

Erne Integrated College
Positive Behaviour Policy

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Positive Behaviour Policy

As an integrated school we seek to ensure that all aspects of school life reflect our integrated ethos. Respect, trust and mutual understanding are the hallmarks of all that we set out to achieve in an integrated setting that brings together students and staff from different religious and cultural backgrounds – all based within a framework which will provide for excellence, opportunity and a real commitment to quality.

Erne Integrated College aims to be a warm, happy and supportive environment in which students can progress to young adulthood and become responsible, independent people who will make a positive and caring contribution to their community.

The policy supports the delivery of the school's core values and is an integral part of the curriculum in practice. It should be read in conjunction with the Anti-Bullying and Pastoral policies and rewards programme of the School Credit System. The policy seeks to:

- Develop students' responsibility, self-discipline and respect for others and themselves
- Create an ordered and caring environment in which effective learning and individual growth is promoted
- Ensure that staff, students and parents / carers are aware of the school's expectations with regard to behaviour
- Provide guidelines and principles to deal with unacceptable behaviour

Positive Discipline Strategies

Good relationships

It is our belief that good discipline is based, first and foremost, on good relationships between school staff and student and secondly, on high expectations of students in terms of behaviour and work. These principles extend to the interaction of the whole school community and Erne Integrated College seeks to promote its aim of being a "listening school" in the development of friendly relationships at all levels.

Contribution of Staff to Good Discipline

The professional conduct of all staff is central to effective teaching. Positive influence stems from attitude, character, example, teaching skills and their rapport with students. In return, teachers have the right to be allowed to teach, to be listened to and to expect the full support of parents / carers and students in upholding the school standards.

As a matter of policy/protocol when teachers/learning assistants are getting statements from students, can the teacher please write the statement on behalf of the student, otherwise they are generally incoherent and not worth lot.

The Student should sign and date the statement they have dictated to the teacher.

Staff Student Relationships	
Whole School	Classroom Practice
Staff will – Call students by their forename Listen to students and respect what they have to say Value individuality Deal diplomatically with anti-social behaviour Greet students on coming to class Praise student achievement as often as possible Reward good behaviour in and out of the classroom Avoid discussing individual incidents or students openly with uninvolved staff	Teachers will – Plan lessons with clear learning intentions Follow the good lesson format which is displayed in all classrooms Share learning outcomes and success criteria with students Have high realistic expectations of students Take a register at the start of each lesson Move around the classroom Be consistent and fair

Students have the right to be taught effectively in a proper environment, to experience a well-balanced curriculum and to be treated positively and fairly. In return, they are expected to be co-operative and well mannered, to respect others and to contribute positively to school life. They must be familiar with the Code of Conduct in Satchel One and its implications for their behaviour. The Code of Conduct is intended to be a positive encouragement towards caring for others. Within this framework, teachers and support staff will seek to draw students towards an understanding of a range of important issues through discussion in the pastoral programme at registration, form class and in conversation at break or lunchtime. Students will be encouraged to see the relevance of school rules and parents / carers will be informed of all such rules.

The school Code of Conduct has been developed to protect the rights of each member of the school community and to allow each member to fulfil his / her responsibilities. This code is based on commitment to work, co-operation and consideration. These will be expressed in a number of ways:

A quiet orderly start to the lesson

All students should:

- Arrive on time
- Be of smart appearance – correct uniform
- Enter the room sensibly
- Go straight to their workplace and wait quietly
- Take out all appropriate equipment e.g. books, pens, Homework Diary, homework
- Put bags away
- Remain silent during registration

Be ready to begin lesson

During lessons

- When your teacher, or anyone else talks to the whole class, remain silent, concentrate and listen
- If the class is asked a question, put up your hand to answer. Do not call out (unless you are asked for quick ideas)
- If you wish to ask a question or need help, put up your hand
- You must have respect for others in the class and their views
- You are expected to work sensibly with your classmates; do not distract or annoy them
- You are responsible for your own work and for helping to create an atmosphere for good learning in the classroom
- Eating, drinking (with the exception of bottled water, with teacher permission) and chewing gum are not allowed
- The only visible jewellery that is acceptable is a watch and one plain stud type earring in each ear.
- Mobile phones should be switched off from 9-3.20pm
- If you arrive late without good reason, you must expect to be detained for at least the amount of time you missed, in order to make up the work. You must also address the teacher and explain reason for lateness
- Do not expect to be allowed to go to the toilet during a lesson

- **End of lessons**

- Make sure you have access to your homework on Satchel One
- You should not begin to pack away or put on outside wear until teacher tells you to do so
- Check desks for graffiti: tell your teacher
- Leave your own area of the room clean, tidy and litter-free
- When told, stand quietly and push in or put up chairs
- You may leave the room only when your teacher tells you to go

- **Around the school**

- Move quickly, calmly and carefully between classrooms
- Students should walk on the left of corridors and give way when meeting staff / visitors at doorways
- Show respect for other people, their property and the school building
- Don't drop litter in the school building or grounds – use the bins
- No eating around the school; only at break-time and in the canteen at lunch-time

- **At all times**

- There is never any excuse for rudeness, disrespect or insolence towards any member of staff (teaching or Non-Teaching), visitors or other students
- Any reasonable request from a member of staff (teaching or Non-Teaching) should be carried out at once without argument

Fire Alarm

- When you hear the fire alarm, follow staff instructions and go quickly and quietly to the outside assembly point

Contribution of Parents / Carers to Good Discipline

Close co-operation between home and school is essential for the maintenance of good discipline in school. Parents / Carers have the right to expect adequate information, to be listened to and to know that their children will be safe, secure and properly taught. In return, they have the responsibility to send their children to school punctually, adequately prepared and well presented; to monitor their child's progress, to offer relevant information regarding personal and academic details, to meet with staff when necessary and to support school policies. Parents / Carers should regularly be on, use and Monitor satchel one. Where a student is placed on Behaviour or Progress Report, parents / carers should sign the report daily.

They should attend all parents' meetings called by the school to discuss their child's progress or behaviour.

Parents / Carers are expected to ensure that their child:

- Attends school regularly
- Attends throughout designated term times
- Is in proper uniform

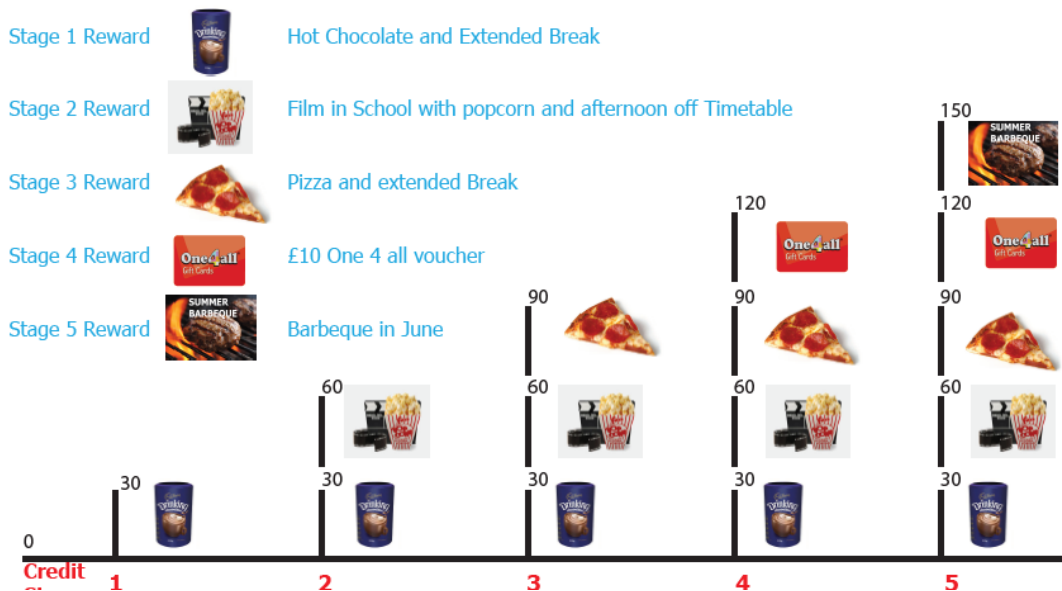
- Is fully equipped for all lessons throughout the year as per the equipment checklist set out on satchel one.
- Completes all homework set
- Abides by school rules
- Represents the school when requested to do so

Rewards

Erne Integrated College operates a Credit System to reward students for their positive behaviour and good work. All staff members can reward students via the Behaviour Manager module on SIMS.

Credit Points Rewards Matrix

Achievement Credits will be awarded by your teachers and recorded on sims. At each Credit Reward stage students will receive rewards that equate to their accumulation of points. At each reward stage recipients of the rewards will have achieved the amount of points to qualify for the reward. e.g. At point 1 anyone who has achieved 30 reward points will be invited to an extended break with hot chocolate treat. Students who have not yet achieved 30 points by this stage can still aim to achieve these by points 2, 3 4 or 5 depending on their rate of accumulation. The same applies to all other Reward stages meaning that all students have the opportunity to reach all stages.



Celebration Assemblies will also take place every term. Heads of Year will organise these and will distribute certificates and prizes for attendance, sporting and other special awards.

Heads of year may organise End of Year trips.

Sanctions

Working actively together, staff, parents/carers and students are able to focus on the positive rather than punitive side of discipline. It must be recognised, however, that there may be occasions when more serious breaches will occur and that some students may contravene school rules and accepted patterns of behaviour. Consequently, it is necessary to have a set of procedures and

sanctions for dealing with such offences, clearly understood and agreed by all staff, parents / carers and students.

The sanctions to be employed in respect of indiscipline will depend upon the nature and seriousness of the misdemeanour. Persistent misbehaviour is regarded by the school as a serious breach of discipline liable to the most serious sanctions. Staff will record, using Lesson Monitor and Behaviour Management Module, any misbehaviour and the punishment imposed, if appropriate, and inform parents of any misbehaviour.

Detailed student records are kept within school and all incidents of indiscipline will be recorded in their file using the internal referral system.

Student's misbehaviour may fall into one of three categories which will dictate the nature of the responses identified below:

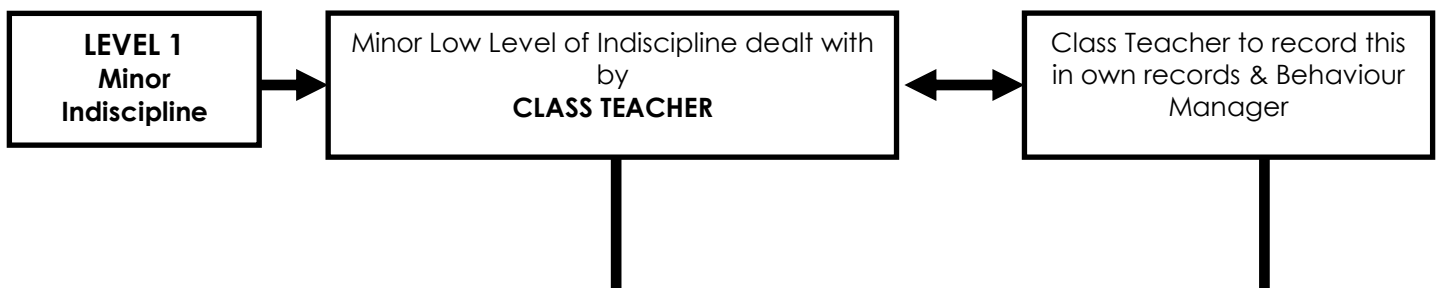
Behaviour & Discipline Flow Chart

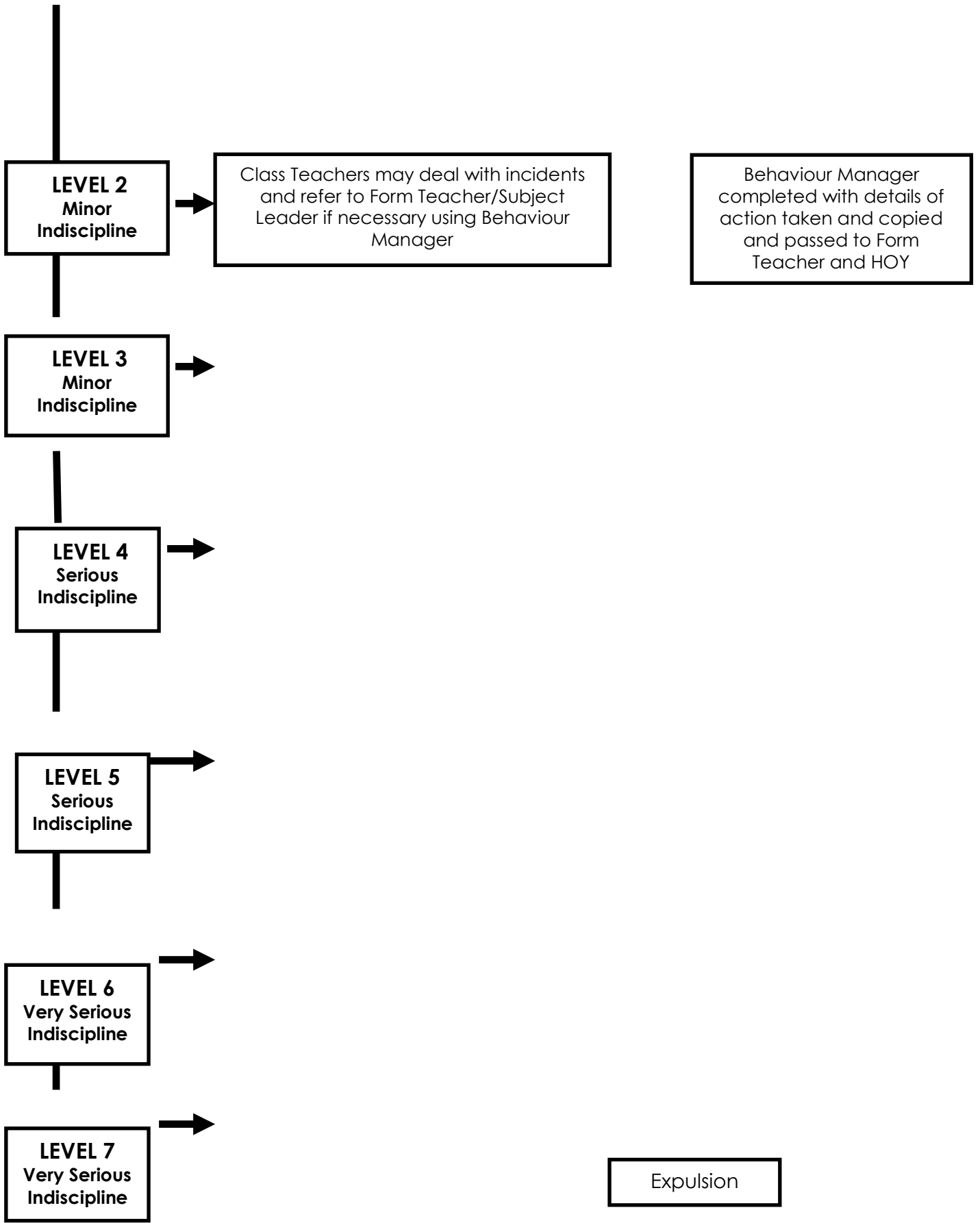
At each stage, it is made clear to students why they are being corrected and that a record is being kept of their conduct. Indiscipline may be work related or behaviour related. This is not an exhaustive list and there has to be flexibility in its interpretation. The likely outcome identified in each category is the maximum permitted. It does not preclude the possibility of a lesser sanction / outcome being imposed.

Incident	Examples	Likely Outcome
Minor Indiscipline	<ul style="list-style-type: none"> Homework not presented Deliberate flouting of School Uniform Failing to co-operate in canteen Copying of work Talking in class / inattention Use of foul language Running in corridors Students out of class without permission Lack of punctuality 	<ul style="list-style-type: none"> Verbal reprimand Recorded in Behaviour Manage Break time detention Telephone call to parents from Form Teacher or Subject Teacher after consultation with Form Teacher
Serious Indiscipline	<ul style="list-style-type: none"> Recurrent misbehaviour re: any of the above Use of mobile phone Copying of work Misbehaviour outside school (in uniform) Smoking/vaping Refusal to follow teacher or support staff instruction Unacceptable/hurtful behaviour to others Persistent lack of punctuality 	<ul style="list-style-type: none"> Mobile phone removed from student and collected by parent Detention Student placed on report by Form Teacher/HOY Parents to attend interview <u>or</u> Suspension – depending on seriousness / frequency of incident Internal suspension

	<ul style="list-style-type: none"> • Leaving school grounds without permission • Possession of indecent material / abuse of internet 	
Very Serious ** Indiscipline	<ul style="list-style-type: none"> • Physical assault on student or staff member • Vandalism • Misbehaviour likely to bring the school into disrepute • e.g. plagiarism of coursework • Persistent unacceptable behaviour • Serious immoral conduct including abuse of internet • Distribution of indecent material • Persistent, deliberate misbehaviour • Foul language addressed to a member of staff • Publication of malicious, threatening or offensive material on internet / mobile phone • Interfering with safety equipment e.g. fire alarm • Possession of illegal substances / dangerous weapons • Truancy 	<ul style="list-style-type: none"> • After school detention • Internal suspension • Parental meeting with SLT or Principal and Head of Year • Student placed on Report • Suspension and / or expulsion and Police involved • Contact parent and possible referral to EWO

** On Occasion 'very serious' incidents are passed on to PSNI/SS. If this is the case the role of PSNI/SS will take Precedence.





Code Of Conduct

The school Code of Conduct has been developed to protect the rights of each member of the school community and to allow each member to fulfil her/his responsibilities. This code is based on commitment to work, co-operation and consideration. These will be expressed in a number of ways:

A quiet orderly start to the lesson

All students should:

- Arrive on time.
- Be of smart appearance – correct uniform.
- Enter the room sensibly.
- Go straight to their workplace and wait quietly.
- Take out all appropriate equipment e.g. books, pens.
- Put bags away.
- Remain silent while register is being taken.

Be ready to begin the lesson

During lessons

- When your teacher, or anyone else talks to the whole class, remain silent, concentrate and listen.
- If the class is asked a question, put up your hand to answer. Do not call out (unless you are asked for quick ideas).
- If you wish to ask a question or need help, put up your hand.
- You must have respect for others in the class and their views.
- You are expected to work sensibly with your classmates; do not distract or annoy them.
- You are responsible for your own work and for helping to create an atmosphere for good learning in the classroom.
- Eating, drinking (with exception of water) and chewing gum are not allowed.
- The only jewellery that is acceptable is a watch.
- iPods, MP3, magazines, mobile phones and other distractions are not allowed. They will be confiscated.
- If you arrive late without good reason, you must expect to be detained for at least the amount of time you missed, in order to make up the work.
- Do not expect to be allowed to go to the toilet during a lesson unless you hold a toilet pass.

End of lessons

- You should not begin to pack away or put on outside wear until your teacher tells you to do so.
- Check desks for graffiti: tell your teacher.
- Leave your own area of the room clean, tidy and litter-free.
- When told, stand quietly and push in or put up chairs.
- You may leave the room only when your teacher tells you to go.

Around the school

- Move quickly, calmly and carefully between classrooms.
- Students should walk on the left on corridors and give way when meeting staff/visitors at doorways.
- Show respect for other people, their property and the school building.
- Don't drop litter in the school building or grounds – use the bins.
- No eating around the school; only at break-time and in the canteen at lunch-time.

At all times

- There is never any excuse for rudeness, disrespect or insolence towards any member of staff (teaching or non-teaching), visitors or other students.
- Any reasonable request from a member of staff (teaching or non-teaching) should be carried out at once without argument.

Fire Alarm

- When you hear the fire alarm, follow your teacher's instructions and go quickly and quietly to the outside assembly point.

As a member of this school community I agree to abide by this Code of Conduct. I will work hard and I will cooperate with the staff to make the most of my abilities and to develop my personal skills and talents. I will also do my best to show dignity and respect for other members of the school community and to create a caring and learning community.

Signed: _____ (Student) Date: _____

I agree to co-operate with the school to ensure my child adheres to this Code of Conduct.

Signed: _____ (Parent/Carer) Date: _____

Suspension and Expulsion Scheme

1.0 FUNDAMENTAL PRINCIPLES

1.0 Erne Integrated College considers that the following fundamental principles should underpin the discipline policies in the school:

- Every student has a legal right to be educated in accordance with the relevant statutory provisions.
- All matters of a disciplinary nature should be imbued at all times with the moral precepts that form and maintain the Integrated Education ethos.
- When a student fails to meet the minimum required standards of behaviour, the school is entitled to impose such sanctions as are outlined in the School Positive Behaviour Policy, this may include suspension and if necessary, expulsion.
- The expulsion of a student is the most serious disciplinary action that can be applied and in normal circumstances will be considered only after all reasonable courses of action have been explored.
- Where a Parent/Carer is to be invited to attend a meeting of the Board of Governors or Consultative Meeting, at least 5 days written notice should be given.
 - The Parent/Carer should be advised of the date, time and venue of the Board of Governors meeting or Consultative Meeting.

2.0 THE STATUTORY REQUIREMENT

2.0 In exercise of the powers conferred on it by the Education Reform (NI) Order 1989, Erne Integrated College lays down the following Scheme in relation to the exclusion of students which may be either temporary (suspensions) or permanent (expulsion).

2.1 This Scheme in accordance with the Education Reform (NI) Order 1989, Education and Libraries (NI) Order 1993, the Schools (Suspensions and Expulsion of Pupils) Regulations (NI) 1995 (as amended by the Schools (Expulsion of Pupils) (Appeal Tribunals) Regulation's (NI) 1994 (as amended by the Schools (Expulsion of Pupils) (Appeal Tribunal) Regulations (NI) 1998) or any statutory modifications thereof.

2.2 In these procedures any reference to the 'parent(s)/carer(s)' of a student shall include, in the case of a student who has attained the age of eighteen, the student himself/herself.

- 2.3** Any reference to the Principal includes, where the Principal is absent or otherwise unavailable the Vice-Principal or other person for the time being performing the duties of Principal.
- 2.4** Any reference to the 'Chairperson of the Board of Governors' includes, where the Chairperson is absent or otherwise unavailable, the member of the Board of Governors for the time being performing the duties of the Chairperson.
- 2.5** Disabled students: There is a statutory duty to comply with the Special Education Needs and Disability (NI) Order 2005 ("SENDO"). SENDO defines a disabled student as "a student" who is a disabled person" and a disabled person as someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

It is unlawful for a school to discriminate against a disabled student by suspending or expelling him or her for a reason relating to his or her disability (Article 14(3) of SENDO). A school discriminates against a disabled student if, for a reason which relates to his or her disability, it treats him or her less favourably than it treats or would treat others to whom that reason does not or would not apply; and it cannot show that the treatment in question is justified.

Therefore, any justification for the suspension of a disabled student must be material to the circumstances of the particular case and substantial.

A school is also required under SENDO to ensure that in relation to education and associated services (which include school discipline and sanctions) provided for, or offered to, students at the school by it, disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled. This means that unless it has a justification for not doing so, a school has a duty to make reasonable adjustments so that disabled students are not at a substantial disadvantage compared to other nondisabled students.

Schools are referred to the Disability Discrimination Code of Practice for Schools issued by the Equality Commission for Northern Ireland

3.0 INTRODUCTION

- 3.1** This document, the Scheme for the Suspension and Expulsion of Students (herein after called "The Scheme"), sets out the procedures to be applied in the suspension and expulsion of students.

- 3.2 The suspension of a student from school is a severe sanction which can only be proposed where the student's behaviour is presenting serious difficulties to the school and where suspension is considered to be in the best interests of the school/student.
- 3.3 While adhering to the fundamental principles as outlined on page 1 of the Scheme it is recognised that there will be times when a Principal has no alternative but to suspend or recommend the expulsion of a student.
- 3.4 **Under no circumstances should this school operate an informal or unofficial policy of exclusion outside the terms of this scheme.**

4.0 REGULATIONS GOVERNING SUSPENSION

- 4.1 A student may be suspended from the school only by the Principal (See Appendix 1 for sample letter).
- 4.2 An initial or subsequent period of suspension shall not exceed five school days.
- 4.3 Where a suspension is to be extended, notification of, and reasons for, the extension shall be sent in writing to the parent/carer before the expiry of the current suspension (See Appendices 2 and 3 for sample letters).
- 4.4 As from 1 September 1998 a student may be suspended from school for not more than 45 school days in any one school year (Statutory Regulation No. 225 1998).
- 4.5 Notification of suspensions must be given to the parent/carer of the student, the Chairperson of the Board of Governors, and the designated officer of the Education Authority.

5.0 PROCEDURES GOVERNING ALL SUSPENSIONS

5.1 Where a student is suspended from school, whether initially or by way of extension to an existing suspension, the Principal must immediately: -

- Give written notification of the reasons for and the duration of the suspension to the parent/carer of the student, the Chairperson of the Board of Governors and the relevant designated officer of the Education Authority.
- Inform the parent/carer that his/her child shall be regarded by the school as being in his/her care from the end of the school day in which suspension takes effect and for the duration of the period of suspension and of any renewal thereof. In the case of suspension in **Exceptional Circumstances** Section 7 overleaf will apply.
- Ensure that the letter informing the parent/carer of the suspension is delivered by first class post to the parent/carer as soon as is practically possible prior to the commencement of the suspension, and at the latest on the same day as the suspension is imposed. In addition, the school may wish to send a copy of the letter along with the suspended student as well as contacting the parent/carer by telephone to advise them of the suspension.
- Inform the parent/carer that during the period of suspension work for the child will be available for collection at the school.
- Invite the parent/carer to visit to discuss the student's behaviour in a readmission meeting.

6.0 SUSPENSION – NORMAL CIRCUMSTANCES

6.1 Principals must give reasons for suspending a student and must satisfy themselves that the suspension is appropriate. A short fixed term of suspension (not exceeding 5 days in the first instance) should be imposed while they decide whether more serious action is necessary or appropriate (see Appendix 4 for reasons for suspension).

6.2 If the school does not follow the procedures in “The Scheme” it is acting illegally. It should be remembered that decisions relating to Suspensions and Expulsions are subject to an Appeals Procedure which may be initiated by the parent/carer of an expelled student. It is therefore imperative that these procedures be strictly adhered to at all times.

6.3 **School authorities are reminded of the limitation of a maximum of 45 days suspension in any school year for a student (SR No 225 1998).**

6.4 The letter sent to the parent/carer of the student suspended must include:

- The reasons for the suspension

- The period of suspension. It is important that parents/carers are given at least one day's advance notice of the commencement of the suspension so that, if necessary they can make adequate arrangements for the supervision of the student while at home.
- A request to the parent/carer to attend a re-admission meeting with the Principal or his/her nominee to discuss the student's behaviour.
- Information about the availability of school work for the student. The onus is on the parent/carer to collect the school work and return it to the school for marking.

6.5 All suspensions must be notified immediately to EA by completing the Department of Education's form (Notification of Pupil Suspension). Notification of suspension should be forwarded to suspension.notification@eani.org.uk.

6.6 Where an initial suspension is followed by a subsequent period of suspension the same procedures should be followed in respect of each further suspension period. **Please note the requirement to obtain the prior approval of the Chairperson of the Board of Governors to such further periods of suspension.**

7.0 SUSPENSION – EXCEPTIONAL CIRCUMSTANCES

- 7.1** In **exceptional circumstances** and because of the grave nature, or the gross extent, of any behaviour a student may be suspended immediately.
- 7.2** The Principal must ensure that in such cases steps are taken for the safe delivery of the suspended student to the parent/carer or if he/she is not available to a person who in the reasonable opinion of the Principal, or his/her nominee will be able to accept responsibility for the custody of the student.
- 7.3** Notification of suspensions must be given to the parent/carer of the student, the Chairperson of the Board of Governors and the Designated Officer of the local Education Authority.

8.0 SOME CONSIDERATIONS BEFORE IMPLEMENTING THE SCHEME FOR SUSPENSION AND EXPULSION OF STUDENTS

- 8.1** The arbitrary use of suspension and expulsion is not only unacceptable but also unlawful. It is a requirement (Article 124 **ERO** (NI) 1989) to have a set of school rules in place. In the interests of avoiding any misunderstandings, these should be drawn up in such a way as to be clear to both students and parents/carers. Together with effective discipline and pastoral care policies these rules should be applied as a first step before a suspension or ultimately an expulsion takes place.
- 8.2** It is good practice to:
- Adopt and apply criteria which are clear, fair and known to all;
 - Promote higher standards of classroom management where appropriate;
 - Consider fully the circumstances which led to behaviour and whether any effective alternative approach to suspension/expulsion is possible;
 - Apply the minimal period of suspension that is appropriate in the circumstances;
 - Consider issuing a discipline contract either as a measure immediately following the cessation of an extended period of suspension or alternatively as a 'last chance' option before

expulsion is considered (see Appendix 5 for a sample discipline contract)

8.3 Factors which might impact on decision making, as examples, include:

- The age and state of health of the student;
- Child with an education disability;
- Student living in a home with known serious tensions in family relationships;
- Extent to which parental, peer or other pressure contributed to the behaviour;
- Socio-economic deprivation;
- The degree of severity of the behaviour
- Whether the incident was perpetrated by the student on his/her own or as part of a group.

8.4 Consideration should be given to seeking support and advice from other agencies such as Child Guidance Service, Education Welfare Service or Educational Psychology Service. The behaviour might be an emerging sign of an emotional and behavioural difficulty giving rise to special educational needs.

8.5 **In normal circumstances, suspension should only be considered after reasonable attempts have been made to modify the student's behaviour in the school.**

8.6 **If a student is at risk of missing a public examination as a result of suspension, the school must make arrangements for the student to sit the examination.**

9.0 EXPULSION

9.1 INTRODUCTION

9.2 The expulsion of a student from school is the most serious disciplinary action that can be applied to a student. The expelling Board of Governors should be satisfied that reasonable options and alternative strategies had been considered before a final decision is made.

10.0 REGULATIONS GOVERNING EXPULSIONS

10.1 A student shall not be expelled from a school otherwise than by the Board of Governors

10.2 A student may be expelled from a school only after serving a period of suspension.

10.3 A decision on whether or not to expel a student from school shall be made only after:

(i) consultation has taken place between the Principal, parent/carer of a student, the Discipline Sub Committee of the Board of Governors or the school or nominee) and the duty authorised representative of the Education Authority. These consultations shall include consideration of the future provision of suitable education for the student concerned.

(ii) An opportunity has been offered to the parent/carer of the student, and the child if present, to make representations to the Board of Governors in relation to the student and the circumstances surrounding the expulsion. The future of education provision for the student must be considered as part of the process. In addition, the Board of Governors shall consider any written documents submitted by the parent/carer.

10.4 **A refusal on the part of the student's parent/carer to take part in such procedures shall not prevent a student from being expelled.**

10.5 In the event of a student being expelled, Erne Integrated College will co-operate with the Education Authority in order to assist in the transfer arrangements to another school should this be the wish of the parent/carer.

10.6 The Board of Governors shall expel no student unless the Governors are satisfied, on considering all the evidence available to them, that the student has failed to meet the school's minimum required standards of behaviour and the Governors are further satisfied that expulsion is the appropriate sanction.

10.7 The Principal, in writing, shall draw the specific attention of the parent/carer, or the student, where he/she has attained the age of eighteen, to the right of appeal to an Appeals Tribunal against the decision of the Board of Governors under Article 49 of the Education and Libraries (NI) Order 1986 as amended by Article 39 of the Education and Libraries (NI) Order 1993. In particular the Principal shall provide the parent/carer with the address and telephone number of Education Authority that has responsibility for making arrangements for hearing the appeal.

11.0 PROCEDURES FOR CONSIDERING FUTURE EDUCATION PROVISION

11.1 Where the on-going behaviour of the child continues to cause serious concern then, where the Principal considers it appropriate, he/she shall convene a consultative meeting to which the following people shall be invited:

- Principal
- Members of the Board of Governor Discipline Sub Committee
- Parent/carer
- Authorised officer of the Education Authority
- The student has the right to attend if the parent/care so wishes, or if he/she has attained the age of 18.
- In the case of students with a Statement of Special Educational Needs Stage 5 a representative of Special Education Needs, Education Authority will be invited.

11.2 This meeting shall consider the future provision of suitable education for the student concerned together with the possibility of expulsion from the school. (See Appendix 6 for sample letter and Appendix 7 for guidance notes to parents/carers.

11.3 Appendix 8 provides a checklist for the Principal while Appendix 9 provides an agenda for the Chairpersons at the consultative meeting, and Chairperson's notes of the proceedings.

11.4 Subsequent to the consultative meeting the Board of Governors shall convene a meeting to consider.

- The report from the consultative meeting Discipline Sub Committee (or nominee)
- Oral/written submissions from the parent/carer (and the child if present) who has been invited to the meeting and who has been informed in advance of the purpose of the meeting (See Appendix 10 for sample letter).

11.5 Following consideration of all the evidence available to it and after the parent/carer has left the meeting the Board of Governors shall make its decision.

11.6 If the Board of Governors has decided to expel the student the Principal, on its behalf shall, on completion of the expulsion procedure, immediately notify in writing, particulars of the expulsion to the

parent/carer of the student. A copy of the letter will also be sent to the Education Authority (See Appendix 12 for sample letter).

12.0 NON COMPULSORY SCHOOL AGE STUDENTS

- 12.1** Some confusion has arisen in schools about whether or not the scheme applies in circumstances where a student has reached non-compulsory school age. The answer to this question is that the scheme shall apply.
- 12.2** In circumstances where behaviour of a student is causing serious concern then there is the requirement to convene a consultation meeting as outlined in Section 11 of the scheme.
- 12.3** In general, the scheme shall apply in its entirety to students who have attained the age of eighteen with the exception of Paragraphs 10.5, 16.6 and 17.3 where the responsibility for finding a suitable alternative school rests with the student. Your attention is specifically drawn to Paragraphs 2.4, 3.4, 10.7 and 11.1.

13.0 EXPULSION – PROCEDURES GOVERNING ALL EXPULSIONS

- 13.1** Expulsions usually occur for one of two reasons:
- **“single major incident”** involving gross misconduct:
 - as a **“last resort”**, that is:
 1. “Where the school has taken all reasonable steps to avoid expelling a student”
Or
 2. “Where allowing the student to remain in school would be seriously detrimental to the education and welfare of the student or that of others in the school” (DFE Circular No 10/94).
- 13.2** Where an incident occurs which is clearly or may possibly be of a criminal nature, the police, parent/carer, Designated Officer of the Education Authority and where appropriate Social Services must be consulted by the Principal and a suspension invoked immediately, pending arrangements being made for the consideration of an expulsion.
- 14.0 “SINGLE MAJOR INCIDENT”**
- 14.1** Where a **“single major incident”** occurs, the student is suspended and a consultative meeting of the Board of Governors must be arranged as soon as is practically possible.
- 14.2** Detailed records of events leading to the suspension or expulsion must be kept. All staff involved must keep a log of incidents including details of how the school responded and where possible obtain first-hand accounts from students and witnesses.
- 14.3** Appendix 13 contains a model pro-forma which Erne Integrated College may consider using for the purposes of maintaining detailed student records.

15.0 “LAST RESORT”

15.1 Principals should use the following guidelines when considering the recommendation to expel as a **‘last resort’** measure:

- The student's difficulties have been recorded, the parent/carer has been notified and there has been no significant change in the situation (See Appendix 13 for sample student record).
- The student's difficulties have been referred to and recorded by the appropriate member of staff who subsequently took responsibility for the student's pastoral care;
- A referral has been made to Support Services or other appropriate agency or agencies;
- Any advice or guidance offered to and agreed by the Principal has been acted upon and has not, in the opinion of the Principal, moderated the student's behaviour.

15.2 In the case of **‘last resort’** expulsions the Principal must record what other strategies have been used and what the outcomes have been. The Principal must also be able to demonstrate that the student has been suspended on at least one occasion and that alternative sanctions were also adopted and were shown to have failed in their objective of bringing about an improvement in the student's behaviour. **These will provide valuable evidence in the event of an expulsion being subject to review by an Appeals Tribunal.**

15.3 In the case of a student with a record of behavioural difficulties in this or previous schools, the Principal must demonstrate that the student was given a reasonable chance to make a fresh start, even though this includes monitoring the student's behaviour at an early stage and reporting the student to the relevant agency or agencies, if this is deemed appropriate by the Principal.

15.4 **The Principal must not enter into agreement with or direct parents/carers to withdraw their children voluntarily from EIC as a means of dealing with troublesome behaviour.** Such an expedient, however attractive as it may appear to be, is inappropriate as the result is that the student may remain for an indeterminate period on the school's register and therefore remain the continuing responsibility of the school. This in turn means that the school's statutory duty to deliver the curriculum to that student remains in full force and effect. It is for this reason that it is of vital importance that the procedures for expulsion be followed through to their logical conclusion once initiated unless, of course, the decision is made at any stage to abandon them and to allow the student to remain in the school.

15.5 If a student is at risk of missing a public examination as a result of being expelled from a school then the obligation rests with the Education Authority to make arrangements for the student to sit the examination.

16.0 REPRESENTATIONS BY THE PARENT/CARER

- 16.1** The parent/carer and student have the right to attend a consultative meeting convened for the propose of considering the future provision of suitable education for the student concerned together with the possibility of expulsion from the school. They also have the right to attend the meeting of the Board of Governors convened for the purpose of receiving a report from the consultative meeting and completing the expulsion procedure, if appropriate.
- 16.2** The parent/carer must be informed 5 days prior of his/her right to be present at the consultative meeting and at the subsequent meeting of the Board of Governors at which the final decision will be taken.
- 16.3** The parent/carer, have the right to make written or oral representations at consultative and Board of Governors meetings.
- 16.4** **Since the consultative meeting is for consultation and not adversarial, a parent/carer does not have the right to be accompanied or represented by another person. See Regulations Governing Expulsions, Section 10.3 (i) and (ii). Where an appeal against an expulsion takes place, then a parent/carer has the right to be represented at such hearings.**
- 16.5** It is considered to be good practice for the Chairperson to talk to the parent/carer before entering the consultative meeting in order to explain the proceedings and to put him/her at ease.
- 16.6** When discussing all possible options for the future provision of suitable education for the student concerned, a parent/carer has the right to express preference in the choice of schools. This does not entitle him/her to dictate the choice of school.

17.0 ACTION TO BE TAKEN BY THE BOARD OF GOVERNORS

- 17.1** The Governors must state their reasons in writing for arriving at a decision. This must be recorded in the minutes of the meeting.
- 17.2** Notification of the decision of the Board of Governors to expel a student must be sent to the Education Authority. The sample letter at Appendix 12 can be used for this purpose.
- 17.3** It is the responsibility of the Education Authority to make provision for a period of education other than at school. This will continue until suitable arrangements have been made for his/her future education in a school.

18.0 LIMITATION

18.1 The limitation of a maximum of 45 school days suspension in any school year – (SR No 225 Schools) (Suspension and Expulsions of Students) (Amendment) Regulation (NI 1998) imposes certain restrictions on a Board of Governors to effect an expulsion.

18.2 **The school cannot refuse to accept a student back into school after the expiry of 45 days even though a procedure to expel is underway at the time.**

19.0 SPECIFIC REGULATIONS FOR THE WITHDRAWAL OF GOVERNORS FROM HEARINGS AND DECISIONS AT THE MEETING OF THE BOARD OF GOVERNORS

19.1 Any Governor who has been involved as a witness or in disciplining the student at an earlier stage must withdraw from the meeting and may appear only as a presenter of the case or as a witness. This means that he/she has no right to be present or vote when the Governors are considering their procedures at the meeting or when they make their decision at the end.

POINTS TO REMEMBER

20.1 The requirement under Statutory Rule (No225) (NI) 1998 that no student shall be suspended from a school for more than 45 school days in any school year must be observed even where expulsion of the student is being considered.

20.2 Parents/Carers are required to be told the reason for the suspension and must be consulted before a decision to expel is taken. An appeals procedure has been introduced by the schools (Expulsion of Students) (Appeals Tribunal) Regulations (NI) 1994 (as amended by the schools (Expulsion of Students) (Appeals Tribunal) Regulations (NI) 1998 so that parents will be able to ask an Independent Tribunal to examine their Child's case. The Board of Governors will be required to produce written documentation, including any correspondence between the home and the school to remedy the situation over the period of the misconduct.

20.3 The Board of Governors will also be required to produce satisfactory evidence that it has complied fully with the procedures set out in this policy document. Documentation which may include witness statements should be made available to all parties.

20.5 This scheme shall be subject to modification or amendment from time to time as is deemed necessary or appropriate in the light of changing circumstances and/or experience.



