



Positive Behaviour Policy

April 2024



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1.0 College Mission Statement

High quality education changes the world, one child at a time.

We prepare our students for life in a diverse world by intentionally integrating students of all abilities, cultural and socio-economic backgrounds, from all faiths and none.

We provide a caring and inclusive environment to help our students achieve excellence within a culture of acceptance and understanding.



2.0 Rationale

Since 1998 schools in Northern Ireland have been required to have a Positive Behaviour Policy which: ‘ensures that policies and procedures designed to promote good behaviour and discipline are pursued at the school.’

The policy has been informed and guided by the following legislation and associated publications:

- The Education (NI) Order, 2014 Welfare and Protection of Pupils Education and Libraries (NI) Order, 2003
- Pastoral Care in Schools: Promoting Positive Behaviour (2001)
- Towards a Model Policy in Schools on the Use of Reasonable Force (2002)
- DE Circular 2021/04 Suspensions and Expulsions Arrangements for pupils in grant aided schools in Northern Ireland
- DE Circular 1998/25 Promoting and sustaining good behaviour in schools
- Promoting and sustaining good behaviour in schools – discipline strategy for schools 2015
- Safeguarding and Child Protection for Schools - a Guide for Schools (Dec 2023)

Within Integrated College Glengormley we aim to provide an inclusive, safe and caring environment where all members of our school community are respected, valued and encouraged to achieve their full potential. This vision is realised through implementation of ‘The ICG Way’ – in which all pupils seek to ‘Be Ready, be Respectful, Be Safe’, and where staff recognise the need for ‘unconditional positive regard.

We set high standards of learning and teaching, celebrate success, and strive to work together to promote partnerships between school, parents/guardians and the community in order to prepare our young people for adult life and achieve their potential.



2.0 Rationale continued

Our commitment to high quality learning and teaching and pastoral care alongside our integrated ethos helps us as a school community to create and maintain an open and inclusive school environment, which promotes understanding and we explicitly welcome and celebrate diversity within our school community and the wider community.

We are a relational and restorative school and as such we place significant value on the development of positive relationships between all members of the school community. We work alongside the Restorative Practices team within EA to ensure that we are supporting our pupils, parents/guardians, and staff to repair and restore relationships.

Integrated College Glengormley have identified key priority areas:

- Social, Emotional Well-Being
- Positive Relationships
- Inclusion and diversity
- A sense of belonging
- A stimulating learning and working environment
- An effective classroom climate for Learning & Teaching

These key priorities have guided and informed our ethos, mission statement, statement of principles and the rights and responsibilities of all members of our school community.



2.0 Rationale continued

Our school ethos is based upon our 3 core values of:

- Be Ready
- Be Respectful
- Be Safe

Together the above core values are integral in creating and maintain effective working partnerships. We as a school strive to create opportunities pastorally and academically to prioritise relationships and as a pivotal school, these values underpin our daily practices.

The well-being and welfare of each member of our school community is of paramount importance in creating and sustaining a safe, inclusive and nurturing environment, which fosters a sense of belonging for all members of the community, to ensure that every individual regardless of their ability, cultural or socio-economic background feels valued and has their voice heard.

Working together, parents, carers, pupils and staff, strive to identify and meet the physical, emotional and learning needs of all our pupils, preparing them pupils for success in their adult and working lives in many ways – academically, personally and socially. Staff are committed and enthusiastic, effectively using flexible teaching methods to address individual needs, reducing barriers to learning and enabling all pupils to reach their full potential. Positive relationships based on understanding, mutual respect and trust are fostered among and between the members of our school family.



3.0 Governors Statement of Principals

Since 2001 Governors are required to make and keep under review a written Statement of Principles

The Governors' Statement of Principles is set out below. These principles reflect our shared values and outline the behaviour expected of every member of our school community; pupils, parents, guardians, carers, and Governors.

Bullying behaviours of any kind by any member of our school community to any member of our school community are unacceptable and will not be tolerated. As a school community, we have a zero-tolerance approach to bullying.

The Governors will continue to keep the above Statement of Principles under review



4.0 Aims and Outcomes for Learners

This Policy seeks to address the following 3 overarching aims:

1. Promote positive relationships

1. Maintain a safe and consistent approach to behaviour management in line with the Pivotal Behaviour approach

1. Create a stimulating environment to foster high quality learning and teaching and high-quality pastoral care

Details of how these aims will be met together with the impact for our learners is found in Table 1, 2 and 3

TABLE 1 AIM: Promote positive behaviour and positive relationships

Staff and pupils developing positive relationships as part of our school ethos which is consistently: <ul style="list-style-type: none"> • Safe, caring and supportive • Welcoming, inclusive and nurturing • Fair, consistent and respectful • Motivational, aspirational, and reflective • Valuing and affirming 	OUTCOMES: Learners demonstrate high levels of: <ul style="list-style-type: none"> • Attendance • Confidence & Responsibility • Aspiration and Motivation • Mutual respect and understanding • Achievement • Participation and engagement in a wide range of school activities Working relationships are: <ul style="list-style-type: none"> • Positive • Supportive • Open • Mutually Respectful An agreed whole school reward system is in place. It is: <ul style="list-style-type: none"> • Implemented fairly and consistently • Motivational and affirming • Celebratory 	SOURCES OF EVIDENCE INCLUDE THE FOLLOWING <ul style="list-style-type: none"> • Attendance (SIMS) • Behaviour Management Module (SIMs) Logs • Assessment Monitor (SIMs) Logs • Observations - Dept./PRSD • Attendance at Parent interviews • Involvement in school activities • Baseline Audits/surveys 	TIMESCALE <ul style="list-style-type: none"> • M • HT • HT • T • T • T • T

TABLE 2 AIM: Maintain a safe and consistent approach to behaviour management in line with the Pivotal Behaviour approach

<p>Staff & pupils actively work together to promote positive behaviour and create a consistent and routine driven approach to proactively promote positive behaviour.</p> <ul style="list-style-type: none"> Promoting and recognising positive behaviour Setting high expectations and standards Identifying individual learning needs and appropriate levels of individual support Staff responding to individual learning needs Making effective use of positive behaviour strategies within the ICG Behaviour Blueprint 	<p>OUTCOMES: Learners feel safe. They demonstrate high levels of:</p> <ul style="list-style-type: none"> Compliance based on a shared understanding of what behaviour is acceptable & what is unacceptable Responsibility for their behaviour <p>In the classroom:</p> <ul style="list-style-type: none"> The flow of the teaching is maintained Access to learning is sustained High standards of behaviour are maintained Less disruption to learning and teaching <p>Across the school community:</p> <ul style="list-style-type: none"> Staff confidently using the Behaviour Blueprint Visible consistencies embedded in all aspects of the school environment Learning needs of pupils are met Appropriate interventions are in place & implemented consistently Targets and strategies are agreed and kept under review Individual progress is tracked, monitored, and assessed 	<p>SOURCES OF EVIDENCE INCLUDE:</p> <ul style="list-style-type: none"> SIMs records/Pastoral records Dept./PRSD Observations Behaviour Management records Behaviour Blueprint HOD evidence folders PLP reviews SENCO records 	<p>TIMESCALE</p> <ul style="list-style-type: none"> M T Ongoing Y HT T T T M
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TABLE 3



AIM: Create a stimulating environment to foster high quality learning and teaching and high quality pastoral care

<p>Staff & pupils, actively work together to create a climate conducive to high quality learning & teaching by promoting a 'can do' and growth mindset approach to encourage:</p> <ul style="list-style-type: none"> A shared understanding of the behaviours which foster learning Motivation and aspiration Co-operation and commitment Reflection Achievement and celebration 	<p>OUTCOMES: Learners are engaged and follow the ICG Way. They demonstrate high levels of:</p> <ul style="list-style-type: none"> Positive learning behaviours (individually/class) Reflect and develop increased self-awareness Take responsibility for their learning behaviours Show purpose Are engaged, supportive and participate <p>Together staff and pupils:</p> <ul style="list-style-type: none"> Acknowledge Affirm and celebrate individual achievements. 	<p>SOURCES OF EVIDENCE INCLUDE</p> <ul style="list-style-type: none"> The ICG Way – visible in every classroom 'Recognition Boards' used to promote behaviour for learning Data obtained from a pupil <u>self assessment</u> on levels of attainment for key learning behaviours. PRSD reviews HOD observations Reward records Feedback from HODs 	<p>TIMESCALE</p> <ul style="list-style-type: none"> T T T Y T T T M
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5.0 The ICG Way

The Integrated College Way or ‘ICG Way’ outlines our expectations to promote positive behaviour for learning. This is put into action to protect everyone’s right to learn and ensure that everyone in the classroom and in the wider school environment behave in a responsible manner.

 The ICG Way Positive Behaviour for Learning 		
Be Ready	Be Respectful	Be Safe
<p>Be ready to learn by showing the confidence, aspiration, resilience, motivation, curiosity and self-discipline to...</p> <ul style="list-style-type: none"> Attend school every day Arrive to lessons on time Have the correct equipment and your planner Be dressed in the correct school uniform 	<p>Respect yourself and your learning by...</p> <ul style="list-style-type: none"> Doing your best and not fearing getting it wrong Showing resilience and motivation to complete tasks Taking care over the presentation of your work <p>Respect others by...</p> <ul style="list-style-type: none"> Showing responsibility in responding quickly to instructions or listening to others Using positive and appropriate language at all times Showing compassion and understanding towards others Treat everyone equally <p>Respect our community by...</p> <ul style="list-style-type: none"> Putting litter into bins 	<p>Be safe by showing the confidence, aspiration, resilience, motivation, curiosity and self-discipline to...</p> <ul style="list-style-type: none"> Move quietly and calmly around the school buildings Make good choices to protect your health and well being Behave in a mature way Use equipment confidently, safely and as it should be used.
<p>You will be recognised by...</p> <ul style="list-style-type: none"> Receiving Positive Points for displaying good character, effort and attendance Receiving, class recognition, positive notes, phone calls and text messages home Receiving prizes / awards for positive / exemplary behaviour, attendance or punctuality 		



5.0 The ICG Way continued

Consistently implementing 'The ICG Way' in every classroom will encourage a consistently safe, structured classroom environment in which all our learners can and will:

- Aspire to achieve their best
- Take responsibility for their learning and behaviour
- Reflect on their learning
- Develop positive relationships based on understanding, mutual respect and trust
- Be rewarded for their effort and progress
- Have their achievements acknowledged and recognised
- Receive appropriate supports to minimise barriers to learning

Focus on promoting key behaviours for learning

The key behaviours which facilitate effective learning within the classroom include the following:

- Striving to apply maximum effort
- Meeting deadlines and submitting homework on time
- Staying on task
- Following instructions

Consistent implementation of the 'ICG Way' will embed these and other important behaviours for learning in every classroom and ensure:

- The flow of the teaching is maintained
- High quality learning and teaching is promoted and sustained
- Confident, motivated learners participate, engage and achieve



6.0 Rights and Responsibilities

Every member of our school community has the **RIGHT** to:

- Be safe (emotionally and physically), respected and valued.
- Expect a broad and balanced curriculum to be delivered through high quality learning and teaching.
- Be encouraged, supported and have their concerns dealt with appropriately.
- Access a welcoming and inclusive environment which recognises and celebrates diversity.
- Be consulted on school matters which impact upon them and be involved in key decisions which affect them.
- Contribute actively to the formulation and review of school policies.
- Access opportunities for appropriate professional and /or personal development.
- Be informed of issues promptly such as behaviour, illness, injury attendance etc.
- Have their achievements acknowledged and affirmed.



6.0 Rights and Responsibilities continued

Every member of our school community has the **RESPONSIBILITY** to:

- Respect and value each other.
- Respect the school environment and treat it well.
- Behave in a safe and appropriate manner towards everyone, meeting the clear expectations set out in the ICG Way.
- Be aware of and consistently follow agreed procedures.
- Work together for the good of all.
- Model and promote high standards of behaviour.
- Encourage and support each other, seeking help when required.
- Play an active role in the life of the school.
- Keep the school informed and updated e.g. change of address, circumstances, medical needs etc.

**Our Rights are only met when everyone accepts and follows through on their
Responsibilities**



6.0 Rights and Responsibilities continued

By every member of our school community fulfilling their role and working collaboratively, we will create a safe, calm and ordered environment in which strong relationships are built, everyone is engaged in the life of the school and success at all levels is affirmed and celebrated.



7.0 Rewarding Positive Behaviour

At Integrated College Glengormley we encourage and incentivise pupils to be self-motivated and to achieve as much as they can. In terms of promoting positive behaviour, we want pupils to understand the consequences of their actions, the reason for consequences and the way they may be able to put things right.

As a Pivotal Behaviour School we aim to recognise and reward pupils who demonstrate behaviours conducive to learning and also behaviour which is 'over and above' the norm. Pupils are recognised and rewarded individually and in groups (classes, year groups, houses etc). Our focus is placed on the pupils who consistently meet the expectations of 'The Glengormley Way'.

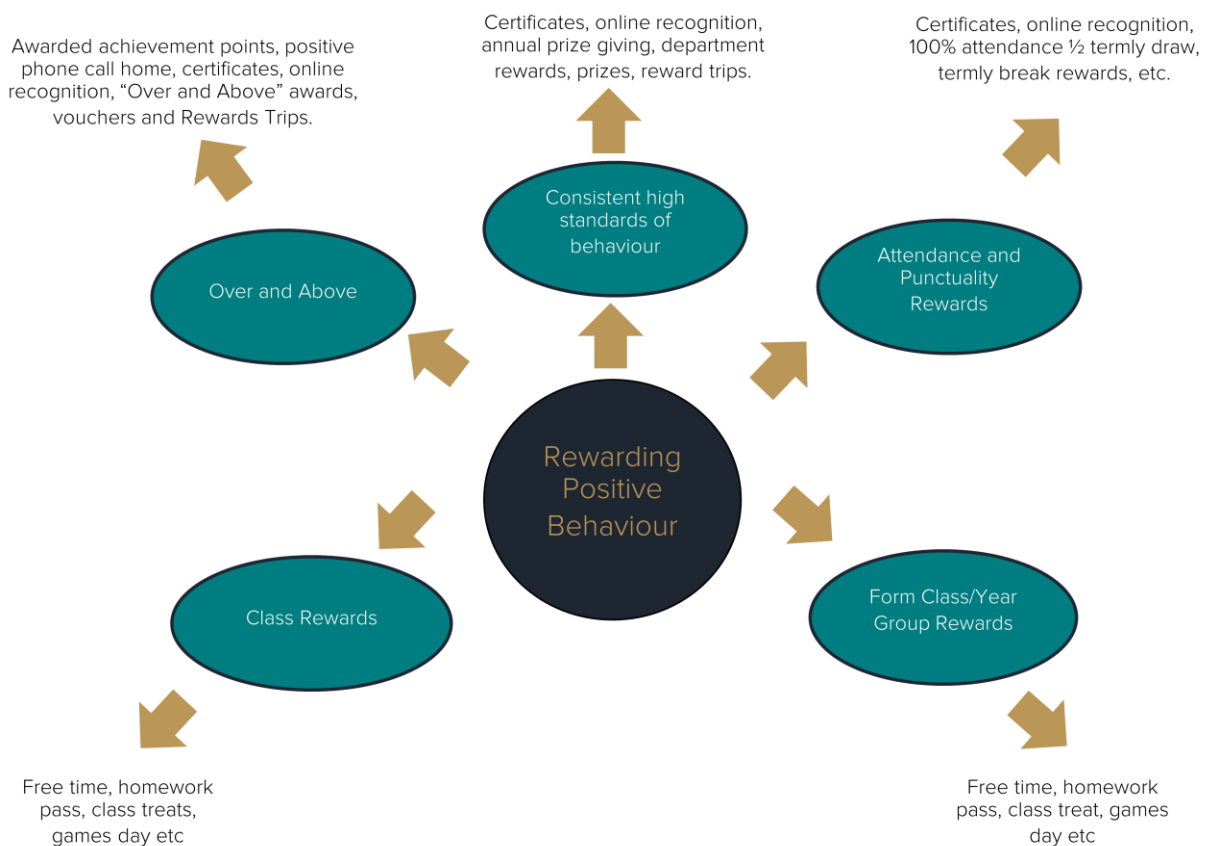
We prioritise positive behaviour. Our staff have dedicated time on a Friday afternoon to recognise and reward pupils by:

- Making positive phone calls
- Sending positive texts / emails / letters
- Sending postcards / positive notes home
- Logging positive behaviour points on SIMS
- Planning / organising class wide / individual rewards
- Creating and sending out certificates

7.0 Rewarding Positive Behaviour

continued

We have a wide system of rewards linked to attendance, punctuality, attainment, endeavour and excellence. At Integrated College Glengormley we provide opportunities for every pupil to succeed and be rewarded at their own level. Every child matters and we seek to reinforce our values and beliefs through rewarding positive behaviour. This enables us to create an inclusive, positive and nurturing environment that motivates our pupils to strive for their best.





8.0 Behaviour Management Framework

While our focus is placed on acknowledging the students who are consistently following 'The ICG way', less desirable behaviour is managed through implementation of the 5 stage Behaviour Management Framework

Restorative conversations form an integral part of the Behaviour Management Framework. Stepped consequences are applied to facilitate a reduction in disruptive behaviours so that the flow of teaching and learning is facilitated. The 5 stage process provides clear and consistent guidelines to deal with inappropriate behaviour that can detract from learning, whilst encouraging acceptable and appropriate behaviours.

The 5 stage behaviour management framework is applied to ensure:

- Behaviour Management strategies are fair and consistent
- Behaviour Management strategies are applied as soon as possible after the offence
- Sanctions are appropriate and in line with the offence
- Behaviours are separated from the pupil
- Strategies defuse and do not escalate the situation
- Strategies take account of age, maturity, SEN and any other relevant circumstances
- Young people are equipped with the tools to understand and process their behaviour through a range of restorative approaches as part of the 5 Stage approach

Consequences will never:

- Be applied to entire classes
- Be used to degrade pupils or cause pupil's humiliation
- Involve physical force



8.0 Behaviour Management Process continued

Integrated College Glengormley promotes a model of inclusion, and only serious misdemeanours will result in the Principal or Vice Principal(s) determining whether suspension and/or expulsion from school is warranted.

This will be in line with DENI guidelines. Each case will be considered carefully before action is taken. It is important, however, to state that the following behaviours are not acceptable in our school community and could fall into the 'serious' category.

These behaviours are likely to be dealt with at stage 4-5 of the Behaviour Management Framework and if appropriate may warrant a serious consequence such as suspension by the Principal.

- Bullying
- Stealing
- Fighting
- Physical assault
- Inappropriate language
- Verbal abuse
- Cyber abuse/ online bullying
- Vandalism
- Use of an illegal substance
- In possession of an illegal substance
- Dangerous/risk taking behaviour
- Intimidating / threatening behaviour

Through continuous tracking and monitoring, the school identifies those pupils whose behaviour is significantly disrupting their own learning, or that of others, so that additional support provisions can be put in place to reduce any barriers to their learning.

The support procedures once implemented are tracked and monitored to ensure that the support provided is reducing the identified barriers.



9.0 Pastoral Support

Building Relationships

We believe that a successful school environment is one where there are strong interpersonal relationships between all the members of the school community. We aim to create an emotionally mature community with high quality relationships at its core. In order to support the development of this, all students have a form tutor who they have contact with twice each day for registration periods. They are also taught a programme of Personal Development by a member of teaching staff to explore, key issues, develop listening skills and emotional intelligence.

Restorative Approaches

When expectations are not met, or conflict develops, we endeavour to try and address this through a restorative approach, which aims to put right whatever harm has been caused, enabling relationships to be repaired, and possibly restored, and all those involved are able to move forward successfully. This is not a 'soft' option. It requires all those involved to be honest about what has taken place, take responsibility for and consider the impact of their actions.

Additionally, as a school we may utilise the expertise and support of the Restorative Practices team within EA to seek guidance and facilitate Restorative Conferences to address concerns in a less punitive manner and seek to bring about a resolution restoratively.



9.0 Pastoral Support continued

This approach may be used in conjunction with appropriate consequences (as outlined in the Behaviour Management Framework) in order to meet the school's need to assure the safety of everyone within the community, maintain an effective learning environment, and/or address on-going issues, in which a previous restorative approach has not been fully successful.

Consistency and Clear Expectations

As a Pivotal Behaviour School, we focus on unconditional positive regard and a consistency of approach in promoting positive learning behaviours. We actively affirm these within and outside the classroom. Every member of staff works to a behaviour blueprint (Appendix 1) which provides a clear structure to manage behaviour effectively within the classroom.

Restorative practice is a key element of the Behaviour Management Framework across Stages 1-5. We recognise the importance of pupils reflecting on their behaviour, learning from it and maintaining positive relationships.



9.0 Pastoral Support continued

Other Support Strategies

A wide range of appropriate support strategies which seek to reduce barriers to learning are available and include the following:

- Working closely with pupils, parents/carers and LSCO, one or more of the following interventions may be implemented to reduce individual barriers to learning.
- Access to literacy and numeracy support
- TA Support
- Restorative Panel Meetings
- Target setting meetings
- Referral to Alternatives support – 1:1 or group support
- Reduced timetable
- Referral to ICG EA Youth Worker
- Referral to EA Youth Service
- Risk Reduction Action Plan (RRAP) when appropriate
- Safety Management Plan when appropriate
- Through Stage 3 of the Code of Practice referral may be made to external support agencies e.g.
 - Educational Psychology,
 - Behaviour Support Service,
 - Education Welfare Service
 - Counselling,
 - CAHMS
- Alternative Curriculum Provision made
- A Pupil Learning Plan – stages 1-5 as appropriate (see Special Needs Policy for further details)



10.0 Tracking and Monitoring

The Behaviour Management and Achievement module on SIMS is used to inform the effective implementation of 'The ICG Way', rewards, consequences and attendance systems.

Positive outcomes and procedures for the use of SIMS

- Data is used to reflect on the impact of behaviour management practice and on pupil behaviour (frequency of negative behaviour for individual students).
- Patterns of behaviour are analysed so that appropriate actions can be taken.
- Both individuals and classes can be rewarded for positive behaviour through the SIMS achievement module.
- Pupil tracking is done from individual to whole school level e.g. behaviour, attendance, achievement.
- Consistency of approach amongst staff can be monitored and maintained.
- Consistent communication with parents/carers and promotes good relationships.
- Pupils are more likely to respond to positive behaviour prompts because they know that the monitoring process is fair and consistent; they are motivated to demonstrate positive behaviour and good attendance.



10.0 Tracking and Monitoring continued

Monitoring Positive Recognition Friday's

Staff are given set time on Friday afternoons to acknowledge and reward positive behaviour. This is carried out via phone calls, text messages, positive notes etc. Heads of Department monitor the use of this time via a log sheet. This sheet is collated at the end of each month and forwarded to SLT for monitoring and review.

Questionnaires / Surveys / Pupil Self Evaluation

Questionnaires / Surveys are used to gather the views and opinions of pupils on the implementation of the policy.

Pupils actively engage in a process of self-evaluation to determine how well embedded the policy is in the classroom (The Glengormley Way, Recognition Boards etc).

The data from questionnaires / surveys and pupil feedback is used to evaluate the implementation and effectiveness of the policy.

- **HOD quality assurance folders**
- **PLP reviews**
- **LSCO records**

HOD quality assurance folders are used to determine that individual learning needs are being met and that appropriate interventions are in place & implemented consistently across departments.

For students with IEP / PLP, targets and strategies are agreed and kept under review. The progress of every individual will be tracked, monitored and assessed using SIMS online tracking, the Behaviour Management Module and LSCO records.



11.0 Consultation and Review

The policy has been developed in accordance with DE guidelines, including a consultation process with parents, pupils, staff and Governors.

Using performance and other data the SLT will instigate an **annual review** of the policy to ensure that:

- Consultation requirements have been met.
- Pupil participation is being developed and implemented.
- The outcomes identified for Learners are being met.
- Support provisions are in place and brought up to date if required e.g. New Department of Education requirement / legislation if required, following Department of Education Circulars relevant to current policy.

The findings will be presented in a “succinct report” to inform the Governors “of how they are fulfilling their own responsibilities in this regard.”



Appendix 1 –

Behaviour Blueprint



Our Value Message: Unconditional Positive Regard

The ICG Way

1. Ready
2. Respectful
3. Safe

Visible Consistencies

1. Hands up for Silence
2. Meet and Greet
3. End and Send

Rewarding Over and Above

1. Achievement Points
2. Positive phone calls and postcards
3. Prizes and Awards

As a Trauma Compassionate School, we aim to:

Place relationships and a young person's sense of safety at the heart of classroom management.

Encourage nurture, warmth and empathy at all times.

Promote a sense of community, inclusivity and understanding.

Take individual circumstances into account.

Stepped Boundaries

1. **Reminder of the ICG Way** - privately remind the pupil with a posture and tone of support.
2. **Caution** – use the microscript privately and with a calm voice and tone to remind pupil of your expectations.
3. **Last Chance** – use the microscript to give a last chance reminder.
4. **Time Out** – calmly and privately ask the young person to take time out. (Suitable period of time with the teacher next door to think – ALWAYS bring them back, with unconditional positive regard)
5. **Repair** – This can vary based on the situation. Use Restorative Conversation when the young person is in a calm state, to restore the relationship and seek to understand the behaviour.

Micro script

Use the Micro script to externalise the behaviour and separate it from the child. Remain calm and remember your posture and body position.

Remind them of things they have done well to maintain safety and security in the relationship.

1. I noticed you are...
2. remember the rule about (being respectful)
3. You have chosen to...
4. Do you remember last week when you....That is who I need to see today....
5. Thank you for listening...

Restorative Conversation

ONLY WHEN IN A STATE OF CALM

1. **What happened?** – Reflect what the pupil says back to them exactly as they say it – don't question it (I'm hearing/is that right?)
2. **What were you thinking / feeling at the time?** – Validate/ recognise the pupil's feelings and show empathy (I understand how it is to feel...it must be hard to feel that way)
3. **Who has been affected?** How? - Help the pupil to work out who has been impacted. Don't forget to remind them they have been affected too.
4. **What could we do to put things right / what could you do differently in future?** Help the pupil problem solve and allow them to see how to move forward in the future. This should include understanding any consequence for the behaviour.

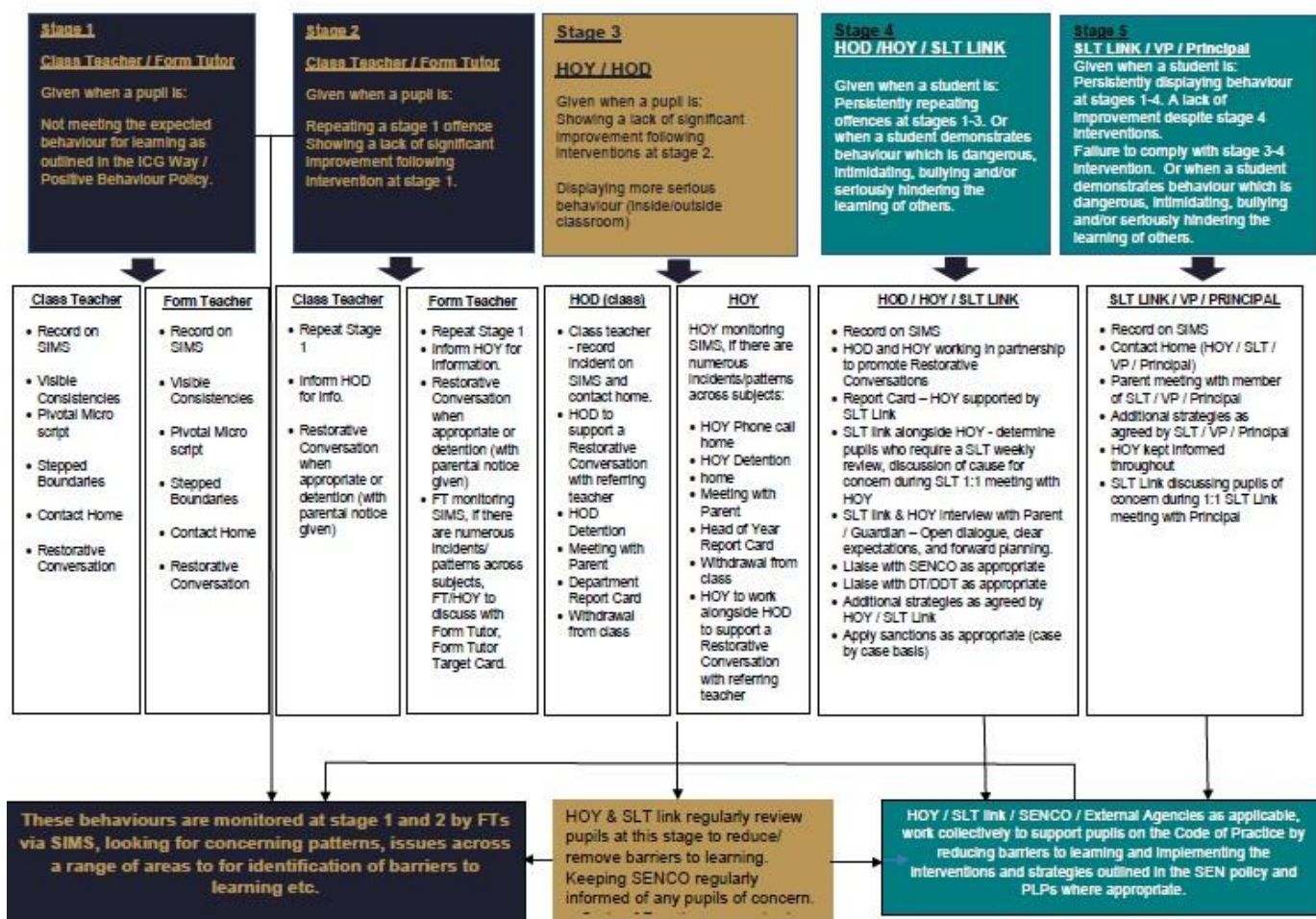
Integrated College Glengormley Trauma Informed Behaviour Principles

As a trauma informed School we aim to:

- Place relationships and a young person's sense of safety and security at the heart of classroom management
- Encourage nurture, warmth and empathy even when a young person is displaying behaviour which staff feel are challenging
- Promote a sense of community, inclusivity and understanding
- Take individual circumstances into account

Key principles of ICG Behaviour Management

Principle 1: Relationships, empathy and safety take precedence.	What this means: Using Emotion Coaching and the strategies in the Behaviour Blueprint to ensure these areas are consistently prioritised in the classroom and beyond.
Principle 2: Discipline represents an opportunity to teach and nurture.	What this means: Considering the reason behind the behaviour (seeing behaviour as a form of communication). Reflection and Restoration are key to this priority.
Principle 3: The child is separate from their behaviour.	What this means: Reinforcing that the young person is separate from their behaviour by using externalising language (pivotal manuscript) around behaviour that challenges e.g. remember the expectations, let me see...Using Internalising language around behaviour can then be celebrated e.g. you were very thoughtful when you...you did so brilliantly when....
Principle 4: Routines help people feel safe. Some people need differentiation within an overall structure.	What this means: Consistency is key. We achieve this by applying the visible consistencies and practices in the Behaviour Blueprint. We recognise the need to differentiate expectations and approach based on a young persons abilities, needs and experiences.





Appendix 2 –

Linked Policies



Linked Policies

The Positive Behaviour Policy works in conjunction with the following suite of linked safeguarding policies:

- The Anti-Bullying Policy – when socially unacceptable behaviours become bullying behaviour
- The Special Needs Policy – to ensure that behavioural barriers to learning are reduced through providing a range of supportive strategies and interventions
- Safeguarding Policy

and with associated policies including:

- Attendance Policy
- E-Safety Policy
- Safe Manual Handling Policy



Appendix 3



Suspension

Should suspension of a pupil be deemed necessary the following procedures under the existing legislation will be adhered to:

- A pupil will be suspended only by the Principal;
- An initial suspension will not exceed 5 days;
- A pupil will only be suspended for a maximum of 45 school days in a school year;
- The Principal will not extend a period of suspension without the prior approval of the Chair of the Board of Governors; and
- The Principal will give written notification of a suspension to the parent of the pupil, the Chair of the Board of Governors, the Education and Library Board in which the school is located

It is essential that schools operate within the statutory framework and guidelines issued by the Department and the employing authorities.

(SUSPENSION and EXPULSION Procedures, DENI 2021-04)



This school will also consult the Education Authority's current scheme - see extracts below

SENDO:

There is a statutory duty for all schools to comply with the Special Education Needs and Disability (NI) Order 2005 (SENDO) in carrying out suspension and expulsion procedures. It is unlawful for a school to discriminate against a disabled pupil by suspending or expelling him or her for a reason relating to his or her disability (Article 14(3) of SENDO). In this context for pupils identified with special educational needs or a disability (but not having associated special educational need), their identified disability should not be the underlying reason for a suspension or expulsion, without the school having justification to do so. It is also important to note that disability can be defined as a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.

As such any behavioural issues associated with a disability must be considered.

The Special Educational needs and disability (Northern Ireland) Order 2005 (legislation.gov.uk)

Equality Commission Disability Discrimination Code of Practice for Schools 2005 particularly Section 4 and 5



Steps to be followed following suspension

The school's 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 policy.

(SUSPENSION and EXPULSION Procedures, DENI 2021-04)



Expulsion

Should expulsion of a pupil be deemed necessary the following procedures will be adhered to:

- The pupil has served a period of suspension* see below;
- A consultation has taken place between the Principal, the parent of the pupil, the Chair of the Board of Governors, an authorised officer from the relevant Education and Library Board. The consultation will include consultations about the future provision of suitable education for the pupil concerned;
- The decision to expel the pupil is made by the appropriate ‘expelling authority’ which is the relevant Education and Library Board in the case of pupils attending controlled schools;
- Where a final decision has been taken to expel a pupil the Principal will notify the parent(s) of their right to appeal that decision to an independent appeal tribunal established by the Education and Library Board and the arrangements and timetable for doing so.

(SUSPENSION and EXPULSION ARRANGEMENTS FOR PUPILS IN GRANT AIDED SCHOOLS IN NORTHERN IRELAND, DENI 2021-04)

SCHEME FOR THE SUSPENSION AND EXPULSION OF PUPILS IN CONTROLLED SCHOOLS,

Education Authority, January 2023

“Suspensions and expulsions from school are the most serious sanctions that can be imposed on pupils. A serious breach, or persistent breaches of the school’s discipline policy can result in the suspension or expulsion of a pupil”.

Parents are advised to work with schools to address any behaviour concerns when they occur.



Appendix 4



USE OF REASONABLE FORCE/SAFE HANDLING

“3.1 The behaviour of the vast majority of pupils in a school will never require any form of physical intervention. However, a small number of pupils may exhibit disturbed, or distressing behaviour, which may require some form of physical intervention by staff. In order to minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, the school should carry out a risk assessment under two headings:

- Environmental Risk Assessment

and

- Individual Risk Assessment.



DEFINITION OF REASONABLE FORCE

4.1 The Education (NI) Order 1998 (Part II Article 4 (1)) states:

‘A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- a. committing any offence;
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.’


Based on this legal framework, the working definition of ‘reasonable force’ is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

**“Towards a Model Policy in Schools on the Use of Reasonable Force”,
DENI Guidance, 2002**

See also:

**Regional Policy Framework on the Use of Reasonable Force/Safe
Handling DENI, 2004**



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