

Positive Discipline Policy

Reviewed May 2021

POSITIVE DISCIPLINE 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 good discipline and conduct.

'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-discipline.

2. PURPOSE

The implementation of the Positive Discipline Policy will ensure that all members of the school community:-

- (i) Accept responsibility for their behaviour.
- (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 their own 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 discipline situations, and it is from this that clearly defined behaviour codes and common classroom procedures have been developed.

Our positive discipline 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.

The Pastoral Taskforce 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 positive behaviour through their 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 or in the corridor when moving between classes. They can use their phones during break and lunch in the canteen or playground.
3. Teachers will produce a 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 behaviour management system;

1. The BBMS class contract will be used to promote a positive learning culture and encourage pupils to take responsibility for their own behaviour.

BBMS
BE RESPECTFUL
BE READY
BE SAFE

2. If required, a staged exit may be employed. This will consist of a reminder, verbal warning and a referral to the 'On-Call' teacher. 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 the teacher On-Call will remove the pupil to the reflection room and a text message will be sent home immediately to inform parents of a Payback detention that day.
3. A restorative meeting will take place between the staff member and pupil.
4. Pupils who fail to engage in restorative practise will then be placed in a Payback detention 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 detention that day. A text message is sent to make parents aware of detention.

6. At 2:00pm each day an email will be sent to all staff by the Pastoral Support Team (PST) team which will include the list of pupils due in Payback that day. It is the subject teachers responsibility to escort those pupils to detention.
7. Parents will be given feedback about their child's behaviour on the good days as well as the bad ones. **(Phone call Thursday)**

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 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 sanctions, 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 Pupil Planners. 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 class pass or appointment card if they leave the room. 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 poor behaviour choices 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 corridors by reminding them that 'every second counts'. 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 STAGES

There are 5 key Pastoral support stages. This has a relationship with the new SEN code of practice which will be explained throughout this policy. SEN will also have an individual section within this policy to describe the new code of practice for pupils who are on this scale.

Each pastoral stage has several elements of support and sanctions are applied at each stage if appropriate, but these must be in conjunction with support strategies. Stages cannot be advanced unless there is evidence of support and a measurement of impact over at least 8 weeks.

If all support has been exhausted, pupils may go to another placement through EA with an EOTAS placement.

STAGE 1

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

Strategies employed are as follows:

- Report card eg for truancy.
- Culture card eg not complying with being respectful, ready and safe.
- Phone call home eg to make parents aware of behaviours and gain any further knowledge.
- School counsellor eg to discuss any findings.
- Departmental strategies if it is subject specific.
- 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.

STAGE 2

A referral is made to FSES depending on the barriers that pupils may be facing and this is provided by:

- The Pastoral Support Team (PST).
- Full Service Extended School (FSES) status means that we can invite a range of different community agencies in to provide support eg Streetbeat, Achieve NI, Extern and DAISY.
- All support is recorded to show that this is a different level with new interventions implemented.
- SEN pupils: Referral to LSC requesting diagnostic testing on Literacy and Numeracy.

STAGE 3

At this point, the pupil accesses the Boxall profile which leads to the following support mechanisms:

- A pupil passport (6 weeks with a review at the end).
- If this is not successful, a 2nd cycle is required.
- This 2nd cycle elevates to an IBP or RAD (6 weeks with a review at the end).
- Boxall retests and staff round robins need to be used that show a review.
- If this is not successful, a Secondary Pupil Support Service (SPSS) referral needs to be made for support.
- SPSS has 2 elements, internal support within school and an external placement.
*There are 2 available external placements for KS3/KS4 pupils in Sept/Jan/March.

*LINK must be used before educational psychology is contacted at Pastoral support stage 4 or stage 3 on the new SEN Code of Practice.

- A progress report must be provided by the HOY and SPSS to put forward for educational psychology.

STAGE 4

- This is to try and access educational psychology and it has several processes:
- Parents must sign paperwork at all stages to access support for their son.
- There is a pre-consultative meeting between Mrs Perry (LSC) and the psychologist to discuss pupil suitability.
- A meeting with the pupil and educational psychology takes place.
- A meeting with the LSC and the psychologist to finalize new strategies and set a review date.
- Strategies that can be suggested at this level include;
- Reduced timetable.
- Use of the safe space or sensory room.
- Alternative subject provision eg Literacy or Numeracy support. This can be with internal or external agencies.

STAGE 5

- A multi-agency review meeting takes place to assess the impact of support strategies agreed at stage 4.
- There will be several people present eg SLT, HOY, LSC, Counsellor, Educational psychology, SPSS, FSES or PST.
- IF there has been no improvement, the educational psychologist and LSC complete the paper work for an EA referral panel to decide if a level 5 statement is needed. This may lead to a change of placement with EA through EOTAS in the future.
- The EA decides on a suitable EOTAS placement based on the pupil need eg Loughshore, Park, St Vincent's, Cedar Lodge, Tops and Pathways are different venues that can be suggested.

Statemented Pupils

Pupils that arrive as a 5 statement are entitled to the 5 levels of support that have been outlined. Although they may also have access to a CLA from the start of their journey and may get base/access provision too with other strategies such as the sensory room, Connect lunch club, safe space and educational services. This may be accompanied by other services such as Park, Peri and the Autism Assessment and Intervention Service (AAIS).

Statemented pupils may also get access to an educational psychology review to suggest further support strategies. This will suggest a LINK (SPSS) internal or external placement. Statemented pupils will then receive an annual review to monitor the progress they have made. At this stage, an alternative EOTAS placement may be suggested e.g. Loughshore, Park, St Vincent's, Cedar Lodge, Tops and Pathways.

Suspensions

This sanction may be issued when a pupil fails to comply with the behavioural culture of the school. Before any suspension is issued, the incident/incidents in question are investigated fully and the Pastoral AP/Principal 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 will 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 boy's behaviour continues to be unacceptable, the following procedures will be set in motion.

1. A Belfast Boys' Model School Disciplinary Committee Meeting takes place. This meeting is chaired by Principal, Vice Principal or Assistant Principal and attended by some of the following:
 - (i) The boy
 - (ii) Parents/Guardians
 - (iv) Head of Year
 - (v) Representative(s) of any support agency working with the boy in school
 - (vi) Representative from the Board of Governors

During this meeting a Behaviour Contract will be agreed and signed by the boy, his parent and the Chair of the Committee.

The boy's behaviour in relation to the contract will be monitored by the Head of Year.

2. Should a boy fail to adhere to the agreed behaviour contract, a Consultation Meeting may be convened to include the attendees listed above. 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.

Removal from Examinations

Where a boy fails to present himself in proper school uniform, does not adhere to examination regulations or if he 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.

Available Pastoral Support Services

The school has trained HOYS/Counsellors at Pastoral stage 1. At Pastoral stage 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 the Pupil Support Team (PST), Streetbeat and DAISY.

The Secondary Pupil Support Service (SPSS) is available for internal/external LINK support at Pastoral stage 3. This is provided through EA by the Behaviour Support Team (BST), 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.

At Pastoral stages 4 and 5, EA will offer support through professional educational psychologists and EOTAS placements such as Pathways.

Parental Linkage

At each Pastoral stage when sanctions are being regularly applied, there will be an escalation of meetings to reinforce the school's behavioural culture along with support strategies that have been previously mentioned. These meeting levels are as follows:

- HOY: All stages 1-5
- SLT/HOY: Stages 2-5
- SLT/HOY/LSC/multi agencies: Stages 3-5
- AP/SLT/HOY/LSC other agencies: Stages 4-5
- Principal/AP/SLT/HOY/LSC other agencies: Stages 4-5
- Principal and BOG pupil meeting: Stage 5

Parental Guidance on our Pastoral Culture

The HOY/counsellor will always be a positive point of contact in each year group and they will always investigate any incident fully and consult all relevant parties before reaching a decision. If a sanction 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. This will record evidence of the stages in the pupil 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.

HOYs in each Year Grouping and Key Pastoral Leaders

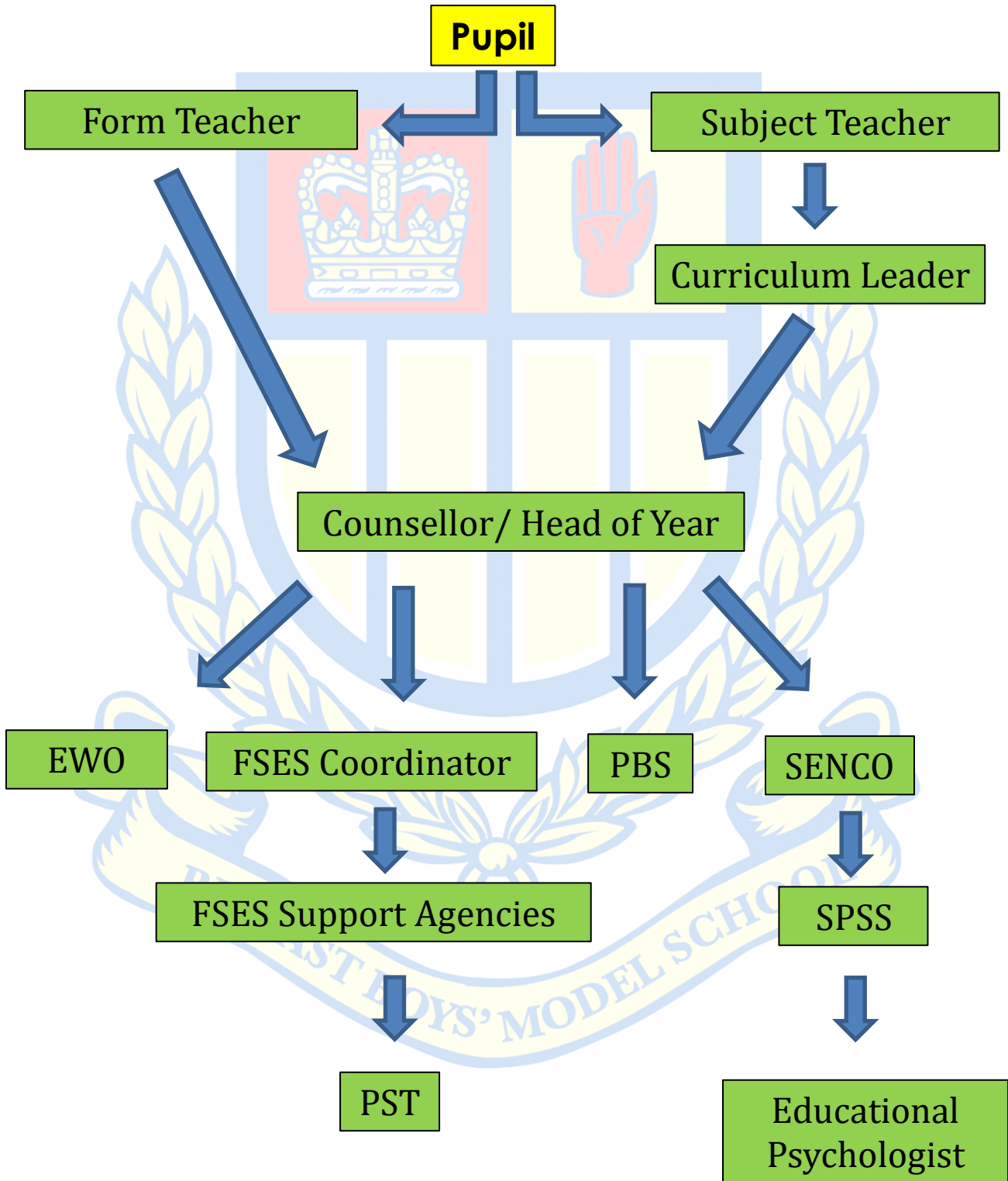
- All HOYS from Years 8-12 will be assisted by counsellors on a 5-year rotation as a Pastoral Team. As of September 2021, this is as follows; Mrs Best and Mrs Livingston (Y8), Miss Black and Mrs Beattie (Y9), Mr Dickey and Mr Shearer (Y10), Mr Doherty and Mr Hanna (Y11) and Mr O'Loan and Mrs McGorman (Y12). Mr Carlisle will assist the Y11/12 Pastoral Teams in his role as Raising Standards Leader for KS4.
- SEN: Mrs Perry (LSC) and Mr Hancock (Assistant LSC).
- Years 13 and 14: Mr McBride and Mr Wilson.
- SLT for Care and Support: Mr McClelland.
- SLT for Character and Culture: Mr Walker.
- Assistant Principal: Mrs McCracken.
- Principal: Mrs Montgomery.

New SEN Stages for the Code of Practice: September 2019

- There are now 3 new SEN stages instead of the original 5 that had previously existed. Parents must still give their permission to access all support available.
- Stage 1 is classroom interventions such as Literacy and Numeracy support, use of the safe space, sensory room and Connect lunch club.
- Stage 2 involves outside support from external agencies such as Park, Peri and AAIS.
- If this external support is not successful, a Boxall profile will be completed to establish a pupil passport for use over a 6-8 week period.
- If this strategy is not successful, an Individual Behaviour Plan (IBP), Individual Education Plan (IEP) or Risk Assessment Document (RAD) will be drawn up and implemented for a 6-8 week period. Reviews of these policies will take place, this will assess whether or not more support is required.
- If successful, IEPs/IBPS/RADS are assessed annually to see if any other strategies are required. If there is an incident which requires sanctions, these documents may be reviewed earlier.
- If this stage 2 support system is not successful, SPSS LINK services are referred to for additional support. This may be in the form of internal and external support. (as explained earlier in the Pastoral stages section).
- If the LINK support is not successful, the educational psychologist is consulted by the LSC for a pupil assessment. Some other strategies may be suggested, such as a reduced timetable for 6-8 weeks to build an attachment to school life.
- A review takes place with the educational psychologist and LSC to establish the impact of all strategies that have been implemented. If there is agreement that all strategies have been exhausted, they both apply to EA for a statement.
- If EA approve the statement, a CLA is assigned to assist the pupil during classes in the school day. EA may approve other support such as financial assistance for travel and resources. Statements will be reviewed annually with the LSC and educational psychologist. However, if strategies are not working out and behavioural issues occur, there may be an early review.
- If support strategies are not working and have been exhausted, a change of placement may be suggested to EA. If they agree with this assessment, a change of placement will take place through EA and their Educated Other Than At School (EOTAS) scheme. There are a number of EOTAS sites that have been highlighted earlier in the policy.

BBMS Support/Guidance Structure

BE RESPECTFUL
BE READY
BE SAFE



Pupils' Code of Conduct & Courtesy

Respect for others and the school community as a whole, 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 school behaviour mantra of be ready, be safe, be respectful.
- I agree to make every effort to attend school daily and be punctual at all times.
- 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 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 pupil's 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

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 teach 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 positive behaviour and SEN policy, 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

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

