



Behaviour Management Policy

Agreed by Board of Governors: May 2010

To be reviewed: June 2013

Rationale

The Belfast Model School for Girls is committed to creating a culture of mutual respect: "to equip pupils with inter-personal skills e.g. empathy, respect, co-operation, tolerance." The school therefore endeavours in practice and in its ethos to develop a sense of self-discipline in pupils and an acceptance of responsibility for their own behaviour and actions. We believe that a well-ordered school is essential for effective teaching and learning. We nurture a culture of recognising positive behaviour/attitudes, both informally and through a formal reward system. The school's pastoral care system emphasises encouragement and praise rather than criticism and punishment. Behaviour management throughout the school is the corporate responsibility of all members of the school community – staff, pupils and parents.

Purposes

Our Behaviour Management Policy supports the school culture and ethos which:

- foster self-discipline and self-awareness in pupils to prepare them to be good citizens
- promote independence and a sense of responsibility
- provide a positive climate in which effective learning can take place
- encourage positive relationships among all members of the school community

Guidelines

- Behaviour management is a corporate responsibility. Heads of Department are responsible for behaviour management within their departments and Heads of Year are responsible for behaviour management within their year group. Each teacher is responsible for behaviour management in his/her own classroom. Concerns are passed through the relevant referral system.
- A Form Tutor with initial responsibility for behaviour management is allocated to every Form group in school and a Head of Year with overall responsibility for behaviour management is appointed to each year group. Each Head of Year (HOY) has a Deputy HOY who assists with everyday behaviour management and substitutes for the HOY as required.
- More serious behaviour management issues are addressed by the Senior Leadership Team, in particular the two Vice Principals and ultimately the Principal.
- Senior pupils, through Student Voice support staff in helping to maintain a well-ordered school.
- Pupils are encouraged to solve problems through negotiation and compromise. Individual and small group counselling is used to promote conflict resolution and positive behaviour management strategies.
- The support of parents is actively encouraged in promoting good behaviour in their daughters e.g. annual Parent Consultations, parent-teacher interviews, telephone consultations etc.

- The Pupil Support Unit is available for pupils to reflect and develop positive behaviours and attitudes with the support and guidance of the pastoral team
- The Behaviour Mentor based in school supports the pupils who have been referred to the Pupil Support Unit
- External agencies are used to support pastoral staff in promoting positive behaviours and attitudes and finding agreed solutions to persistent behaviour management problems e.g. Secondary Schools Support Service and BELB Psychology Service
- The school has agreed procedures for:
 - Rewarding positive behaviour
 - Sanctioning unacceptable behaviour
 - Maintaining records of serious behaviour management issues

REWARDS

The reward system aims to:

- enhance pupil motivation and raise achievement through the awarding of merit points
- improve attendance
- improve discipline
- strengthen the links with parents by informing them and updating them on this system
- increase pupils' self-esteem
- increase pupils' self-discipline so that all experience an atmosphere of mutual respect

SANCTIONS

There are occasions when a pupil's behaviour or attitude may challenge our agreed standards for good behaviour in school e.g.

- The **use** of mobile phones is not permitted under any circumstances
- Bullying other pupils
- Fighting
- Use of abusive language to any member of the school community
- Deliberate damage to school property
- Smoking
- Truancy
- Lateness
- Shouting loudly in class
- Disrupting the work of other pupils
- Excess jewellery
- Non adherence to the Uniform Policy
- Excess make up
- Carrying offensive weapons into school e.g. knives, screwdrivers etc

Sanctions:

- reflect the seriousness of an individual offence
- are applied as soon as possible after a school rule is broken
- are applied in a fair and consistent manner.

Sanctions are not:

- applied to entire classes or groups of pupils when the pupils responsible have not been identified
- used to degrade pupils
- used to cause pupils public or private humiliation
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School sanctions include:

1. Verbal warnings

These are given for low level misbehaviour or "one-off" offences

2. Deduction of merit points

Merit points may be deducted from any pupil who breaks the school rules e.g. lack of equipment for class, lack of full school uniform.

3. Report Cards

These are issued for unacceptable behaviour, unsatisfactory attendance or punctuality. If concerns are subject related then the Head of Department issues and monitors Report Cards and if concerns are of a wider pastoral nature or are not subject specific then the Head of Year issues and monitors Report Cards. Pupils on Report cards are reviewed regularly.

4. Detentions:

First level:

Class teacher or Form Tutor (held at teacher's discretion) -if the pupil does not attend she is given a warning.

If the pupil does not attend on a second occasion then –

Second level:

30 minutes detention on Thursday afternoon (after school)

Head of Department (classroom behaviour) (Departmental rota)

Third level:

1 hour school detention on Thursday afternoon (after school). If the pupil does not attend then –

Fourth level:

Principal's Detention (Friday afternoon)

- **Please note that levels may be bypassed for more serious misbehaviour.**

5. Exclusion from class in the Pupil Support Unit (PSU)

The PSU is designed to promote and sustain good behaviour in order to allow all pupils to learn. It provides a sanction which can be used sparingly after School detention and before/alongside suspension from school. It is used sparingly and is tightly organised and recorded in order to be of maximum effectiveness. Pupils are sent to the PSU only on the authority of the Principal or the Vice Principals.

6. Principal's Report

7. Confiscation of prohibited items e.g. cigarettes, lighters and matches, sharp implements (knives etc), aerosols. These are confiscated and not returned until a parent/guardian comes to school to retrieve these items. Drugs are dealt with in accordance with school policy.

8. Suspension:

Suspension is used for more serious misbehaviour such as fighting, bullying, use of seriously abusive language to staff, deliberate damage to property, carrying offensive weapons into school and persistent infringements of school rules. Suspension normally takes effect immediately. Parents/guardians will be notified by telephone (when possible) or in writing of the reason for and length of suspension. In addition details of the suspension are sent to the BELB and the Chair of the Board of Governors. In some circumstances a parent/guardian will accompany their daughter to interview with the Principal or one of the Vice Principals on the first morning of the pupil's return to school following suspension. The first day of return to school **may** be spent in the Pupil Support Unit.

9. In very serious cases of breaches of school discipline a pupil may be required to attend the Board of Governor's Disciplinary Panel, accompanied by parents/guardians.

10. Exclusion:

BELB guidelines are followed to exclude any pupil from school.

These policy Guidelines are translated into action through other policies and procedures, for example:

*Pastoral Care Policy
School Rules*

*Staff Code of Conduct
Citizenship Policy*