

# **Dalriada School**

## **Positive Behaviour Policy**

*Dalriada School aims to promote academic excellence and all-round personal development in a stimulating, caring, happy environment which is sympathetic and responsive to individual needs, aspirations and talents.*



### **Consultation**

June 2020 – to pastoral team

June 2020 – to staff

June 2020 – to SLT & Safeguarding Team

June 2020 – to students

June 2020 – to parents

August 2020– to Board of Governors

**Adopted- 27<sup>th</sup> August 2020**

**Reviewed by pupils, parents and staff – May-June 2023**

**Approved by Board of Governors – August 2023**

**Reviewed – June 2024**

**Review date – June 2025.**

*Available online or as a hard copy from the school office upon request.*

## Content Page

<b>Page number</b>	<b>Content</b>
3	Introduction, aims, objectives
3	Link to other policies
4	Rights and responsibilities
4	Pupils and prefects
5	Parents and staff
7	Procedures
7	Rewards
8	Interventions
9	School Attendance
10	Property
11	School bounds
12	Use of rooms
12	Personal appearance
13	Behaviour
16	Behaviour towards others
17	Offensive Weapons
17	Misuse of drugs, solvents, alcohol, tobacco & e-cigarettes
Appendix 1	Guidance and Legislation
Appendix 2	Copy of ‘Scheme for the Suspension or Expulsion of Pupils’
Appendix 3	Procedures Flow Chart

# Introduction

Dalriada School aims to promote academic excellence and all-round personal development in a stimulating, caring, happy environment which is sympathetic and responsive to individual needs, aspirations and talents.

In Dalriada equal opportunities are provided for all and the diverse talents of each pupil are appreciated, nurtured and celebrated. Pupils are encouraged to be enthusiastic, confident and tolerant young people who have respect for themselves, their peers, members of the school community and their environment.

Positive behaviour is fundamental to the success of every member of the school community and we believe that everyone has a responsibility to ensure that the principles of respect for oneself, for others and for our environment pervade in all that we do.

## Aims

- to provide a framework, involving basic rights, responsibilities, rewards and interventions, for the safe, efficient and congenial running of the school
- to help pupils to develop self-discipline
- to help pupils gain self-respect, respect for others, including those in authority, and a sense of responsibility towards the community and their environment
- to encourage pupils, when required, to reassess and amend their attitude and behaviour
- to encourage pupils to learn from their experience, be positive and look to the future.

## Objectives

- to provide guidelines for pupils, parents and staff on the good behaviour expected of pupils
- to make sure pupils, parents and staff understand their role within the school community.

## Links to other policies

The Positive Behaviour Policy takes cognisance of the following policies:

- Anti-Bullying
- E-Communication and Acceptable use of ICT
- Mobile Phone Policy
- Pastoral Care
- SEN
- Drugs Education
- Safeguarding and Child Protection
- Health and Safety.

The Positive Behaviour Policy takes account of the 2016 SEND Act and makes reasonable adjustments for SEN pupils experience behavioural difficulties.

## **Rights and responsibilities**

All members of the school community have rights and responsibilities that are based on the values held by the school. These values include:

- self-respect
- self-discipline
- care and consideration of others
- mutual respect
- fairness and honesty
- respect for property.

### **Rights**

All members of the school community have the right to:

- feel safe
- learn and teach without unnecessary interruption
- be heard
- fair treatment
- be treated with respect.

### **Responsibilities**

All members of the school community have responsibilities.

#### **PUPILS**

##### **Pupils are expected to**

- be responsible for their actions
- avoid the use of any offensive language or behaviour
- behave with courtesy and respect towards others
- follow school policies and procedures
- be punctual to all classes and be prepared with correct materials and complete assigned work to the best of their ability
- follow the instructions given by staff
- dress according to the school uniform regulations
- take proper care of school facilities and property, keep the school free of litter and graffiti.

These expectations apply when pupils are at school, travelling to or from school, on a school visit/event or at any time when they are clearly identifiable as a member of the school.

Prefects have a very important role to play by assisting staff in the promotion of positive behaviour.

##### **Prefects are expected to:**

- act as role models (including uniform and conduct)
- support staff in promoting positive behaviour
- complete prefect duties to assist the smooth running of the school
- provide leadership in the school
- create a positive atmosphere in school and contribute to the development of other pupils
- act as mentors to pupils (when required)
- monitor behaviour in the corridors, in areas of school where they are present and on school transport
- challenge inappropriate behaviour
- report concerns or issues to a member of staff.

## **PARENTS**

The role of parents and carers in the educational development of pupils is critical. It is hoped that parents and carers will co-operate with the school to ensure that their children adhere to the Positive Behaviour Policy. Parents are encouraged to discuss the Positive Behaviour Policy within the home, to make sure everyone understands the role of the individual within the school community.

### **Parents are expected to**

- be familiar with and support the aims of the school
- co-operate with and promote school policies and procedures
- support punctual attendance at school every day
- monitor the wearing of school uniform
- oversee the naming of all items of uniform and property
- notify the school promptly regarding their child's absence
- keep their emergency contact information up-to-date throughout the school year, promptly notifying the school secretary of any changes
- respond as soon as possible to communications sent by the school (via post, pupil mail, online Parent Mail) that require a parent or guardian's signature or response
- support their child's involvement in extra-curricular activities
- attend parent-teacher meetings
- provide an atmosphere in which learning is valued by supporting and encouraging the efforts of their child
- provide time and a place for home study
- monitor homework, coursework and on-going revision
- check and counter sign homework diaries (KS3 and 4)
- inform the school of any special circumstances which might affect their child's performance.

## **STAFF**

All staff play a key role in promoting positive behaviour and effective learning.

### **Teachers are expected to**

- create a safe working environment which encourages pupils to work
- listen to the concerns and problems of pupils
- treat pupils in a fair and reasonable way
- respect pupils and colleagues
- regularly reinforce the school's expectations
- praise pupils' efforts and achievements
- act as role models through professional conduct and appearance
- maintain a consistent approach to dealing with positive and negative behaviour
- know and apply the various school policies and procedures
- monitor, evaluate, record and report on the work of their pupils
- keep the Head of Department, Form Tutors and Head of Year informed of the progress of pupils
- apply rewards and sanctions in a reasonable and positive manner
- use the appropriate referral system which includes the Form Book at KS3 and internal e-mail at KS4 and Sixth Form.
- use the SIMS system to record behavioural issues
- inform parents of behavioural issues (when required)
- attend parents' meetings.

**Support staff are expected to**

- create a safe working environment which encourages pupils to work
- listen to the concerns and problems of pupils
- treat pupils in a fair and reasonable way
- respect pupils
- regularly reinforce the school's expectations
- praise pupils' efforts and achievements
- act as role models through professional conduct and appearance
- maintain a consistent approach to dealing with positive and negative behaviour
- know and apply the various school policies and procedures

## **Procedures**

Dalriada has a stepped approach to behaviour management and depending on how serious the matter is, or the repeated nature of incidents by an individual, it may be referred to the Head of Department, Form Tutor, the Head of Year, a member of Senior Staff, the Deputy

Principal, the Principal or the Board of Governors. At all times pupils should be encouraged and supported to alter their behaviour to bring it in line with the high standards that are expected in Dalriada.

When the expected school behaviour standards are not followed, a teacher, member of support staff, or prefect, should take appropriate action to deal with the situation, acting immediately if the safety of a pupil or member of staff is at risk or when school property is being damaged.

All behaviour incidents should be recorded on the Form Report (Key Stage 3) and logged on SIMS Behaviour Management Module which is monitored and reviewed by the Deputy Principal (Pastoral) and the Pastoral Team.

Staff should be consistent in the procedures followed for managing behaviour incidents. These procedures are outlined in Appendix 3.

There should be on-going communication between the pupil, relevant staff and (when necessary) parents so that all necessary parties involved are fully aware of the procedures and actions.

## **Rewards and Interventions**

Dalriada School has an ethos which is based on mutual respect and prides itself on the happy, confident pupils that attend the school. A range of measures used to encourage and celebrate good behaviour, as well as to deal with breaches of the high standard of behaviour expected in Dalriada, is outlined below. The specific context of any inappropriate behaviour has to be taken into account and professional judgement of staff is required accordingly when interventions are applied.

**Rewards**

- verbal praise, acknowledgement or encouragement

- positive comment in student planner
- positive mention on Form Report, SIMS or positive Referral to Head of Department, Tutor or Head of Year
- display of work on classroom notice boards or school notice boards
- mention in assembly
- special awards
- communication with parents (e.g. a phone call, email or written note on pupil achievement)
- magazine entries and/or on school social media
- Internal School Certificate
- School Colours and Honours
- Praise Postcards

## **Interventions**

On occasion there may be breaches of the high standard of behaviour expected in Dalriada and this will require an intervention to be applied to ensure that the behaviour is not repeated and that the pupil takes responsibility for their actions and adapts future behaviour. It will be made clear to the pupil why an intervention is being applied and that a record of their conduct will be kept.

Interventions may include:

- A reminder of rules, moving seats, note in homework diary
- Referral to and/or interview with Form Tutor, Head of Department, Head of Year or Deputy Principal/Principal (see Appendix 3)
- Apology (verbal or in writing)
- Setting of extra work, during school time or at home
- Related consequence (e.g. cleaning up mess, confiscation of phone)
- Departmental intervention (e.g. break/lunch detention)
- School detention on Tuesday 3.30 pm - 4.30 pm (any pupil being issued with detention will be informed by the relevant staff member and parents will be notified in writing (or in a face to face meeting) of the detention. Parents will receive the notification at least 24 hours in advance of the detention and will be given a summary of the behaviour that has resulted in the detention being issued.)
- A record made on SIMS Behaviour Management Module and/or KS3 Form Report
- Attending school for extra work when other pupils are not required to attend (i.e: Saturday or during holiday time or on training days or during study leave)
- Informing parents (this may involve parents being asked to attend an interview in school)
- Weekly or daily report
- Returning or replacing items taken or damaged, or payment of an agreed sum
- Restrictions or loss of privileges
- Not being allowed to return to Sixth Form in Dalriada
- Informing the Board of Governors
- Suspension or exclusion\* from school (for serious or repeated incidents)

In some cases, following discussion with a pupil and (usually) parents, a written contract may be drawn up, setting out the standards of behaviour expected from the pupil and the consequences of any failure to meet those standards in the future. In some cases, following discussion with the pupil and parents, support may be sought from an outside agency to provide additional support to address any behavioural issues.

\* The Board of Governors may expel a pupil. Expulsion will only take place after following the correct procedures as laid down by the Education Authority. See Appendix 2 'Dalriada School Scheme for the Suspension or Expulsion of pupils.

## **Procedures, expectations and consequences**

### **School Attendance**

The register is marked at 9.00 am. Pupils should aim to be in school at 8.55 am to allow them time to get to assembly or registration promptly. It is the parent's responsibility to ensure that all absences are explained in writing and signed. If a parent has given the written explanation to their son/daughter the pupil should ensure that the explanation is passed promptly to their tutor (or Head of Year if the tutor is not available). Pupils should record attendance before going to any other event which may require them to be out of registration, if this has not been possible they should sign in at the office as soon as possible. Pupils are expected to arrive punctually for registration, school assemblies, classes and events.

#### **What should you do if you have been absent?**

- You must bring a parent's note with you on the day of your return to school.
- If you have been, or are likely to be, absent for a period of more than three days, your parents should not wait till the end of the absence, but should inform the School Office as soon as possible.
- The School should be informed in advance of any planned absence.

#### **What should you do if you need to leave the school premises during the normal school day?**

- You must bring a parent's note **in advance**, to ask permission.
- Your Form Tutor, Head of Year or a Senior Teacher will sign this note and issue an Exeat Note.
- Show the Exeat Note to your class teacher, at the beginning of the lesson, so that you can leave at the time stated without further interruption.
- Show the Exeat Note to the office as you leave school (**by the main entrance**) – you should not leave school without informing the office.
- If you know in advance that you will be missing a class you should inform the class teacher and catch up on work missed.

#### **What action will be taken if you are absent from school or from timetabled classes without good reason?**

School attendance is a legal requirement (Year 8-12) and therefore unauthorised absence from school will result in serious consequences:

- You will be interviewed by your Form Tutor, your Head of Year, Deputy Principal or the Principal, as appropriate taking into consideration your record and the situation.
- You will be given detention, to make up for time and work lost.
- Your parents may be informed and invited into school to discuss your absence.
- Your freedom at break and lunchtime may be restricted.
- You may be required to sign in at specific times until it is clear you can be trusted.
- The Education Welfare Officer may be informed and asked to visit your home.
- A note will be made in your record, which may affect your school reference and entry into Sixth Form.
- If the action is repeated, or combined with other behaviour incidents, there may be further interventions necessary (e.g. outside agency involvement, suspension).



**What should you do if you are late to school?**

If you arrive in school after 9.00 a.m. but before the end of assembly or registration at 9.10am you should report to your tutor in your registration room or in the John Armstrong Hall (on assembly days). Your tutor will record the Lateness as 'L' on SIMS.

If you arrive in school after the end of assembly/registration at 9.10 am you should go to the office and sign the late book. The office will record the Lateness as 'L' on SIMS. If you do not report to the office to be signed into school this lateness may result in an unexplained absence being recorded. You should also make contact with your tutor later in the day, so they know you are present. Ask your parents to provide a written explanation for your lateness. Give this note to your tutor at registration/assembly on the day following your lateness.

**What action will be taken if you are late for school or for class without good reason (e.g. a bus was late)?**

After three incidents of lateness (AM or PM) in any 4 week period, and where no satisfactory note has been received, you will make up the time by attending after school detention (Tuesday 3.30-4.30) which will be supervised by Senior Staff.

If you are frequently late to school you may be required to sign in each morning with another Senior Teacher, or you may be placed on Punctuality Report until improvement has taken place in relation to punctuality. A record of this will be made on SIMS Behaviour Management Module which may affect your school reference and entry into Sixth Form. Your parents may be asked to attend an interview in school.

Your subject teacher will deal with lateness for class and you may be referred to the Head of Department which may result in a departmental intervention (e.g. Lunchtime detention). Repeated lateness to class will be referred (by the Head of Department) to the Head of Year and you will be asked to attend after school detention to make up the time lost. A record of this will be made on SIMS Behaviour Management Module which may affect your school reference and entry into Sixth Form.

**Property**

We encourage pupils to take responsibility and care for their own items, including assessing the risk of bringing fragile or valuable items into school. The school will not be liable for any damage to or loss of property that a pupil has chosen to bring into school.

**How can you look after property?**

- All property, including clothing and footwear, must be clearly marked with your name.
- Avoid bringing money, electronic items or valuables to school if possible.
- Never leave money, electrical items or valuables in the changing rooms or other public areas.
- If you need to bring money or valuables to school, keep them on your person, or with a teacher (e.g. during PE or Games lessons).
- Keep all files, books and other items in your bag or in your locker or in the racks provided. Do not leave them in corridors.
- Report any loss or damage immediately (including damage to school property), to a member of Staff.

**What should you do if you cause damage to property?**

- Report the damage immediately to the School Office, or a member of Staff.

Remember that damaged property may cause injury to others. It is therefore very important that you report damage in all cases. Failure to report such damage may not only cause risk to others but will reflect badly on you. It may also incur more serious consequences than if you had acted more responsibly.

**What should you do if you lose something?**

It is very important that you take action immediately.

- Check carefully in all areas where you might have mislaid your property.
- Report the loss to your class teacher, form tutor, Head of Year or to the School Office.
- Tell your Form Tutor – who may make suggestions and may place an announcement in the next day's announcements about the lost property.
- Check in the lost property office as soon as possible (see the Deputy Principal (Pastoral) for access to this area).
- Check the Sports Complex lost property for items lost during PE/Games.

**What should you do if you find something?**

- Take it to the school office or give to a member of staff.

**What action will be taken if you damage or steal property?**

- If the damage is deliberate, or due to thoughtless or poor behaviour, you will be expected to meet part or all of the cost.
- If you steal something, you will have to return it or repay the value in full.
- Other disciplinary action may be taken, such as detention or suspension from school.
- Parents will be informed and involved.
- While many of these matters may be dealt with in school, on occasion it may be necessary to refer them to the police.

**What action will be taken if you interfere with or cause damage to fire and/or safety equipment in school?**

- Such behaviour will result in immediate suspension, or in extreme cases, exclusion.

**School Bounds****Can you leave school premises during the school day?**

You must not leave the school site between 9.00 a.m. and 3.30 p.m. including break and lunchtime unless you have an exeat. If you are a Sixth Former, you may leave the site at lunchtime, but at other times an exeat is required. (In addition refer to the School Attendance section).

**Which areas of the school grounds are available to you when you are out of class (unsupervised)?**

- The tarmac area behind Modern Languages/English Department
- The all-weather pitch near the Sports Hall (two areas)
- The tarmac and grass playing area at the front of the school
- The tennis court (Year 8 ONLY)

**Which areas of the school grounds are out of bounds to you (unless accompanied by a teacher)?**

- Areas around the KidsClub Facilities
- Areas around the HE Department
- The area beyond the marked line on the front tarmac play area
- Areas around the tennis courts, 3G pitch, the lane, bottom pitches (and all surrounding areas)
- Carparks
- Sports Complex corridors, gyms or changing rooms.

If you are in an area which is out of bound (depending on seriousness or frequency) you may be given a warning, detention(s) or have your freedom restricted at break or lunchtime.

**Use of rooms**

Care should be taken to keep rooms tidy and in good order. Rubbish should be placed in appropriate bins and furniture tidied. Boards, books, electronic equipment and other items in the room should not be interfered with. Specific rules for the use of the Library, Laboratories, Workshops, the Sports Centre and other rooms are provided in the rooms concerned and emphasised by the Departments responsible.

In Dalriada we allow pupils to use classrooms to eat their packed lunch and with this privilege comes responsibility. Lunchtime room users are expected to help tidy up before they leave and make sure the furniture is put back in the place from which it was taken. Each form class should have a lunch rota clearly displayed in the lunchroom. Duty staff will monitor lunch rooms when on duty.

**What will happen if these rules are broken?**

- You may be asked to tidy a room.
- You may be given detention.
- You may be required to pay for any loss or damage which you have caused.
- You may have to eat lunch elsewhere in a supervised area.
- Your parents may be informed.
- Serious or repeated cases may result in suspension.

**Use of lockers**

Lockers are the property of the school, you must look after your locker, you do not have permission to damage it or write in or on your locker. It is expected that it is kept tidy. As lockers are school property your locker can be checked at any time and should be treated with respect and kept tidy.

When may you use your locker?

- Before school begins
- At break
- At lunchtime
- After school

You should not visit your locker at other times unless you have direct permission from a teacher.

## **Personal Appearance**

You are expected to be clean, tidy and neat in your appearance at all times and take pride in your appearance. You should avoid extremes of fashion in hairstyle, make-up or jewellery. You are required to wear correct school uniform, according to the list provided to parents at the beginning of each school year. Facial jewellery, if worn, must be restricted to a single, plain stud in each ear lobe (this is an important Health & Safety requirement). No other facial jewellery should be worn.

Pupils are expected to wear their school uniform properly:

- shirts and blouses tucked in
- ties worn properly (up to the button and appropriate length e.g. just above the waist band)
- skirts worn at a modest length (according to uniform regulations)
- outdoor coats must not be worn indoors (unless it is before 9am and you are going to your locker to store your coat for the day)
- non-regulation tops (see uniform list) should not be worn under blazers – unless in exceptional circumstances and with teacher permission.

Regular uniform checks will be carried out by Senior staff.

### **When do you wear school uniform?**

- travelling to and from school (at all times)
- during the normal school day
- at school functions or away matches (unless other arrangements have been made)
- on school visits or tours (unless other arrangements have been made)

All pupils are required to conform to the uniform regulations. The cooperation of parent(s)/guardian(s) in this respect is expected. Only regulation uniform should be worn. Infringement of the uniform regulations will result in the issue of a sanction as outlined below.

If for any unavoidable reason a temporary deviation from the Uniform Regulations is required, a written request should be made to the form tutor. (For example, a pupil may be unable to wear their complete school uniform due to a broken leg or arm).

Individualism is not an acceptable reason to depart from the regulations; however, the school understands that there may be individual circumstances that merit careful consideration to allow a pupil to feel safe and comfortable during the school day. A request should be made to the Deputy Principal (Pastoral) and these individual circumstances will be considered, and the Principal consulted, before a decision is made to allow for a deviation of the uniform regulations.

### **What action will be taken if you do not meet the requirements with regard to appearance?**

- You will be given a verbal or written warning
- You may be asked to attend after school detention if you defiantly ignore warnings
- A record will be made on SIMS Behaviour Management Module
- If your uniform continues to not meet the expected standard of the school your parents will be informed and a meeting will take place with the Head of Year, Deputy Principal (Pastoral) and/or Principal who may take further action.

# **Behaviour**

It is expected that at all times pupils will contribute to an atmosphere of co-operation, consideration and mutual respect by the way in which they treat other members of the school community, both staff and pupils.

## **Earphones**

Earphones must not be worn in class (unless authorised by a member of staff). For Health and Safety reasons earphones must not be used when moving around school corridors or in toilets (unless prior arrangement has been made with the school SENCO). It is also advised that for Health and Safety Reasons pupils do not use earphones whilst walking near traffic and crossing roads.

## **Mobile phones**

Mobile phones must not be switched on during class time (unless authorised by the teacher-in-charge). Teachers will remove mobile phones if they cause distraction in class. You will then be asked to collect your phone from the Deputy Principal (Pastoral) at 3.30pm. A note will be recorded on your SIMS record and your parents may be informed.

## **Chewing Gum**

Inappropriate disposal of chewing gum is a health hazard. For this reason, chewing gum must not be brought onto the school premises.

## **Nut Products**

Some pupils may suffer a severe reaction to peanuts or peanut products. For this reason, they must not be brought onto the school premises or taken on school visits.

## **Energy Drinks**

For the health and wellbeing of pupils energy drinks are not allowed in school. Pupils are encouraged to drink water or healthy fruit juices (see Healthy Eating Policy). Energy drinks will be taken from pupils.

## **How are you expected to behave?**

### **At the beginning of class:**

- If you have to wait outside a room form a queue and wait quietly.
- Once in your class you should get out your books, files and other equipment and be ready to begin the lesson.

### **During class:**

- You must always follow the direction and advice of the teacher or the person in charge of the class.
- You should concentrate on the work in hand, be as involved as possible and ask questions if you need help.
- If homework is set you must record it accurately in your Student Planner.

### **At the end of class:**

- You must continue to work until the teacher dismisses the class.
- You should leave the room neat and tidy.
- You should go directly from one class to the next via the shortest route.
- You should not visit your locker.

**In the corridors:**

- Walk on the right-hand side.
- Do not run or shout.
- Do not carry large bags on your shoulders - this is potentially dangerous to other people in a busy corridor.
- Do not throw balls or other items.
- Do not leave books, school bags or sport equipment in the corridors or in doorways.
- Show consideration for other pupils at all times.
- Be courteous to visitors; ask if you can help in any way, and if directions are needed, offer to accompany them, or find an appropriate member of staff.
- Give way to staff, both teaching and non-teaching and visitors.
- Take special care to give way to laboratory staff and technicians carrying chemicals and equipment.

**Out of school**

- You should always behave in a way which will bring credit to you and to your school, especially when you are wearing school uniform or taking part in a school-related activity.

**At break and lunchtime?**

- You must follow the instructions of duty staff and supervisors (the duty staff will monitor rooms in their duty area).
- You should either use the rooms assigned during lunchtime or go outside. Lunch rooms are assigned and should be adhered to however there may be individual cases in which pupil will have staff permission to use another room.
- You should not linger in the corridors or in the locker areas.
- All pupils are responsible for keeping their rooms in good order.
- Litter must be placed in the appropriate bins.
- You must not sit on desks or put your feet on chairs.
- Avoid noisy or rowdy behaviour.

**At the end of the school day**

When classes end, you should leave the school premises by 3.40 pm. unless you are taking part in a supervised activity. If you need to remain in school after 3.40 pm., you may wait in the library or in the B Rooms. All pupils, including those taking part in supervised activities, should leave the school premises by 5.00 pm unless supervised by a member of staff. **All pupils must have left the Sports Complex by 5pm as the community fitness group have use of it from 5pm.**

Locking of external doors begins at 4.30 pm and exit from the main school building between 4.30-5.30pm is by the school office door only. You should be off school premises by 5.30pm (unless prior arrangement has been made and there is staff supervision).

On half days you should leave by 12.30pm unless supervised by a member of staff.

**To and from school**

- On foot
- Stay on the footpath, and avoid pushing or running
  - Take care crossing the road; remain on the footpath until your way is clear or follow the cross patrol instructions (where available)

- Take particular care if you are crossing from behind or in front of any parked vehicle
- Use the pedestrian entrances only when arriving or leaving school grounds, do not use either vehicle entrance when on foot.

- By bus
- Enter and leave the bus with care, without pushing
  - Never attempt to enter or leave until the bus is stopped
  - Be courteous to other passengers
  - Follow the instructions of the bus driver

When poor behaviour is reported on buses, action will be taken by the school, other schools involved, the bus authorities or the PSNI, as appropriate.

The following actions may be taken:

- parents informed and involved
- detention, suspension or exclusion (depending on the seriousness of the incident)
- a letter or letters of apology
- a warning may be issued by the bus authorities or by the Transport Officer
- your bus pass may be removed and alternative means of travel may be required
- the PSNI may be involved in a formal investigation.

### **What action will be taken if your behaviour does not meet the high expectations required by Dalriada?**

- You will be warned or given detention.
- Restrictions may be placed on your freedom at break or lunchtime.
- A record will be made on SIMS Behaviour Management Module.
- Your parents may be involved.
- Any serious misbehaviour will result in a note being made in your SIMS record.
- Suspension or exclusion (in very serious cases or in cases of persistent misbehaviour).

## **Behaviour towards others**

### **Behaviour towards members of staff**

You are expected to behave in a polite and respectful way to all members of staff.

Disrespectful, rude or disobedient behaviour will result in one or more of the following:

- providing an apology
- record on SIMS Behaviour Management Module
- detention,
- suspension or exclusion.

If a pupil engages in any act of violence or harassment against the person or property of a member of the school staff, or to an immediate member of the staff's family, at any time whether inside or outside the school, disciplinary action will involve the Principal and Deputy Principals and will include consideration of the option to suspend or exclude.

### **Behaviour towards other pupils**

#### **(Refer also to the Anti-Bullying Policy)**

You are expected to treat your fellow pupils with courtesy and respect. Bullying or the use of threatening or abusive language, persistent teasing, physical assault, theft and damage to the

property of other pupils are very serious offences. Pupils must not take or use school property or the property of another pupil without permission.

Such behaviour may result in one or more of the following:

- referral to Head of Year, Deputy Principal
- record made on SIMS
- detention or suspension
- parents being informed
- referral to an outside agency (e.g. PSNI).

Serious, repeated or persistent behaviour may result in exclusion.

## **Offensive Weapons**

It is forbidden to bring to school any article or implement that could be regarded as an offensive weapon. This includes firearms (including pellet guns), swords or knives, crossbows and catapults. The use of such articles or their threatened use by word or deed will be treated as a very serious offence. In all cases the offensive implement will be confiscated and parents contacted. Similar action will follow if a normal everyday piece of equipment e.g. a pencil, pen, ruler or pair of compasses is used, or appears likely to be used, as an offensive weapon.

Such behaviour may result in one or more of the following:

- Referral to Head of Year, Deputy Principal
- Record made on SIMS
- Detention or suspension
- Parents being informed
- Referral to an outside agency (e.g. PSNI)

Serious, repeated or persistent behaviour may result in exclusion

## **Misuse of drugs, solvents, alcohol, tobacco, nicotine products and e-cigarettes**

**(Refer also to the Drugs Education Policy)**

All drugs and medicines which have been prescribed, must be declared to the Deputy Principal (Pastoral) along with a parental letter explaining the detail of use. It is the parental responsibility to inform the school and complete an AM2 and/or AM3 form. Drugs prescribed for one pupil should never be given to anyone else.

In the interests of health and well-being drugs (excepting medical prescriptions), alcohol, tobacco, nicotine products and e-cigarettes may not be brought to school, received from or given to others on school premises, or used on school premises, used on a school trip or visit, or in a situation where you are identifiable as a pupil of the school. The misuse of solvents is also unacceptable.

Depending on its seriousness such behaviour will result in some, or all, of the following:

- involvement of parents, Principal and Board of Governors
- suspension or exclusion from school
- signing an undertaking as a condition of return
- involvement of external agencies.

*This policy will be reviewed by the Pastoral Team and the Safeguarding Team on an annual basis and on the review date when consultation with staff, pupils and parents will be carried out. The policy may be*



*altered in between review dates to reflect changes in educational legislation and practice, as appropriate, and all stakeholders will be informed.*

## APPENDIX 1

### Legislation and Guidance

The Positive Behaviour Policy has been written in line with legislation, Education Authority (EANI) Guidance, Department of Education (DE) Circulars.

- 1998 The Education (NI) Order, 1998 Circular 1998/25 Promoting and Sustaining Good Behaviour In Schools
  - Article 3: Responsibility of Board of Governors and Principal for Discipline “This Article places a new duty on the Board of Governors... to ensure that policies and procedures designed to promote good behaviour and discipline, are pursued at the school. In doing so, the Board of Governors must have regard to any guidance given by the Department, the education and library board and, in the case of a Catholic maintained school, by CCMS.”
  - Article 4: Power of Member of Staff to Restrain Pupils
  - Article 5: Detention of Pupils Outside School Hours
  - Article 6: Duty of ELB to prepare Plan for Children With Behavioural Difficulties Suspension and Expulsion of Pupils
- 1998 Supporting and Promoting Good Behaviour
- 2001 Promoting Positive Behaviour
- 2003 Welfare and Protection of Pupils Education and Libraries (NI) Order 2003 Circular 2003/13
  - Articles 17 & 19: Extends a duty on Boards of Governors to Safeguard and promote the welfare of all registered pupils and requires that the prevention of bullying is specifically addressed. There is a requirement to ensure consultation with pupils on the general principles in the school’s discipline policy.
- 2004 Regional Policy Framework on the use of reasonable Force/Safe Handling
- 2007 The Education (2006 Order) (Commencement No. 2) Order (NI) 2007 Circular 2007/20
  - Article 19: Governors must safeguard & promote the welfare of all pupils attending the school, whether registered or not.
- 2009 Every School a Good School
- 2010 Together Towards Improvement
- 2014 DE Circular 2014/14 which emphasises the importance of pupils being actively involved in the decision processes of the school
- 2015 The Children’s Services Co-operation Act (NI) 2015
- 2016 Special Educational Needs and Disability Act
- 2016 Addressing Bullying in Schools Act (NI)
- 2017 ETI Inspection and Self Evaluation Framework (ISEF)
- 2020 Safeguarding and Child Protection in Schools A Guide for Schools
- 2021 DE Circular 2021/04 Suspensions and Expulsions
- 2021 DE Circular 2021/13 Interim Guidance on the Use of Restraint & Seclusion in Educational Settings
- 2021 Children & Young People’s Emotional Health and Wellbeing in Education Framework
- EANI Promoting Positive Behaviour (available at [Positive Behaviour Policy Resources | Education Authority Northern Ireland \(eani.gov.uk\)](https://www.eani.gov.uk/positive-behaviour-policy-resources/))
- ETI Safeguarding Proforma (updated annually) is available at [Safeguarding Proforma Guidance Mandatory requirements - Nursery, Primary, Post-primary & Special schools and EOTAS centres | Education Training Inspectorate \(etini.gov.uk\)](https://www.eti.gov.uk/safeguarding-proforma/)

# **Scheme for the Suspension or Expulsion of pupils**

**MAY 2022**

(Adapted and amended from “Scheme for the Suspension and Expulsion of Pupils in  
Controlled Schools” Education Authority, April 2015)

## **INTRODUCTION**

### **SUSPENSIONS**

- 1 Requirements
- 2 Steps to be Followed Prior to Suspension
- 3 Instigating Suspension
- 4 Extension of Suspension

### **EXPULSIONS**

- 5 Requirements
- 6 Steps to be Taken Prior to Expulsion
- 7 Right of Appeal

#### **Included:**

- Sample letter informing parent/guardian of the suspension of a pupil
- Sample letter to parent/guardian confirming consultative meeting to discuss a pupil including possible expulsion
- Notes of Guidance for parent/guardian on the pupil consultative process
- Chairperson's Agenda for pupil consultative meeting
- Checklist for recommending expulsion of a pupil
- Evidence to be considered in the case of potential expulsion

## **INTRODUCTION**

This document sets out the procedure to be followed in the event of a suspension or expulsion from Dalriada School. It takes cognisance of Article 49 of the Education and Libraries Order 1986 (as amended) and the Schools (Suspensions and Expulsions of Pupils) Regulations (NI) 1995 (as amended)

In this scheme:

- 1) "EA" means the Education Authority established under the Education Act (NI) 2014;
- 2) "School" for the purposes of this scheme means institutions providing primary and /or secondary education as defined under Article 2(2) of the Education and Libraries (NI) Order 1986;
- 3) "Chairperson of the Board of Governors" includes, when the Chairperson is absent or otherwise unavailable, the member of the Board of Governors, for the time being, performing the duties of Chairperson;
- 4) "Principal" includes, where the Principal is absent or otherwise unavailable, the Deputy Principal or other person, for the time being, performing the duties of Principal;

- 5) "Pupil" for the purposes of this scheme means any child of compulsory school age or over on the register of the school;
- 6) "Parent / Guardian" includes any person:
  - a) who is not a parent of his / her but who has 'parental responsibility' for him/her as defined by the Children Order (NI) 1995, or
  - b) who has care of him/her;
- 7) "Authorised Officer" means an officer of the EA's Education Welfare Service or such other officer employed by the EA as may be authorised by the EA's Chief Executive;
- 8) Any reference to the parent/guardian of a pupil shall include, in the case of a pupil who has attained the age of eighteen, the pupil himself / herself;
- 9) "A school day" means a day on which the school is in operation.

## **SUSPENSIONS**

### **1. REQUIREMENTS**

- 1.1 All parties involved should adhere to confidentiality at all times.
- 1.2 A pupil may be suspended only by the Principal who will inform the Chairperson of the Board of Governors.
- 1.3 An initial period of suspension shall not exceed five school days.
- 1.4 A pupil may be suspended from school for not more than forty-five school days in any one school year.
- 1.5 The Principal shall not extend a period of suspension except with the prior approval of the Chairperson of the Board of Governors.
- 1.6 Acceptable reasons for extending a period of suspension could potentially include:
  - i) where, in the reasonable opinion of the Principal, the return of the pupil concerned would pose serious problems in terms of preserving order and discipline within the school;

- ii) where, in the reasonable opinion of the Principal, discussion with psychologists and / or other agencies would be facilitated;
- iii) where a decision to expel the pupil was quite properly being considered;
- iv) where parents / guardians have without good reason failed to enter into proper and necessary consultations / discussions with the school.

1.7 Each individual extension may not exceed five days, but individual extensions may run consecutively.

1.8 While not all pupils with a statement of SEN will have a disability as defined in SENDO (Special Educational needs and Disability (Northern Ireland) Order 2005), nevertheless care needs to be taken to ensure that the pupil's identified special needs are not the underlying reason for being in breach of school

rules. Therefore, in cases where a pupil with a statement appears to be unable / unwilling to comply with normal school rules and routines, and where reasonable adjustments are not proving effective, guidance in the Code of Practice on the Identification and Assessment of Special Educational Needs (CoP) will be followed and an early annual review convened by the school. This will allow the EA to review the provision as outlined in the statement which may result in the EA making an amendment to the provision or placement to meet the needs of the pupil.

## **2. STEPS TO BE FOLLOWED PRIOR TO SUSPENSION**

The school's Positive Behaviour policy describes the standards of behaviour expected from pupils and outlines the procedures and sanctions to be adopted when these guidelines are not adhered to. A decision to suspend a pupil will only be taken by the Principal in response to a serious breach, or persistent breaches of the school's Positive Behaviour policy.

Suspension will therefore be considered only after:

### **2.1 a period of indiscipline**

The school will maintain a written record of events and of the interventions of teachers, contacts with parent / guardian and any requests for external support from the EA's Education Welfare Service, Educational Psychology Service or other applicable EA services; and / or

### **2.2 a serious incident of indiscipline**

The school will have investigated and documented the incident. The investigation may include an opportunity for the pupil to be interviewed and for his or her version of events to be given before any decision to suspend is made. Consideration will be

given to the necessity of a parent / guardian being present at an interview particularly if the child is of primary school age.

Precautionary suspensions are not permitted under this scheme i.e. suspension of a pupil to facilitate investigation by a school or a statutory agency such as PSNI or Social Services of an alleged misconduct.

### 3. INSTIGATING SUSPENSION

3.1 On taking the decision to suspend a pupil the Principal will **immediately**:

i) notify the parent / guardian, verbally by telephone and in writing, of the suspension;

ii) the letter to include:

- the reasons for the suspension;
- the duration of the suspension;
- the arrangements for the provision of work to the pupil whilst suspended (sample letter Appendix 1 and Section 3.5); and
- an invitation to visit the school in order to discuss the suspension and enlist support for the school's efforts to resolve the difficulty; and

iii) the letter notifying the parent / guardian to be sent by 1<sup>st</sup> class post or hand delivered on the day the suspension is decided upon. If the suspension notice is sent by post the school will, whenever possible, send a copy home with the pupil.

3.2 A copy of the letter to be sent **immediately** to the Chairperson of the Board of Governors.

3.3 All suspensions to be notified **immediately** to the EA by completing the Department of Education's form (*Notification of Pupil Suspension*). Notification of suspension to be forwarded to [suspension.notification@eani.org.uk](mailto:suspension.notification@eani.org.uk)

3.4 A suspended pupil can be sent home before the end of the normal school day only with the agreement of the parent / guardian and only if the pupil can be delivered directly into the care of the parent / guardian or of a person nominated by the parent / guardian or unless other arrangements are agreed in consultation with the parent / guardian.

3.5 The school has a statutory responsibility to arrange for the provision of suitable education for registered pupils of the school when they are suspended, regardless of the length of suspension or reason for the sanction. The school will ensure that appropriate work from a nominated teacher is available to be carried out by the pupil during the period of suspension.

3.6 If a pupil is at risk of missing a public examination as a result of suspension, the school to make arrangements for the pupil to sit the examination.

3.7 If a pupil does not return to school at the end of a period of suspension, the school will firstly contact the parent / guardian to ascertain the reason for not returning. If the reason requires a referral to the Education Welfare Service, the school will liaise with the relevant Education Authority Region.

3.8 The Principal will ensure that a full record is kept of the meeting held with the parent / guardian before a pupil returns to school.

#### **4. EXTENSION OF SUSPENSION**

4.1 Where a period of suspension is to be extended, the prior approval of the Chairperson of the Board of Governors will be obtained for each extension.

4.2 Where a decision has been taken to extend the suspension period, the Principal will immediately:

i) notify the parent / guardian, verbally by telephone and in writing of the extension;

ii) the letter to include:

- the reasons for the extension;
- the duration of the extension (up to 5 days); and

iii) the letter notifying the parent / guardian to be sent by 1<sup>st</sup> class post to arrive before the end of the initial period of suspension.

4.3 Suspensions cannot be extended solely on the grounds that the parent / guardian have not attended the meeting under 3.1.

4.4 All extensions will be notified **immediately** to the EA by completing the Department of Education's form (*Notification of Pupil Suspension*). Notification of suspension will be forwarded to [suspension.notification@eani.org.uk](mailto:suspension.notification@eani.org.uk)

4.5 Following a protracted period of suspension (two weeks or more), the school will identify a named member of staff to assist with the pupil's reintegration in order to

e.g. inform teachers in advance of the pupil's return, identify areas where course work etc. needs to be completed, ensure any revised arrangements are in place to manage risk, support the pupil over the first few days of his / her return to school etc. and consider the need to place the pupil on CoP and / or refer to EA Support Services, if not already done so.

## **EXPULSIONS**

### **5. REQUIREMENTS**

5.1 All parties involved should adhere to confidentiality at all times.

5.2 A pupil may be expelled from a school only after serving a period of suspension.

5.3 A pupil may be expelled from school only after consultation has taken place between the Principal, the parent / guardian of the pupil, the Authorised Officer of the EA and the Chairperson of the Board of Governors.

5.4 The consultations will include consultation about the future provision of suitable education for the pupil concerned.

5.5 The parent / guardian of any pupil expelled from school have the right to appeal against the decision.

5.6 Expulsion will be used only in response to serious breaches of the school's Positive Behaviour policy and only after a range of alternative strategies to resolve the pupil's disciplinary problems have been tried and proven to have failed; and where allowing the pupil to remain in school would be seriously detrimental to the education or welfare of other pupils and staff, or of the pupil himself or herself. However, there may be circumstances where it is appropriate to expel a pupil for a first or 'one off' offence. These might include but are not limited to actual or threatened violence against another pupil or a member of staff; sexual abuse or assault; supplying or using an illegal drug; or carrying an offensive weapon.

### **6. STEPS TO BE TAKEN PRIOR TO EXPULSION**

6.1 In all cases where a recommendation for expulsion is being considered, the Principal shall convene a consultative meeting to be attended by the Principal, the Chairperson of the Board of Governors, the parent / guardian, the pupil (appropriate to his / her age, ability and aptitude) and the Authorised Officer of the EA.

6.2 At least 5 working days' written notice of the consultative meeting and its purpose to be given to the parent / guardian and all other parties required to attend. A copy of all available evidence to be given prior to the consultative meeting to all invited to attend (see Appendices 2, 2a, 3 and 5).

6.3 The consultative meeting shall be chaired by the Chairperson of the Board of Governors. A sample agenda of the consultative meeting is included in Appendix 3.



6.4 At this consultative meeting the possibility of expulsion and the implications of this course of action will be discussed. The consultative meeting will also consider the future provision of suitable education for the pupil concerned (see Appendix 3).

6.5 Non-attendance by the parent / guardian at the meeting of the consultative meeting will not prevent the Board of Governors from considering the future action to be taken.

6.6 The Principal to ensure that a minute of the consultative meeting is kept after agreeing it with the Chairman of the meeting.

6.7 Following the consultative meeting, the parent / guardian must be informed by the Principal that a report on the matter, along with a copy of the minute of the consultative meeting, will be presented to the next meeting of the Board of Governors. The parent / guardian to be invited to the meeting of the Board of Governors if the expulsion of the pupil remains as an option.

6.8 The meeting of the Board of Governors should **normally** take place within 7 working days after the date on which the consultative meeting was held.

6.9 Where a parent / guardian is to be invited to attend a meeting of the Board of Governors, at least 7 working days written notice to be given:

i) the parent / guardian should be:

- advised of the date, time and venue of the Board of Governors meeting;
- advised of their right to attend and / or make written submissions to the Board of Governors; and

ii) the parent / guardian should also be given a copy of the minute of the consultative meeting.

6.10 Non-attendance by the parent / guardian at the meeting of the Board of Governors will not prevent the governors from proceeding to consider expulsion.

6.11 Following discussion by the Board of Governors of all the available evidence, including the outcome of all consultations, any decision taken and the reasons for it will be recorded in the minutes of the meeting of the Board of Governors' meeting.

## **7. RIGHT OF APPEAL**

7.1 Where it has been decided to expel the pupil, the school will inform the parent/ guardian of their statutory right to make an appeal to the Independent Appeal Tribunal:

[admissionappeals@eani.org.uk](mailto:admissionappeals@eani.org.uk)

i) the letter to include:

- details on the time limit set by the EA for lodging the appeal (i.e. 10 days from the date of the letter issued to a parent / guardian informing them of the decision to expel);
- where the appeal should be lodged

ii) a copy of this letter will also be forwarded to the EA's Education Welfare Service.

7.2 The parent / guardian of a pupil or the pupil himself / herself, if she / he have reached the age of eighteen, may appeal to an Independent Appeal Tribunal against a decision to expel.

### **SAMPLE LETTER INFORMING**

#### **PARENT/GUARDIAN OF THE SUSPENSION OF A PUPIL**

Dear (INSERT PARENT / GUARDIAN TITLE / NAME)

#### **NOTIFICATION OF SUSPENSION**

#### ***NAME OF PUPIL / DOB OF PUPIL***

In accordance with the Positive Behaviour policy of the school it has been decided to suspend your son / daughter (NAME OF PUPIL) from (NAME OF SCHOOL) for the period (DATE – e.g. 1 November 2013 to 3 November 2013) inclusive (3 school days). During this time (NAME OF PUPIL) will be regarded as being in your care.

The reason(s) for suspension is / are:

#### **Insert reason for suspension from school Positive Behaviour policy.**

The school will arrange for a programme of work to be available from (NAME OF TEACHER, e.g. (form teacher) for (NAME OF PUPIL) during this period but it will be your responsibility to collect the work and ensure it is completed and ready for marking by the teachers.

The decision to suspend is regarded as a very serious matter. I would therefore invite you to visit the school as soon as possible to discuss the suspension. Please contact my secretary, (INSERT NAME), at telephone number 028.....to make the appropriate arrangements.

Both the Chairperson of the Board of Governors and the Education Authority has been informed of the reasons for this suspension and the period of the suspension.

Yours sincerely

Principal

**SAMPLE LETTER TO PARENT/GUARDIAN CONFIRMING  
CONSULTATIVE MEETING TO DISCUSS A PUPIL INCLUDING POSSIBLE EXPULSION**

Dear (INSERT PARENT / GUARDIAN TITLE / NAME)

***NAME OF PUPIL DOB OF PUPIL***

I am writing to advise you that a consultative meeting has been convened [INSERT DATE, TIME AND VENUE] to consider the possible expulsion of your son / daughter (NAME OF PUPIL) from (NAME OF SCHOOL) as well as the future provision of suitable education for him / her.

The meeting will also be attended by the Chairperson of the Board of Governors of the school and an Authorised Officer from the Education Authority.

This will be a very important meeting and I would urge you to make every effort to attend. (NAME OF PUPIL) also has the right to attend should you consider this to be appropriate (subject to his / her age, aptitude and ability).

I enclose a copy of guidance notes which provide more information on the consultative meeting (see Appendix 2a). Copies of relevant policies and a summary report of your child's behaviour and strategies used (where appropriate) which will be discussed at the meeting, are also enclosed for your consideration.

You should note that any neglect or refusal on your part to take part in this meeting shall not prevent the Board of Governors taking appropriate action. This may include a recommendation from the Chairman of the Board of Governors to the Board of Governors that (NAME OF PUPIL) be expelled.

I would be grateful if you could confirm your attendance by telephoning my secretary, (INSERT NAME), at telephone number 028.....

Yours sincerely

Principal

## **NOTES OF GUIDANCE FOR PARENT / GUARDIAN ON THE PUPIL CONSULTATIVE PROCESS**

### **Introduction to the Consultative Process**

You have been invited to a meeting to consider the future education provision for your son / daughter. This meeting is normally called in light of recent discussions and / or letters you will have been sent concerning your son's / daughter's behaviour at school.

This meeting is for consultation purposes only and is not in any way adversarial. You do not, therefore, have the right to be accompanied or represented by another person. Rather, it is intended to be a meeting where you have an opportunity to hear at first-hand about the school's concerns and, more importantly, where you can raise any points which you consider important and in the best interests of your child. It is crucial that you avail of this opportunity to influence any recommendations on whether your son / daughter should remain at this school.

It is important to stress that one of the considerations of the Consultative Meeting may be the possibility of expulsion from this school and therefore it is strongly recommended that you take up your right to contribute to the discussion on the future educational provision for your son / daughter.

### **Who will be in Attendance at the Meeting and their Role?**

As advised in the attached letter there will be a number of other people in attendance at this meeting. They will always include:

#### **The Chairperson of the Board of Governors (or his / her nominee)**

The Chairperson's role is to:

- Chair the meeting and outline the procedures for you;
- ensure that you are properly introduced to all in attendance;
- provide you with the opportunity to contribute at all stages to the discussion and allow you to pose any questions you may have; and primarily,
- gather the information necessary to enable him/her to make recommendations to the full Board of Governors on appropriate arrangements for the future education provision for your son/daughter.

#### **The Principal (or his / her nominee)**

Who will outline the reasons for bringing this action and specify in detail your son / daughter's behaviour record leading up to the decision to call this Consultative Meeting. In addition, if it is appropriate, the Principal will also report on the measures and steps that the school, other applicable Education Authority services or other agencies may have taken to:

- support you and your son / daughter;
- modify your son / daughter's behaviour; and
- avert the need for these formal proceedings having to take place.

### **An Authorised Officer Appointed by the Chief Executive of the Education Authority**

The role of the Authorised Officer is to:

- give impartial advice in dealing with the school and the pupil;
- ensure an explanation is given to the parent / guardian and the pupil (if present) on how the consultation process operates and the further steps which the Board of Governors will have to take should it decide to pursue expulsion;
- advise parent / guardian and pupil (if present) on the nature and availability of alternative education whether in school (including present school) or other suitable programmes which may be available and to brief parent / guardian on how applications can be made;
- advise you of the procedures for selecting and securing a place in another school for your son / daughter should a decision to expel be arrived at;
- advise you of other alternatives to expulsion which might be considered; and
- advise you of any interim arrangements that may be available or advisable should the full Board of Governors ultimately arrive at a decision to expel your son / daughter.

Other roles of the Authorised Officer include:

- first and foremost, ensure that the procedures outlined in the school's "Scheme for the Suspension and Expulsion of Pupils" have been properly and fairly administered by the school;
- contribute to, and influence the discussions and decision making processes;
- ensure that the Consultative Meeting is conducted in a fair and open manner at all times;
- remind parent / guardian of their right to make representation during further stages of the process including your right of formal appeal should a decision to expel be taken by the full Board of Governors.

### **Others who may also be in Attendance**

In addition, it may sometimes be necessary, depending on specific circumstances, for the other teachers (e.g. the Year Head or School Special Needs Coordinator) or other applicable officers from Education Authority services, etc. to be invited to the Consultative Meeting.

### **Possible Outcomes to the Consultative Meeting**

Following the Consultative Meeting, the Chairperson will recommend one or a number of outcomes. The important thing for you to remember is that no decision has been made beforehand and that the final recommendation can only be determined after consideration of all the facts at the consultative meeting.

Examples of possible outcomes might include a recommendation that your son / daughter:

- return to school having accepted the seriousness of the situation and offered guarantees in respect of his / her future behaviour in the school;
- return to school having agreed and signed a ‘Discipline Contract’ which has been specifically drawn up to suit the particular circumstances;
- return to school having agreed to avail of outreach and counselling assistance as deemed appropriate by the school authorities;
- remain registered at the school in order to avail of alternative off-site opportunities and programmes or other placements if deemed to be appropriate by the school and other agencies;
- be considered for expulsion from the school by the full Board of Governors.

### **The Role of the Full Board of Governors**

Following the Consultative Meeting, the Chairperson, having considered all the available evidence together with your representations and concerns, will make a recommendation on your son / daughter’s future educational provision and this will be considered at a formal meeting of the Board of Governors.

You will be advised in writing of this recommendation and further advised of your right to attend the Board of Governors’ meeting to make representations you deem to be appropriate in support of your son / daughter.

Again, it is strongly recommended that you avail of your right to attend this meeting, particularly if you have been advised that the Governors will be considering a recommendation to expel your son / daughter from school.

### **Further Information**

This note is offered merely as a brief introduction to the detailed procedures that exist. If you have specific questions that you need answered, these can be raised at the Consultative Meeting.

## **CHAIRPERSON’S AGENDA FOR PUPIL CONSULTATIVE MEETING**

### **AGENDA**

- 1 Introductions.
- 2 Purpose of meeting and possible outcomes.
- 3 Consideration of the pupil’s behaviour record and the behaviour modification strategies that have been employed by the school.
- 4 Response of parent / guardian / pupil.

- 5 Consultations about the future provision of suitable education if pupil remaining in the school or alternatively, if a decision is made by the Board of Governors to expel pupil.
- 6 Outline next steps to the parent / guardian (including invitation to parent / guardian to attend a meeting of the Board of Governors if appropriate).

### **CHECKLIST FOR BOARDS OF GOVERNORS RECOMMENDING EXPULSION OF A PUPIL**

		<b>Yes/No</b>
<b>1</b>	Has the pupil already served a period of suspension?	
<b>2</b>	Have all measures been taken to reintegrate the pupil where appropriate?	
<b>3</b>	Is the pupil disabled for the purposes of SENDO? If so is the school satisfied that he/she is not being treated less favourably than non-disabled pupils without justification and has the duty to make reasonable adjustments been complied with?	
<b>4</b>	Is expulsion a reasonable response to the pupil's behaviour given the school's disciplinary policy?	
<b>5</b>	Has the parent/guardian been advised in writing that the expulsion is being considered and invited to take part in consultations about the matter?	
<b>6</b>	Have consultations about the future provision of suitable education for the pupil taken place before any decision to recommend expulsion has been made?	
<b>7</b>	Has the proposed expulsion been fully discussed by the Board of Governors and any decision recorded in the minutes (see Section 6.8 – 6.11)	

## **EVIDENCE TO BE CONSIDERED IN THE CASE OF POTENTIAL EXPULSION**

**Whilst there will be core evidence to be considered for all pupils the Board of Governors will be mindful of the confidential nature of documentation available and its relevance to the individual case.**

- √ detailed records of the pupil's behaviour including the steps taken by the school at each stage;
- √ a record of the sanctions/strategies adopted to modify behaviour;
- √ the minute of the consultative meeting;
- √ any records from schools previously attended by the pupil (where appropriate);
- √ correspondence with parent/guardian;
- √ correspondence with other relevant agencies;
- √ correspondence with the EA's Education Welfare Service, Educational Psychology Service or other applicable EA services; and
- √ copies of all relevant policies.



## APPENDIX 3

### Procedures

