:-**

- ♦ Encouragement helps children believe in themselves
- ♦ Praise is a form of judgement and does not help belief in self
- ♦ Encouragement can be given for effort or little improvement
- ♦ Praise tends to be given to the child who is good or has won
- ♦ Encouragement eliminates comparisons
- ♦ Praise tends to compare the child praised to others
- ♦ Encouragement encourages self-assurance and confidence
- ♦ Praise tends to over reliance on others

**4. Teachers focus their attention on:**

- ♦ Personal statements: "I like, I appreciate, that helps...."
- ♦ Showing confidence in ability: "I was surprised ..."
- ♦ Difficulties of the task done: "That was a tricky problem"
- ♦ Noticing improvement: "You're getting along much better with"
- ♦ Contributions: "I need your help with ..."
- ♦ Good effect of what the child did: "That makes it easier for me to read..."

**5. On-going & annual pupil award, recognition, leadership & involvement schemes**

- ♦ Head Boy Nominations made by Form Teachers, appointment by Head of Year 12
- ♦ Pupils presenting themselves for membership of Junior or Senior Student Councils
- ♦ Years 8 and 9 Pupil of the Month Awards
- ♦ Annual Prize Giving
- ♦ Internal and external accreditation and certification on short and longer term assessments
- ♦ Updating and maintaining their own record of achievement
- ♦ Participating and competing in individual and team sporting events
- ♦ Participating and competing in school, community, business and national enterprises
- ♦ Organising and participating in fund-raising activities
- ♦ Having a supporting role in the administration of day to day and school calendar events.



## REGULATIONS FOR PUPILS TO ACHIEVE SCHOOL AIMS

### **AIM (1) Christian atmosphere and Community spirit:**

1.1 Pupils are at all times expected to show respect for themselves, their fellow pupils, their teachers, other people who work in the school and for all the property of the school.

### **AIM (2) Development of character through Disciplinary Training:**

2.1 Regular attendance at school is essential. Absence from school for a day or part thereof must always be explained orally or in writing by parents. They and the South Eastern Board will be notified when a boy is persistently absent from school without an explanation.

2.2 The school day is from 9.00 a.m. until 3.20 p.m. Punctuality is expected from all pupils. During the day no pupil may leave the school without permission from the Principal or Vice Principal. To get that permission a note from a parent or a dental or hospital appointment card is necessary. These permissions are recorded at the Vice Principal's Office at 9.15 a.m. Pupils on return are to check in to the Central Office.

2.3 Pupils are required to take their lunch on the school premises.

2.4 A high standard of discipline is expected at all times:

2.4.1 Pupils discovered smoking on the second occasion and thereafter are suspended

2.4.2 Mobile phones are not to be used in the school building (*See mobile phone policy*)

2.5 A high standard of physical cleanliness & tidy appearance is expected:

2.5.1 Rings are not allowed to be worn in school.

2.5.2 Conventional hair styles only are acceptable.

2.5.3 A condition of attendance is the wearing of full school uniform of: *Blue blazer with badge, tie, white shirt, grey pullover, dark grey trousers, black shoe, School overcoat and for P.E. wear:- trainers, De La Salle football jersey, shorts, socks, football boots.*

2.6 Pupils are not allowed into class wearing or carrying jackets other than the blazer. These should be placed in their rented locker.

2.7 Classes walk in single file on the right along corridors and stairs.

2.8 Classes line up in single file outside classroom doors.

### **AIM (3) Pupil Development in Communication, Talent & Public Exams:**

3.1 Pupils in developing their talents make full use of award, recognition, leadership schemes

3.2 Each pupil is expected to strive for the best possible grades in school and public exams.

3.2 The School Diary records homework, study time, after school activities, engagements.

3.6 Each pupil maintains his Personal Record of Achievement Diary

3.7 Each pupil is expected to speak properly and to use phrases of politeness e.g. Sir, Please, Miss, May I, Excuse me, thanks, etc

### **POINTS OF INFORMATION**

- All items of pupil's property should be clearly marked with a means of identification.
- School books lost or destroyed will have to be replaced at the expense of parents.
- A school bag is essential and is to be used with lockers which are rented annually.
- Cafeteria will be in operation for breakfast, mid-morning break and mid-day lunch time.
- Pupils enter the school by the front entrances, use area at the front of the school. The back of the school, front drive-ways or staff car park are not play areas.
- Pupils are not allowed to leave the school grounds at lunch time with the exception of post 16 pupils and those attending SERC directly after lunch.
- During break and lunch time all rooms are vacated.
- The front entrance foyer is the indoor assembly area for early morning arrivals.