

# Belfast Boys' Model School

## Relation Learning Policy



### Policy Details

<b>Summary of Policy</b>	To outline the BBMS approach to Relational Learning.
<b>Purpose</b>	To ensure clarity for all stakeholders about the nature, purpose and operation of Relational Learning in BBMS.
<b>Operational Date</b>	November 2025
<b>Review Date</b>	November 2027
<b>Date last reviewed &amp; approved by Board of Governors.</b>	

## RELATIONAL LEARNING POLICY

### 1. RATIONALE

Belfast Boys' Model School seeks to provide the best possible environment for learning and in doing so we recognise the central importance of positive relationships and a restorative approach.

**'Belfast Boys' Model School has 3 core values, Respect, Commitment and Integrity. We seek to prepare pupils for adult life by developing respect for self and others and the environment in particular'.**

Respect for others is the guiding principle. Our approach, therefore, is based on the fundamental values of dignity and human rights and the individual's responsibility to exercise self-regulation.

### 2. PURPOSE

The implementation of the Relational Learning Policy will ensure that all members of the school community:-

- (i) Accept responsibility for their behaviour by adopting a restorative approach.
- (ii) Respect the rights of others to learn in a safe environment and to be treated with respect.
- (iii) Support the principles of honesty, fairness and dignity.
- (iv) Co-operate with each other in all situations.
- (v) Believe in the importance of their own and others self-worth.
- (vi) Experience success.

Not all pupils will live up to these expectations, but it must be our earnest endeavour to pursue excellence in this vital area.

On the basis of these guiding principles, our Student Council has developed a set of school rules. This is the yardstick to be used in all behavioural incidents, and it is from this that clearly defined behaviour codes and common classroom procedures have been developed.

Our Relational Learning Policy seeks to reward good conduct and positive achievement whilst eradicating behaviours which are detrimental to the agreed vision of Belfast Boys' Model School.

The policy is to be implemented with consistency and fairness through supportive teamwork.

Pastoral Leaders will monitor and review the outworking of all areas of the policy.

### 3. CLASSROOM MANAGEMENT

#### Guidance for Staff

It is the duty of all members of staff to promote the Relational Learning Policy through their working relationships with pupils and in their capacity as role models.

All staff agree to be committed in implementing the following strategies;

1. Meet and greet pupils at the start of every lesson and carry out a structured dismissal into the corridor at the end of the lesson.
2. Pupils **are not allowed** to have their mobile phones **out in class**. They can use their phones during transitions, and break and lunch times in the canteen or playground.
3. Teachers will produce a data informed seating plan for all classes.

All staff agree to implement these strategies by committing to an approach that is;

1. Clear
2. Calm
3. Consistent

#### Guidance for Pupils

These strategies will be underpinned by the following behavioural values model;

**BBMS**  
**BE RESPECTFUL**  
**BE READY**  
**BE SAFE**

1. The aim of the RLP is **always to resolve matters at the earliest opportunity**.
2. If required, a staged class exit may be employed. This will consist of **two verbal reminders** with **sufficient time for self-regulation**. If the verbal reminders aren't adhered to, the **'Teacher-On-Call'** teacher will be asked to remove the pupil safely from the classroom. The pupil will then be removed to the department **Cool Seat**. If removed, parents will be informed by the classroom teacher at their earliest convenience. **If a pupil continues to be disruptive in the Cool Seat**, the **Teacher-On-Call** will be called again to remove the pupil to the **Reflection Room**, and a text message will be sent home immediately to inform parents of a **Payback** that day.
3. For a **Cool Seat only** removal, a restorative meeting will be expected to take place between the staff member and pupil to discuss the removal and repair the professional working relationship.
4. Pupils who fail to engage in a restorative conversation will then be placed in a **Payback** where they complete the work missed due to their removal from class.

5. A pupil will be removed to the **Reflection Room** for a serious incident or continual repeated offences. Pupils are isolated for a fixed period and will have Payback that day. A text message is sent to make parents aware of Payback.
6. At 2:00pm each day an email will be sent to all staff by the Engage team which will include the list of pupils due in Payback that day. The Engage team and Pastoral leaders will escort those pupils to Payback.
7. Staff and pupils will seek to resolve incidents at the earliest opportunity. If a pupil decides not to buy in at any level, this will lead to elevated and levelled consequences that are in line with the presenting behaviours.
8. The RLP levels are - Subject teacher, Curriculum Leader, Head of Year and Various Principals. However, **the aim of the RLP is always to resolve matters at the earliest opportunity.**
9. Parents will be given feedback about their son's behaviour on the good days through our **Positive Phone Call** initiative.

### **Classroom Management**

1. Staff and pupils should be punctual to the lesson in order to maximise time for teaching and learning. This is particularly important after break and lunch-time.
2. Entry into the classroom should be supervised and orderly with pupils being greeted at the door and uniform infringements dealt with prior to their admission or at a discreet moment in the lesson so as not to distract from learning for the majority.
3. Pupils should sit according to the teacher's data informed seating plan.
4. All pupils should remove their outdoor clothing and bags should be placed safely out of the way.
5. A firm, but friendly atmosphere is maintained in the classroom.
6. Learning should be planned appropriately with relevant resources and support materials available in order for all pupils to achieve. Where a Classroom Learning Assistant or other adult is working in a lesson, their role must be planned for.
7. Instructions for homework and its differentiation must be written on the board. Sufficient time should be given to pupils to record this in their planners along with the deadline for submission.
8. Rewards and consequences, where appropriate, must be applied consistently and fairly.
9. Teachers will note those pupils who are not equipped for the lesson or who do not hand in homework of the expected high quality, or on time and will communicate this through phone calls. Form Teachers, Parents and Carers will then pick this up and be able to support the pupil in their organisational skills.

### **Pupils out of lessons**

Pupils should only be allowed to leave a lesson in exceptional circumstances, such as when in need of First Aid or another medical reason. Any pupil leaving a class must have an out-of-the-class pass

or appointment card. The Teacher on Call should be contacted for pupils who require toilet access or any other assistance which necessitates leaving the classroom. Pupils should not be left outside of a classroom unsupervised. Requesting that a pupil stands outside for a few minutes to reflect on their behaviour is acceptable. However, a teacher would be neglecting their duty of care to allow this for a sustained period of time.

### **End of lessons**

Pupils should be asked to pack away and stand quietly behind their chairs to await an orderly dismissal, when the room is tidy and uniform has again been checked.

### **Around School**

All staff are required, at times, to supervise the corridors and as such are responsible for challenging disruptive pupil behaviours around the school. Staff should be aware of and note any problems around the site. They should encourage pupils to move quickly and quietly in corridor using positive language. Teachers should be in the corridor, outside the classroom at the change of lesson, wherever possible, supervising pupils and awaiting the arrival of their own class.

## **4. SUMMARY OF THE KEY PASTORAL SUPPORT LEVELS**

Each pastoral level has several elements of support and consequences, all of which are informed by a restorative approach, they are also monitored reviewed for impact.

There are several strategies that can be used, which are based on the needs of individual pupils.

### **LEVEL 1**

Strategies employed are as follows:

- Parental engagement to gain further insight.
- Report card e.g. for truancy.
- Culture or Star card e.g. not complying with being respectful, ready and safe.
- School counsellor engagement.
- Departmental strategies, if applicable.
- SEN pupils: Liaison with the Learning Support Co-ordinator (LSC) if there is a concern relating to the reasonable adjustments provided for a SEN pupil.

### **LEVEL 2**

- The Pastoral Support Team (PST) engagement.
- Full Service Extended School (FSES) status means that we can invite a range of different community agencies in to provide support e.g. Streetbeat, Achieve NI, Extern and DAISY.
- EWO referral.
- All support is monitored and reviewed to determine impact.
- Referral to LSC for further diagnostic testing i.e. Literacy and Numeracy.

### **LEVEL 3**

- Boxall Profile and a Pupil Passport (6-week cycles to a maximum of 2).
- Risk Reduction Action Plan informed by pupil voice.
- EA LIT referral via the EA RFI portal.
- A pupil with SEN may be referred to specialist support including AAIS or Ed Psych advice.

### **LEVEL 4**

- Multi-Agency Team meeting is convened with various support partners eg EWO, PPBSP and AAIS etc.
- Consultation with Educational Psychology.
- Pupil observation and assessment by Educational Psychologist may take place.
- Strategies suggested by the Educational Psychologist to be explored and implemented.

### **LEVEL 5**

- A Multi-Agency Team review meeting may be considered appropriate.
- Educational Psychology advice is implemented to either

- a) Progress to Statement.
- b) Make recommendation to EA for an EOTAS placement eg Shankill Pathways, Nelson street Pathways or Loughshore.

**PLEASE NOTE - Parental and Pupil consent are necessary at all stages to access support for their son.**

### **Pupils with a Statement of Educational Need (SEN)**

Pupils with SEN will benefit from support as identified in the Statement. This may include access to small class setting and additional adult support. Access can also be provided to Quiet rooms, a Sensory room, Dyslexia Support, PARK Outreach and AAIS.

Pupils with SEN may also benefit from all of the support strategies and consequences outlined in the 5 levels of Pastoral Support above.

### **Available Pastoral Support Services**

The school has trained HOY/Counsellors/Form Teachers at Pastoral support level 1. At Pastoral support level 2, the school has a Full Service Extended School (FSES) package which provides access to counselling on a range of issues such as anxiety, anger management, stress management and drugs/alcohol problems. This is provided through organisations such as Streetbeat, Compass Counselling and DAISY.

The Secondary Pupil Support Service (SPSS) is available for internal/external LINK support at Pastoral support level 3. This is provided through EA by PPBSP, they also offer guidance on supporting pupils in classes. The Early Intervention Support Service (EISS) also offers support to pupils and their families inside/outside school.

### **Parental Guidance on our Pastoral Culture**

Parental support and engagement is an essential element in a boy's success at school both academically and pastorally. We will seek to engage in effective communication with parents at all 5 levels of pastoral support.

The HOY/counsellor will always be a positive point of contact in each year group. They will always investigate any incident fully and consult all relevant parties before reaching a decision. If a consequence needs to be applied, parents will be contacted and support will always be offered. This support will be planned, implemented and reviewed in a professional manner. There will be a record of evidence for each of the stages in the pupil support journey. The welfare and safety of all pupils is at the centre of all decisions that the school's Pastoral leaders make.

All parents are encouraged to contact the school at the earliest possible point that they feel there may be a Pastoral or SEN concern about their son.

### **Suspensions and Expulsions**

Suspensions are issued in line with EA Scheme for Suspensions and Expulsions in a Controlled School.

This sanction may be issued when a pupil fails to comply with the relational learning culture of the school. Before any suspension is issued, the incident/incidents in question are investigated fully and the Principal (VP and AP in their absence) consulted to reach a final decision.

Parents/Guardians, the Chair of the Board of Governors and EA are informed of any suspension in writing.

Suspensions are recorded on the SIMS pupil record.

Work is available on MS teams for all pupils or can be left at the office by the HOY for collection by the parents/guardians of the pupil. Parents/Guardians and the pupil will be required to attend a post suspension meeting in school on the first day back to discuss new support strategies.

Where it becomes necessary to repeat the suspension process and a pupil's behaviour is persistently unacceptable, the following procedures will be set in motion.

1. A Relational Learning Sub Committee (RLSC) will be convened. This meeting is chaired by a member of the Board of Governors and attended by the following:
  - (i) The pupil
  - (ii) Parents/Guardians
  - (iii) The chair and other members of the BoG
  - (iv) Head of Year
  - (v) Principal/VP/AP
  - (vi) Representative(s) of any support agency working with the pupil in school

During this meeting future provision will be discussed and agreed.

It may include:

1. A return to school with a Behavioural Contract. This must be agreed and signed by the boy, his parents and Chair of BoG.
2. A referral for more support from EA i.e. EA SEN/ EA Ed Psych/EA LIT.
3. A decision to proceed to Consultative Meeting as per the "Scheme for the Suspension and Expulsion of Pupils in Controlled Schools".

The pupil's behaviour in relation to the Behavioural Contract will be monitored by the Head of Year.

2. Should a pupil fail to adhere to the agreed Behavioural Contract, a Pre - Consultative Meeting may be convened. This meeting will be led by the Chair of the Board of Governors and will have present a representative from the Education Authority. Following consideration of the boy's history of behaviour, along with the interventions and support systems that have been put in place for him, this Consultative Group may recommend that the official Education Authority Expulsion Procedures be instigated.
3. If the Education Authority representative advises the Chairman of the Board of Governors to proceed, the case will be heard by an Education Authority Expulsions Panel.

## **Serious breeches of School Discipline**

In the event of a single or a series of serious breaches of the school's Relational Learning Policy, a pre-consultative meeting, as detailed above, may be convened. Alternatively, a Consultative meeting, as per the EA Scheme for the Suspension and Expulsion of pupils in Controlled Schools may be convened.

### **A drugs related incident**

Where a pupil is found to be in possession of drugs and/or supplying drugs to other pupils within the school, a Consultative meeting, as per the EA Scheme for the Suspension and Expulsion of pupils in Controlled Schools will be convened, the outcome of which could be an expulsion.

### **Removal from Examinations**

Where a boy fails to present himself in proper school uniform, does not adhere to examination regulations or behaves in such a manner as to cause a distraction in the examinations room/hall, he will be removed from that examination. He may, where Examination Board regulations permit, be allowed to sit the examination in isolation elsewhere in the school.

### **HOYs in each Year Grouping and Key Pastoral Leaders**

- All HOYS from Years 8-12 will be assisted by counsellors on a 5-year rotation as a Pastoral Team. Senior school remains with the same key staff. As of September 2025, this is as follows; Mr Smith and Mr McCausland (Y8) Mr O'Loan and Ms Blair (Y9), Mr Dickey and Ms McLaughlin (Y10), Mr Mathers and Ms Black (Y11), Mr Carlisle and Mr E Shearer (Y12), Ms McGibbon and Mr Wilson (Senior School).
- SEN: Mr Hanna (LSC) and Mrs Cunningham (ALSC).
- Assistant Principal: Mr McBride.
- Vice Principals: Mr McClelland and Mrs McCracken.
- Principal: Mrs Montgomery.

## **Pupils' Code of Conduct & Courtesy**

Respect for others and the school community, is a high priority and a strong emphasis is placed on the positive aspects of conduct and courtesy. Codes for both these values have been produced through consultation with the Student Council who represent the voice of the pupils.

- I agree to follow the working values of being ready, safe, and respectful. If there are times when I don't follow these, I will use a reflective and restorative approach to positively model my future behaviours.
- I agree to make every effort to attend school daily and always be punctual.
- I agree to bring the correct books and equipment to each class.
- I agree to complete all homeworks, controlled assessments and coursework on time.
- I agree to always try my best, both in class and at home with the aim of achieving the best possible academic and personal outcomes for myself.
- I agree to listen to my teachers and to other pupils whilst in class and to behave in such a way that I do not disrupt my own or other pupils' learning.
- I agree to follow instructions given to me by teaching and non-teaching staff.
- I agree to treat everyone in the school community with the same respect and courtesy with which I want to be treated.
- I agree to be honest at all times and to respect the property belonging to any other member of the school community.
- I agree that when I am wearing my school uniform at any time, I will wear it correctly, with pride and behave in a way which reflects well on me and on the school.
- I agree to find out what extra-curricular activities are available to me and endeavour to participate where possible.
- I agree that I have a responsibility to help keep the school tidy and attractive by disposing of litter correctly.

## **Uniform**

All staff should ensure that pupils are in the correct school uniform at the beginning and end of every lesson.

Uniform consists of the following;

- Black, badged blazer
- Black leather formal shoes or black leather trainers – NO trainers with air bubbles allowed
- Grey, badged school jumper
- White shirt
- KS tie
- Black trousers
- Schoolbag

PE Kit

- Badged Shorts
- Badged T-shirt
- School's socks
- Optional Tracksuit

Earrings/piercings and extreme hairstyles are not permitted. Boys will be required to remove non-uniform items. These may be confiscated and returned at the end of the day. Failure to comply with uniform regulations will result in parents being contacted and pupils being sent home to resolve the uniform issue. If staff can't get parents, pupils will be parked in the Reflection Room until contact is established.

## **Responsibilities of Pupils:**

- To be prepared to listen and learn
- To control their own behaviour
- To let others, work and make progress
- To sort out disagreements restoratively
- To respect property. Not to damage, take or misuse the property of other people or the school
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To work to the best of their ability
- To wear full school uniform
- To follow school rules

### **Responsibilities of Teaching Staff:**

- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide an environment in which pupils can learn
- To actively teach and model positive behaviour
- To plan and prepare stimulating lessons
- To teach respect by treating pupils with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- To register pupils in every lesson
- To support the school's Relational Learning and SEN policies, in particular the referral system in line with the school's pastoral care structure
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen

These policy guidelines are implemented in conjunction with associated key school policies such as:-

*PASTORAL CARE POLICY*

*SAFEGUARDING POLICY*

*ATTENDANCE POLICY*

*COUNSELLING POLICY*

*DRUGS EDUCATION POLICY*

*RELATIONSHIPS AND SEXUALITY POLICY*

*ANTI BULLYING POLICY*

*REWARDS POLICY*

*MOBILE DEVICES POLICY*

*Should you wish to have the services of an interpreter to assist you in understanding this policy, please contact the General Office on 028 9039 1156.*