



The Royal Belfast Academical Institution

Positive Behaviour Policy

The Board of Governors has delegated to the Principal and the staff the responsibility for the daily management of the School to:

- Ensure that there is a safe, caring, orderly and purposeful environment both inside and outside of the classroom necessary for effective learning to take place
- Promote aspiration to ensure that all pupils achieve their full potential
- Promote positive relationships between the School, parents and pupils designed to encourage high standards of work, behaviour and appearance.

POSITIVE BEHAVIOUR POLICY

THE SCHOOL'S COMMITMENT IS TO:

- Ensure a recognition of the importance of shared values and a strong sense of community
- Ensure there is an atmosphere of mutual respect
- Acknowledgement of and praise for achievements
- Encourage independence by promoting the need for pupils to develop self-discipline, respect for authority and respect for others
- Provide pupils with the opportunity to develop their individuality, their self-confidence and self esteem
- Promote social skills such as confidence, self-reliance, resilience, and interpersonal skills such as the ability to work cooperatively with others to resolve problems and potential conflict
- Ensure the School Code of Conduct is clear and made known to pupils and parents
- Ensure that disciplinary action is clear, fair and consistent
- Keep parents fully informed of disciplinary issues and the Positive Behaviour Policy
- Have the endorsement and active support of parents

TEACHERS HAVE A RESPONSIBILITY TO:

- Show mutual respect to pupils, parents and colleagues
- Insist upon high standards of work, behaviour and appearance
- Promote good order throughout the school and ensure the safety of pupils
- Promote the self-esteem and self-confidence of pupils through appropriate praise and encouragement
- Work cooperatively with pupils to overcome barriers to learning
- Investigate disciplinary issues thoroughly, apply discipline fairly and consistently and follow through correct procedures in disciplinary matters
- Provide opportunity for post-incident learning
- Use the referral system appropriately
- Implement the School's Positive Behaviour Policy

PUPILS HAVE A RESPONSIBILITY TO:

- Demonstrate very good attendance
- Be punctual, prepared and suitably equipped
- Work to the best of their ability
- Adhere to the Code of Conduct
- Work cooperatively with other members of the school community
- Show respect to others and their property
- Report any violation of the Code of Conduct to a member of staff
- Uphold the good name and reputation of the School at all times

PARENTS HAVE A RESPONSIBILITY TO:

- Support the School Positive Behaviour Policy and Code of Conduct
- Encourage regular study habits and ensure homework is completed to the best of their son's ability
- Inform the school of any circumstances, or change of circumstances, which might impact upon their son's education
- Attend consultations with staff concerning their son's progress
- Ensure punctuality and full attendance, allowing for illness
- Avoid arranging holidays during term time.

REWARDS

All pupils are valued and their achievements are recognised in a variety of ways. The following are rewards currently used in RBAI:

- Academic Prizes presented on Prize Days;
- The award of House Honours ties in sixth form for significant contribution to the House;
- The award of an Honours pocket for contribution to one aspect of school life;
- Trophy for best contribution to the House;
- Attendance Certificates;
- Punctuality Certificates;
- Recognition of achievements in whole school or House assembly;
- Recognition of achievements in School News, in the e-zine or on the school website;
- Verbal praise from staff;
- Positive comments on written work;
- Positive feedback in report comments from subject teachers, tutors, Housemasters or member of Senior Management.
- Rewards stickers for a quality piece of work;
- Postcards sent to parents to acknowledge achievement/hard work in a particular subject;
- Learning mentor rewards and key stage 3 and 4
- Marking for Improvement acknowledges what pupils have done well;
- Displays of pupils' work in the classroom, in the Department and in the school.
- Positive comments from staff in the Achievements section of SIMS Behaviour Management;
- Meeting with the Principal following recommendation from Housemasters.

There are five areas that should be acknowledged through the use of such positive comments and there should be recognition of this through the use of recording achievements on SIMS:

- Excellent engagement in lesson
- Improved engagement in lesson
- Excellent engagement in group-work
- Improved engagement in group-work
- Demonstrating a significant willingness to support and assist a teacher*
- Demonstrating a significant willingness to support and assist another pupil*
- The top three pupils for positive behaviour in Year 8 and Year 9 (per term) are to receive certificates (Gold, Silver and Bronze), and vouchers for the Dining Hall.
- In Years 10-14, the top pupils for positive behaviour will receive vouchers (for local businesses) for positive behaviour. (Each House has 5 vouchers per term to award.)

- ParentApp (or equivalent) facilitates sending of text alerts to parents to inform them of Achievements.
 - **The following are positions of responsibility which acknowledge not only a pupil's previous performance but also their potential. They are not simply a reward but bring with it an expectation that the pupil will rise to the challenge that the position of responsibility brings.**
 - Selection as a Senior Prefect;
 - Selection as a Prefect;
 - Selection as a Mentor;
 - Position of responsibility in the House (such as Head of House, House Secretary etc)
 - Position of responsibility in sports teams, clubs and societies (e.g. leadership or organisational role);
- 

DISCIPLINE & CONSEQUENCES OF POOR BEHAVIOUR

The School believes that any system of discipline within the School community should be based primarily on each individual's self-discipline, and it should only be necessary for the school to exercise discipline in situations where a pupil is acting in a manner which is not in the best interests of himself, the School, or the community at large. The help of parents is sought in maintaining this approach.

The well-being of the school community depends on the cooperation of all its members in maintaining an atmosphere of interdependence and trust. By encouraging pupils to participate fully in the life of the school, the school expects them to appreciate the value of a proper contribution.

The exercise by teachers of disciplinary action against boys may fall under any of the four main headings:

- (a) failure to hand in homework, unsatisfactory homework or class work**
- (b) misbehaviour in class**
- (c) breach of School rules or discipline outside the classroom**
- (d) lateness**

(a) Failure to hand in homework, unsatisfactory homework or class work

Teachers should follow departmental policy re sanctions and a record should be made in the comments section of Lesson Monitor. For example, a teacher may place a pupil or pupils in a class detention supervised by the teacher. When this detention takes place is at the discretion of the individual teacher but if the detention is to take place after school the parents must be notified and at least 24 hours' notice given ([see Appendix B](#)).

Persistent failure to hand in or complete homework or class work satisfactorily The persistent offence should be recorded using Behaviour Management on SIMS and the pupil referred, using the Academic referral procedure, to the Head of Department who will see the pupil, apply further sanctions in line with departmental policy (this includes School Detention) and contact the parents advising them of the situation. Tutors and Housemasters will monitor Behaviour Management/Comments on Lesson Monitor; if these reveal that the persistent issues extend across more than one subject, the Housemaster will contact the parents and an Action Plan will be drawn up, monitored and reviewed. Following this stage of intervention, ongoing problems will be referred by the Housemaster to the member of Council of Studies with responsibility for the pupil's Key Stage.

Where Behaviour Management is used to record persistent and serious sanctions, a text alert will be sent to parents via the ParentApp to inform them that their son has received disciplinary point(s). The behaviour alerts will be sent at the end of the school day.

(b) Misbehaviour in class

Teachers are allowed discretion, within reason, in determining the methods to deal with misbehaviour in the classroom but sanctions should be in line with Departmental Policy. This may include Departmental Detention or, for repeated or more serious behaviours, a Friday school detention. A record of the behaviour should be recorded using Behaviour Management on SIMS.

Persistent misbehaviour in class will be recorded on Behaviour Management on SIMS and will result in the pupil being referred, using the Pastoral referral procedure, to the Tutor who will review Behaviour Management and Lesson Monitor comments to determine if the issues are across other subjects or confined to one subject. Where it is determined those issues extend across more than one subject, the Tutor will contact the parents and behaviour will be monitored and reviewed. Following this stage of intervention if problems persist or escalate the pupils will be referred to the Housemaster who will meet with the parents and prepare an Action Plan. This will be monitored and reviewed and parents will be kept informed. For persistent infringement of school rules or for a serious offence warranting a punishment greater than a Principal's detention, referral will be made to the Vice Principal.

In the case of mobile phone use, see Appendix A.

(c) Breach of School rules or discipline outside the classroom

There are several possible courses of action which are not mutually exclusive:

- (a) an entry must be made using Behaviour Management on SIMS.
Punishment may include a School Detention.
- (b) The School Detention may be doubled by a Vice Principal, Head of Department, Housemaster or member of the Council of Studies - if the offence warrants it,
- (c) Confiscation of an item, including a mobile phone (See Appendix A).
- (d) Assistance with clean up duties to maintain the appearance of the school campus, at the discretion of Vice Principals or Housemasters.
- (e) For sixth form pupils, loss of some or all of sixth form privileges for a set period of time as determined by the Housemaster and Head of Key Stage 5.

(d) Lateness

Occasional lateness is a matter for the individual Tutor but in the case of persistent lateness a pupil should be referred to his Housemaster who will contact the parents and, if necessary, take appropriate disciplinary action. This action may include Detention.

SUMMARY: - School Detention may be awarded for breaches of School rules but not academic failure with the possible exception of GCSE Controlled Assessments and then only by a Head of Department, all other procedures having been exhausted.

Not infrequently it may be suspected that a pupil's failure to co-operate acceptably may arise from reasons entirely beyond his control and, in such cases, will be treated as a pastoral matter.

The majority of responsible and well-adjusted pupils will make little acquaintance with any of the more severe sanctions of the disciplinary system. A major aim of the pastoral staff is to keep a pupil out of trouble by ensuring that he adjusts to the demands and opportunities of life at school.

Post incident learning and an opportunity to reflect on what could have been done differently is a key part of the consequences of negative behaviours. This can be in the form of a discussion with the Housemaster or alternatively a written exercise to be completed by the pupil and handed in for review. Further discussion may follow from the written piece.

For persistent and/or more serious breaches of discipline there are four additional types of sanctions in the disciplinary procedure:

- (a) Principal's Detention. Failure to attend will normally lead to suspension.**
- (b) Where relevant and appropriate, withdrawal from extra-curricular activities/representing the school.**
- (c) The Principal, with the agreement of the parent(s), keeps a pupil off school on a precautionary basis pending either an investigation into a child protection concern or the putting in place of an initial 'Risk assessment Management Plan' (RAMP) strategy. A written and signed record of a parent's consent is required. The attendance code used will be 'other exceptional circumstances' (O).**
- (d) Suspension**
 - i. Internal suspension (where a pupil is withdrawn from class to work in isolation)**
 - ii. Formal suspension (see page 7)**

There may also be cases where there has been a serious breach of not only school rules but of the law: for example, the use, supply or possession of illegal substances, theft or assault. In such a situation, a pupil is liable to suspension which may result in expulsion. In incidents involving illegal substances the police are informed.

Copies of the School Rules (Code of Conduct) are supplied for pupils and parents in the School Diary and the School Handbook.

SUSPENSION FROM SCHOOL

Schools (Suspension and Expulsion of Pupils) Regulations 1995 (N.I.), and the Amendment Regulations (NI) 1998 - SR 1998 No 255; DE Circular 2021/04 – Suspension and Expulsion Arrangements for Pupil in grant aided schools. Scheme for Procedure

1. The Principal may suspend a pupil from School if in his judgement there is adequate cause for taking that course.
2. Where a pupil is suspended, the Principal shall immediately:

4b. Positive Behaviour & Discipline Policy (Aug 2026)

- a. give written notification of the reasons for the suspension and the period of the suspension to the parent of the pupil, the Education Authority and the Chair of the Board of Governors.
 - b. invite the parent of the pupil to visit the School to discuss the suspension.
- 3.
- a. Subject as is hereinafter provided, such suspension may be for such period as the Principal may think fit.
 - b. The initial period shall not exceed five school days.
 - c.
 - i. The Principal shall not extend any period of suspension except with the prior approval of the Chair of the Board of Governors.
 - ii. If he extends any period of suspension, the Principal shall give to the parent of the pupil and The Education Authority written notification of the reasons for the extension and the period of extension.
 - iii. A pupil may be suspended from school for not more than 45 school days in any one year.
 - d. The Principal may, if he thinks fit, terminate any period of suspension.
 - e. During the period of suspension, work will be provided that is suitable to the pupil's age, ability, aptitude and to any special educational needs they may have.
4. When the Principal suspends any pupil, he shall report such suspension forthwith to the Board of Governors.

EXPULSION FROM SCHOOL

- 1. The Board of Governors may, if in its judgement there is adequate cause, expel a pupil, subject to the following conditions:
 - a. A pupil may be expelled only after serving a period of suspension.
 - b. A pupil may be expelled only after consultation about his expulsion has taken place between the Principal, the parent of the pupil, the Chief Executive of the Education Authority or another officer of that Authority duly authorised by him, and the Chair of the Board of Governors; provided that any neglect or refusal on the part of a parent to take part in such consultations shall not prevent a pupil being expelled. Such consultations shall include consultation about the future provision of suitable education for the pupil concerned.
 - c. If the Board of Governors expels a pupil, the Principal will immediately give written notification to the parent of the pupil, or the pupil himself where he has attained the age of eighteen, of his right of appeal against the decision and of all the details concerning the procedure for that appeal.
- 2. When the Principal or the Chair of the Board of Governors is absent or otherwise unavailable, his/her powers under these Regulations may be

exercised by the Vice-Principal or the Vice-Chair as the case may be or by the other persons for the time being performing the duties of Principal or Chair respectively.

The school will comply with the Special Education Needs and Disability (NI) Order 2005 (SEND0) in carrying out suspension and expulsion procedures.

Appendix A – Confiscation of a pupil's property, including a mobile phone

- A teacher may take property from a pupil if he or she considers it to be inappropriate or dangerous for the pupil to have it in his possession while at school.
- A teacher can ask a pupil to give him/her the item. If the pupil refuses, the teacher should not force a handover or search the pupil or his belongings, but refer to the Housemaster or Pastoral Vice Principal.
- A pupil can be disciplined under normal procedures for refusal to comply with a reasonable request.
- Where property is confiscated the teacher should give the pupil's parent an opportunity to collect the confiscated item.
- The teacher should record on SIMS the reason for the confiscation.
- In the case of a mobile phone, the following applies:
 - the pupil should be advised that if he needs to contact their parent/guardian at the end of the school day, then they can do so from the school office. It is essential that the school does not leave a pupil in a position where they cannot arrange transport home;
 - teachers should not search through a phone or access text messages;
- where a pupil is found to be using a mobile phone to send a text, read a text, make a call or take a photo/recording, the phone should be confiscated immediately. It should be delivered to the office where it will be placed in an envelope labelled with the pupil's name before being placed in the school safe. The incident should be recorded on SIMS Behaviour Management and the pupil also be placed in a School Detention. The office staff should be asked to contact home before the end of the school day to let the parent/guardian know that this has happened and that the phone can be collected at any stage by a parent/legal guardian or under normal circumstances after 24 hours can be collected by the pupil from the front office at the end of the school day;
- the pupil should be permitted to make a telephone call from the front office, if requested;
- if a pupil receives a call/text during class they should be given a detention warning and this noted on SIMS Behaviour Management but the phone should not be confiscated. Where this occurs as a repeated offence the phone will be confiscated.
- Repeat offences will lead to an escalation of sanctions.

Appendix B - RECORD OF DEPARTMENT & HOUSE DETENTIONS

The Record for Department and House Detentions is now contained at the front of the Homework Diary (page 20) in the Red section with the Code of Conduct.

Boys must be in possession of a Homework Diary at all times, both on and off the school premises while wearing school uniform.

1. The function of the Detention Record is to provide a central record to draw the attention of the boy's parents to such sanctions and to provide a location for parents to countersign to acknowledge that they are aware the detention has been recorded.
2. Department and House Detentions should also be recorded on Behaviour Management in SIMS.
3. The loss of a Homework Diary will be regarded as a serious matter and must be reported immediately to the Housemaster. The diary is the property of the school and a £5 fee must be paid if the diary has to be replaced as a result of being lost or defaced.

[illegible]

Appendix D – RELATED POLICIES

4a.	Anti-Bullying Policy	5c.	Drug Education Policy
4c.	Pupil ICT Acceptable Use Policy	5d.	Pastoral Care Policy
4e.	e-safety Policy	5h.	School Rules (Code of Conduct)
4f.	Dining Hall Code of Conduct	5i.	Uniform Regulations
4g.	Library Rules	6l.	Teaching & Learning Policy
5b.	Safeguarding & Child Protection Policy	B18	Use of Reasonable Force