



Ben Madigan Preparatory
School

POSITIVE BEHAVIOUR POLICY

September 2023

Title	Positive Discipline Policy
Summary	Guidance for all stakeholders regarding: Ethos and Aims; Initiatives to promote positive behaviour in school; The school rules and our Ben Madigan Family Booklet; Rewards and Consequences; Managing Difficulties; Working with Parents/Guardians.
Purpose	To promote Positive Behaviour in School
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FOREWORD

We seek to engage the goodwill of the pupils and to persuade them, by every means, that there is a community of interest between pupils and staff.

I believe that the essential basis of good discipline is not fear but respect, goodwill, good humour, charity, generosity of spirit, magnanimity and a sense of common purpose between pupil and teacher. I believe that it is possible with most of our pupils most of the time to carry them with us.

If pupils trust us, and believe that we are “on their side” they will usually accept being reprimanded without resentment. If they are unco-operative or hostile we should not abandon the effort to win them over (even though we may have to discipline them); rather we should try to discover - and remove - the cause of their unsatisfactory attitude, and praise them for any noticeable improvement in their work and/or behaviour.

We insist on good order both in the classroom and around the school and should ensure that the pupils are aware that we expect high standards of work, of presentation and of behaviour.

We are willing to strive individually with pupils who exhibit unsatisfactory behaviour, in the hope of discovering the cause of their malaise, setting it right and winning them over. It is important to consider that unsatisfactory behaviour can be the product of discontent and unhappiness, and in these cases the school can offer significant support to the pupil.

First and last, we will have influence with the pupils, who should be willing to be guided, eager to earn and retain (or recover) our good opinion of them. High standards of behaviour may be more easily realised where there are mutual respect and good relationships. A positive approach which involves encouragement, praise and indeed reward, is much more effective than the “put-down”. Often this is best done in an informal way; boys in particular may be averse to too much public praise about their work.

In essence, the attainment of positive behaviour is possible through employing a pupil-centred approach to reduce negative influences and make opportunities for change available. If we encourage pupils to take the opportunities that are offered to them and so become involved in the school community, any unsatisfactory behaviour can be significantly reduced as a pupil experiences positive involvement in school life.

H Woods (Mrs)
Principal

2. Ethos

We want our school to be a special place where everyone feels **valued** and **valuable**.

This policy is designed in order to enable us to learn and teach in a happy school, where we are all **safe** and **comfortable**.

“The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment.”

Building curriculum for excellence through positive relationships and behaviour.

3. Aims

At Ben Madigan we all strive to:

- Listen to Others
- Be Kind
- Be Safe
- Be Honest
- Work Hard

In order to do this, we must work in partnership with parents and the wider school community to:

- recognise, encourage and reward positive behaviour.
- create a warm and welcoming environment which promotes caring and respect for oneself and for others thus ensuring that effective learning takes place.
- develop within each child a sense of self-discipline, valuing independence and choice.
- establish clear procedures for dealing with and managing unacceptable behaviour.
- encourage truthfulness.

“Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.”

Better relationships, better learning, better behaviour (Scotland 2013).

Our key values of **kindness, respect, resilience, perseverance and being a team player** will underpin our discussions with pupils to support their behaviour as well as become part of the culture of the school. These will be promoted in assemblies, classroom discussions, lessons and one to one conversations.

4. Promoting Positive Behaviour

At Ben Madigan we aim to promote positive behaviour. Recognising and celebrating positive behaviour is very effective and sustainable in motivating pupils to behave well. All staff and pupils are encouraged to participate in a climate of praise and positive reinforcement.

We motivate the pupils using verbal praise, as well as a system of rewards that is fairly applied and attainable by all. Rewards are given to every deserving child, as soon as possible following a commendable behaviour, for a range of reasons. They are used at the discretion of the class teacher. Rewards may be given for good work, good behaviour, improvements in work or behaviour, displaying initiative, displaying good manners, tidying up well etc. Rewarding good behaviour and giving praise encourages a positive attitude which helps to shape the behaviour of pupils.

Behaviour which is rewarded is more likely to be repeated. We use a merit system to reward behaviour where children can collect merits to work towards badges. Merits will be logged on SIMS to monitor which will also feed into our House System and pupils being aware they are part of a bigger team.

5. Routines and rules are an important part of everyday school life.

Routines help to establish our school rules and enable children to know what is expected of them, therefore minimising disruptive behaviour. Teachers should familiarise children in their class with their own routines especially at the beginning of each school year. They should remind children of the routines frequently until established.

School rules are displayed in all classrooms and playground rules and lunchtime rules are displayed in the playground and dining hall.

6. Rules

Ben Madigan Preparatory School Rules

CARING **“We care for ourselves and others”**, therefore:

- We show good manners.
- We tell the truth.
- We care for everything in our school.
- We are kind to each other.
- We keep hands, feet and objects in our own space.
- We show kindness in our words and actions.
- We tell if we are worried about our friends.

LEARNING **“We try our best”**, therefore:

- We come to school on time.
- We come to school ready to work.
- We start our work quickly and always try to finish.
- We try our best and do not give up.
- We ask for help when we need it.
- We work to the set noise level – silence, whisper, partner voice.

TALKING
AND
LISTENING **“We listen to each other”**, therefore:

- When an adult speaks we STOP, LOOK, LISTEN.
- We listen to each other.
- When we want to speak we put our hand up and wait.
- Work talk is soft talk.
- We remember “Good Sitting”

SAFETY
AND
MOVEMENT **“We want a safe school”**, therefore:

- We always walk quietly.
- We sit safely in our seats.
- We handle all equipment carefully.
- We use the toilet properly.
- We close all doors behind us.
- We return to the teacher if we are not collected.

- DINING HALL **“We want to enjoy our meals”,** therefore:
- We queue quietly and move carefully.
 - We display good table manners.
 - We use indoor talking voices.
 - We tidy up after ourselves.
- PLAYGROUND **“When we are playing and having fun we think of others”,**
therefore;
- We are happy and play safely.
 - We tidy equipment away carefully.
 - We let others join in our games.
 - We decide on rules of games before we start.
 - We walk to our lines and stand quietly when the bell rings.
 - We use kind and appropriate language.
 - We walk in a line to our classroom.

7. Ben Madigan’s Rewards System

Rewards Used in Foundation Stage

- Verbal praise and recognition of achievements
- Stickers or positive comments
- Positive call home/note home
- Individual Reward Points/Bonus Points
- Treat box
- Star Pupil Award
- Visit to SLT/ Other classes
- Seesaw

Rewards Used in Key Stage 1

- Verbal praise and recognition of achievements
- Merits
- Stickers or positive comments
- Positive call home/note home
- Table Points/Bonus Points
- Golden Time
- Teacher reward – use of treat/prize box
- Star Pupil Award
- Visit to SLT/ Other classes
- Seesaw

Rewards Used in Key Stage 2

- Verbal praise and recognition of achievements
- Merits
- Stickers or positive comments
- Positive call home/note home
- Table Points/Bonus Points/ Homework Vouchers
- Star Pupil Award
- Visit to SLT/ Other classes
- Seesaw

8. Monitoring Behaviour

- Each class teacher is responsible for maintaining and recording significant on-going behaviour issues and follow-up action taken.
- The sanction imposed will be influenced by the severity of the incident/misdemeanour.
- Every class must have a red emergency card with the class name written on. When the Class Teacher needs immediate support, a child should be sent to the office with a red emergency card. If any adult should encounter the child on their way to the office, they should attend the class immediately and send the child onto the office. Office staff will alert Senior Leadership Team.
- Examples of inappropriate behaviours – a hierarchy of seriousness is detailed in Appendix 2

Playground Behaviour

Dealt with by adult in charge – using Restorative Questioning. If the child is still unwilling to make positive choices, they may need to walk around the playground with a Classroom Assistant.



The language of choice must be used, with time and space being given for the child to reflect and make the positive choice. After consideration of pupil's point of view verbal apologies to injured parties or class may be required.



Repeated incident or serious incident – loss of playtime (time dependent on misdemeanour and age of child) pupil is seated outside staff room (teacher supervision).



Incident is reported to class teacher and recorded. Parents/ Guardians informed of repeated incidents/serious incidents.



Incident is reported to Ben Madigan Principal and recorded. Parents/Guardians informed of repeated incidents/serious incidents.



Mini-emergency cards may be provided for the playground.

9. The Restorative Approach to Managing Inappropriate Behaviour

Ben Madigan Preparatory School has a positive and inclusive ethos and is committed to a restorative approach to conflict resolution. Restorative practice creates a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. There is an expectation that staff and pupils will work together to create a climate of mutual respect and co-operation which allows effective learning and teaching to take place in a positive and rewarding environment.

Pupils are fully aware of the high expectations in all areas of life and learning at Ben Madigan. These are fundamental to respecting the rights of all pupils and staff. (Appendix 2)

Restorative Practice is a means of mediation. It supports pupils in learning how their choices have impacted upon others by making them accept responsibility. A restorative conversation will help them to find a way forward and to behave differently next time.

- It is about giving everyone a chance to tell their side of the story.
- It is about listening and not judging.
- It is used to restore relationships, keeping the school strong.

The 3 R's

Relationships.

Strong relationships are at the heart of our school. These relationships include:

- Staff working with other staff.
- Staff and pupils working together.
- Pupils and pupils working together.

Respect.

- If everyone in a school treated each other with respect, there would be fewer problems.
- We should always treat others as we would like to be treated ourselves.

Responsibility.

- Sometimes we do something wrong or get into trouble.
- Restorative Practice is about taking responsibility for our actions.
- It is also about being supported through this process in a fair and respectful way.

Restorative Questions.

Pupils are equipped with the skills to resolve issues by themselves. On occasion, restorative conversations will be facilitated by a member of staff who will use the following questions to resolve any issues.

- **Tell me what happened?**
- **What were you thinking when this happened?**
- **What were you feeling when this happened?**
How are you feeling now?
- **Who else has been affected by this?**
- **How can we sort this out?**

Restorative Approaches

Every opportunity should be taken to allow pupils to reflect upon their actions and repair relationships by using this restorative approach to discussions. This should happen at the earliest opportunity after the incident and should focus on these 5 stage questions. The conversation should take place with all parties involved individually or in small groups to discuss the incident(s) and ways of resolving the issue(s).

Language of Choice

It is essential that the 'language of choice' is used at every stage of behaviour management, with the option to choose the positive behaviour or to choose the next step of discipline – this should be made clear. Time and space must be allowed for the child to make their decision.

Thinking Time

Each class should have an individual desk as a "Thinking Time Zone." After a set time (timers should be used) the child should re-join the group.

10. Sanctions

Sometimes it is appropriate to issue a sanction in order for pupils to learn that their behaviour has been unacceptable. Before a sanction is issued at any level, each incident will be viewed and considered individually, taking into account the specific circumstances of the incident and pupil, as indicated in Appendix 3 to this Positive Behaviour Policy. Examples of specific circumstances which will be taken into account include, but are not limited to, any disability or Special Educational Need which the pupil has.

To make the sanction positive:

- Use a respectful but assertive tone of voice.
- Focus on the behaviour, not the child.
- Discuss the situation with the pupil.
- Minimise embarrassment and hostility.
- Encourage positive behaviour.
- Reach an agreement.
- Give clear choices and explain consequences to enable pupils to take responsibility.
- Ask pupil to suggest a punishment.
- Say something positive and if appropriate suggest something less severe.
- Get the child to acknowledge the feeling that you have been fair to him/her.

Foundation Stage

- Verbal reminder
- Verbal warning
- Move to “orange” – 3 Stage Traffic Lights System
- Thinking Time
- Move to “red” and record - 3 Stage Traffic Lights System/ or an alternative reward system
- Go to other classroom /staff room – “Thinking Time”
- Restorative conversation
- Note home/ Talk to parents
- Contact Senior Teacher / Principal
- Staff and parents agree strategies to implement

Key Stage 1

- Verbal reminder
- Verbal warning
- Quiet Area/Go to other classroom/staff room – “Thinking Time”
- Restorative conversation
- Record behaviour

- Note home/ Talk to parents
- Contact Senior Teacher / Principal
- Staff and parents agree strategies to implement

Key Stage 2

- Verbal reminder
- Verbal warning
- Quiet Area/Go to other classroom/staff room – “Thinking Time”
- Restorative conversation
- Note in diary
- Contact Senior Teacher / Principal
- Staff and parents agree strategies to implement.

Remember:

- When a child does something wrong any action taken should be accompanied by/include:
 - (a) an explanation of why this behaviour is wrong
 - (b) an explanation of the right way to behave in this situation in the future
- Everyone can learn new behaviour.

11. Managing Behaviour Issues in Relation to the Code of Practice for Special Educational Needs

The investigation of any incident involving a pupil with a disability and/or Special Educational Need will involve the SENCO/Assistant SENCO, and that pupil's Individual Education Plan and/or behavioural plan will be taken into account, if applicable. Some children may need teaching, advice and counselling because they genuinely don't know how to behave. Their behaviour patterns may be based on different home values, attitudes and parenting skills. Strategies aimed at behaviour modification will then be articulated via a record of concern/an individual action plan and discussed with the parents and the SENCo so that the child's ability to reach behaviour targets over a period of time can be regularly monitored and reviewed with parents.

12. Working with Parents/Guardians

Depending on the nature of the incident/behaviour a meeting may be organised between parents and the teachers/Head of Key Stage/Vice-Principal/Principal to discuss the issue. This is at the discretion of the school. It is our desire that parents/guardians and teachers will work together towards a sympathetic view of one another's positions. Parents/carers can support the school's positive discipline policy in a number of ways:

- Be familiar with the school's policy for Positive Behaviour.
- Encourage children to conform to rules and expectations.
- Explain to children why there are expectations for behaviour in school.
- Support the school's actions and interventions when behaviour needs to be addressed.
- Communicate concerns or disagreements in accordance with procedures, and at appropriate times.
- Report to the school on those procedures parents see as being successful or helpful.

13. Guidance on the Use of Positive Handling (Use of Reasonable Force)

A member of staff may use, in relation to any pupil at the school, such force as is reasonable in the circumstances to prevent a pupil from:

- (a) committing an offence;
- (b) causing personal injury to, or damage to the property of, any person (including the pupil him/herself); 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 during a teaching session or otherwise.

All Ben Madigan members of staff are aware of this legislation and directives and will follow them should the need arise. If deemed necessary the Principal will require parents to come and assist with those situations which may warrant it, particularly if an incident cannot be resolved safely.

14. Suspensions and Expulsions

Should unacceptable behaviour continue despite every effort by the Head of Preparatory Department and staff then it may be necessary to suspend or expel the pupil for the good of the vast majority of children in the school. Suspension and expulsion are very severe forms of punishment which are used only in the most serious incidents. Please see Belfast Royal Academy's 'Suspension and Expulsion Policy' for further information (Appendix 3).

15. Complaints Procedures

Ben Madigan Preparatory School welcomes parents' views, constructive criticism and complaints as we believe that in offering service to our children and their parents we must be open to the examination of our practice and make every attempt to improve.

If a parent is dissatisfied or has a complaint then, depending on the nature of the issue, he/she should speak directly to the class teacher. If they feel the matter is not successfully resolved they can meet the Head of Key Stage. If this approach fails to resolve the problem, an appointment can then be made to meet the Head of Preparatory Department. Appointments to meet any teachers or the Head of Preparatory Department can be made via the school secretary. Every attempt will be made to answer the complaint within the shortest possible time scale.

Should a parent feel that neither the teachers nor Head of Preparatory Department have helped the situation then they have a right to make a formal written complaint to the Board of Governors, through the Chair of Governors.

16. Links to Other School Policies

This policy for Positive Behaviour is linked to other school policies. These include:

- Anti-Bullying Policy
- Pastoral Care Policy
- Safeguarding/Child Protection Policy
- Suspension and Expulsion
- Complaints Procedure

17. Review and Evaluation

This policy will be kept under constant review to assess its effectiveness. It may be evaluated using the following means:

- Feedback from all staff (teaching and non-teaching)
- Feedback from pupils
- Feedback from parents/carers
- Number of pupils referred to Head of Preparatory Department
- Review June 2024

Rights and Responsibilities

The school adopts a positive approach to the pastoral care and discipline of pupils by emphasising, praising and rewarding good behaviour. In order to develop positive relationships throughout the school community everyone should be treated with respect, dignity, be aware of their rights and fulfil their responsibilities.

	RIGHTS	RESPONSIBILITIES
Pupils	<p>To feel valued as members of the school community.</p> <p>To be able to learn to the best of their ability and to extend their interests and talents.</p> <p>To be treated fairly with consideration and respect.</p> <p>To contribute to matters that affect them.</p> <p>To be listened to by the adults in the school.</p> <p>To know what is expected.</p> <p>To feel safe and secure.</p>	<p>To treat others with consideration and respect.</p> <p>To listen when it is the turn of others to talk.</p> <p>To listen to and follow instructions from teachers and other members of staff.</p> <p>To know and follow school rules.</p> <p>To sort out difficulties without making matters worse.</p> <p>To be prepared and ready for work.</p> <p>To complete all tasks, including homework, to the best of their ability.</p> <p>To ask for help if they need it.</p> <p>To behave in such a way as not to disrupt the class and other children's learning.</p> <p>To contribute to a positive learning environment in the classroom.</p> <p>To show respect for others and all property.</p> <p>To act appropriately and with manners during all school activities, both on and off school grounds.</p> <p>To use the conventions of R Time.</p>
Parents	<p>To expect their child to receive a broad and balanced education.</p>	<p>To get children to school on time, ready to work and with the correct equipment.</p> <p>To be supportive of the school rules and</p>

	<p>To have their child taught in an environment that is conducive to learning.</p> <p>To feel welcomed in the school and have their point of view respected.</p> <p>To be treated equally and with respect.</p> <p>To be sure their children are treated fairly and with respect.</p> <p>To receive updates on their child's progress at appropriate times.</p> <p>To be able to raise concerns with staff and to be informed about difficulties concerning behaviour within an appropriate time scale and with sensitivity.</p> <p>To have their child educated towards his/her highest possible standard.</p> <p>To know that their children are safe.</p>	<p>to encourage their child to abide by the same.</p> <p>To treat all children with respect – any concerns regarding the behaviour of other children should be directed to a member of staff/ Head of Preparatory Department following set procedures.</p> <p>To talk to their child about things they learn in school.</p> <p>To tell the teachers if their child is being bullied or upset.</p> <p>To ensure their child is regular in attendance and brings their homework to school.</p> <p>To support the school in what they are doing and respect the professional judgement of staff.</p> <p>To approach school staff regarding concerns at appropriate times.</p> <p>To keep staff informed of circumstances or changes that may affect their child's behaviour or work.</p>
Teachers	<p>To teach free from unnecessary hindrance and disturbance.</p> <p>To have their professional worth and judgement recognised and respected by the whole school community.</p> <p>To receive support from Management, staff and parents regarding matters of discipline.</p> <p>To teach with the co-operation of all involved, including children.</p> <p>To work in an environment of mutual respect.</p> <p>To have opportunities for professional development.</p>	<p>To create a safe, stimulating and happy environment in which pupils can learn.</p> <p>To treat pupils with consistency and respect at all times.</p> <p>To use "positive behaviour" language to deliver a positive system.</p> <p>To reward positive behaviour and achievement and to establish and maintain class rules.</p> <p>To use restorative language.</p> <p>To model at all times an attitude of respect, tolerance and responsibility.</p> <p>To plan lessons efficiently and to implement a differentiated curriculum as appropriate.</p> <p>To inform parents of behavioural issues appropriately and within a reasonable time scale.</p>
Support Staff (classroom assistants, office staff, caretaker,	<p>To work in a calm environment where they are addressed respectfully.</p> <p>To feel valued and included.</p> <p>To carry out their duties in a safe working environment.</p>	<p>To be respectful.</p> <p>To participate fully in the duties they perform.</p> <p>To adhere to the rules and procedures of the Positive Discipline Policy.</p> <p>To access training and/or advice with</p>

catering and cleaning staff)	<p>To be suitably informed in order to be able to carry out duties effectively.</p> <p>To be supported by other members of staff.</p> <p>To be trained appropriately to manage challenging behaviour.</p>	<p>regards to issues concerning behaviour management.</p> <p>To use “positive behaviour” language to deliver a positive system.</p> <p>To reward positive behaviour and achievement and to establish and maintain class rules.</p> <p>To use restorative language.</p>
Head of Preparatory Department and Leadership Team	<p>To be made aware of difficulties that may arise with regards to behaviour as soon as possible.</p> <p>To be supported by the whole school community regarding matters of discipline.</p> <p>To be treated with respect and courtesy.</p>	<p>To provide support and encouragement to staff regarding behavioural issues.</p> <p>To promote a positive system of behaviour management.</p> <p>To model restorative conversations.</p> <p>To ensure that the behavioural policy is applied with consistency and to use confidential information appropriately.</p> <p>To ensure agreed policies are communicated to and implemented by staff.</p> <p>To monitor and disseminate the good practice taking place regarding the management of behaviour.</p> <p>To ensure that the school is well run.</p> <p>To promote teamwork among all staff and to be instrumental in modelling this attitude.</p>
Governors	<p>To be consulted.</p> <p>To be kept informed.</p>	<p>To support the Head of Preparatory Department and staff in ensuring the efficient running of the school.</p> <p>To attend meetings and when possible school functions.</p> <p>To ensure that the school has policies for the promotion of good behaviour and discipline and the use of reasonable force.</p> <p>To ensure that the school has appropriate procedures for dealing with the issue of bullying and complaints about bullying.</p> <p>To ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements, and to ensure that a scheme operates in the school.</p>

Examples of inappropriate behaviours – hierarchy of seriousness

To assist teachers in the difficult task of ensuring that the sanction is appropriate to the seriousness of a pupil’s misdemeanour, below is a guide to what may be regarded as low level, moderate and serious breaches of acceptable behaviour. While this is far from a definitive list it does place the kinds of pupil misbehaviour with which we are familiar into some kind of context.

Levels of Behaviour	Sanctions – may include
<p><u>Level 1 Behaviours</u></p> <p>Occasional and deemed to be less serious but which interfere with learning and teaching.</p> <ul style="list-style-type: none"> ▪ Not staying in seat ▪ Disruptive ▪ Teasing ▪ Pushing ▪ Interrupting ▪ Name calling ▪ Sulking ▪ Cheekiness ▪ Answering back ▪ Inappropriate questions ▪ Interfering/hiding other children’s work or belongings ▪ Hiding own work ▪ Not completing work <p>If any of the above are persistent they become Level 2.</p>	<p>Level 1</p> <p>Dealt with using the classroom corrective action plan/consequences/ positive behaviour strategies</p> <ul style="list-style-type: none"> ▪ Look/Eye contact ▪ Word/Rule reminder ▪ Verbal Warning ▪ Move place ▪ Table points ▪ Quiet Area/Go to other classroom/staff room – “Thinking Time” ▪ Restorative conversation ▪ Note in diary ▪ Contact with Head of Key Stage / Deputy Head of Preparatory Department / Head of Preparatory Department ▪ Formal contact with parents

<p><u>Level 2 Behaviours</u></p> <ul style="list-style-type: none"> ▪ Swearing at anyone ▪ Offensive gestures ▪ Spitting ▪ Throwing things ▪ Arguing back ▪ Lying ▪ Defiance ▪ Rudeness to peers or staff ▪ Destroying own/other's work <p>If Level 2 Sanctions are not effective on the above behaviours, they become Level 3. Following Level 2 the child may need to be placed on the Code of Practice.</p>	<p>Level 2</p> <ul style="list-style-type: none"> ▪ Related sanction e.g. completing work ▪ Written account/apology ▪ Additional work ▪ Cleaning up the mess created ▪ Loss of privilege ▪ Contact Head of Key Stage Deputy Head of Preparatory Department / Head of Preparatory Department ▪ SENCo informed child may be placed on Code of Practice.
<p><u>Level 3 Behaviours</u></p> <ul style="list-style-type: none"> ▪ Hitting ▪ Kicking ▪ Fighting ▪ Causing injury ▪ Stealing ▪ Vandalism ▪ Physical abuse of pupils/staff ▪ Physical violence ▪ Extortion ▪ Running out of school ▪ Verbal abuse of pupils/staff ▪ Racism ▪ Sectarianism ▪ Any form of bullying behaviour ▪ Smoking ▪ Alcohol/Drug/Solvent abuse ▪ Misuse/ inappropriate use of social media 	<p>Level 3</p> <ul style="list-style-type: none"> ▪ Sent to the Head of Key Stage/ Deputy Head of Preparatory Department / Head of Preparatory Department and parents will be informed if they have not already been ▪ Removal from playground at lunch/break time ▪ Removal of privileges e.g. Golden Time, attending sports events ▪ Child placed on Code of Practice and school procedures followed ▪ Suspension ▪ Expulsion

BELFAST ROYAL ACADEMY SUSPENSION AND EXPULSION POLICY / SCHEME

The Board of Governors (the Board) believes in the fundamental right of every pupil to be educated in accordance with the relevant statutory provisions. However, it is recognised that the education of all pupils and staff and their safety should not be compromised, as a result of unacceptable behaviour by individual pupils. The Board therefore reserves the right to impose such sanctions as are outlined in the School Discipline Policy, including suspension or expulsion, where considered appropriate.

Expulsion of a pupil should only occur as a result of the most serious breaches of the School Discipline Policy, including unacceptable behaviour, which may put other pupils or staff at risk.

Legal position

The legal position is set out in Article 39 of the Education and Libraries (Northern Ireland) Order 1993 which specifies:

“The managers of a Voluntary school shall prepare a Scheme, specifying the procedure to be followed in relation to the suspension or expulsion of pupils under their management”.

This Scheme has been prepared in accordance with Article 49 of the Education and Libraries (NI) Order 1986 as substituted by Article 39 of the Education and Libraries (NI) Order 1993, the Schools (Suspension and Expulsion of Pupils) Regulations (NI) 1995 (SR 1995 No 99), Schools (Suspension and Expulsion of Pupils) (Amendment) Regulations (NI) 1998 (SR 1998 No 255), Schools (Expulsion of Pupils) (Appeal Tribunals) Regulations (NI) 1994 (SR 1994 No 13), Schools (Expulsion of Pupils)(Appeal Tribunals) (Amendment) Regulations (NI) 1998 (SR 1998 No 256) and Article 25 of the Education and Libraries (NI) Order 2003.

Definitions

“Warden of the Board of Governors” includes, where the Warden is unavailable the Senior Vice-Warden.

“Principal” includes the Deputy Principal in the first instance, a Vice Principal or other person performing the duties of Principal, where the Principal is absent or unavailable.

“Parent” has the meaning given to it by Article 2 of the Education and Libraries (NI) Order 1986 as amended by Article 128 of Schedule 9 of the Children (NI) Order 1995. It shall also include, in the case of a pupil who has reached the age of 18 years the pupil him (her)self.

PROCEDURES TO BE APPLIED FOR THE SUSPENSION OF PUPILS

1. No suspension should take place without adequate investigation by the Principal.
2. Suspension is only one of a number of disciplinary sanctions to be imposed (as outlined in the School’s Discipline Policy). The Principal will decide whether he considers it to be the appropriate action to be adopted in specific circumstances.
3. The initial suspension period shall not exceed 5 school days.

4. A pupil may be suspended from school for not more than 45 school days in any one school year.
5. Where a pupil has been suspended from school, the Principal shall immediately:
 - a. give written notice of the reasons for the suspension and the period of suspension to the parent of the pupil, to the Warden and to the Education Authority.
 - b. invite the parent of the pupil to visit the school to discuss the suspension and advise the parent that if the visit does not take place, the Principal will, in the absence of the parent, decide either to end the suspension or to impose a further period of suspension.
6. The Principal must inform the parent in writing of either of the following alternatives, whether or not the parent chooses to visit the school:
 - i) the period of suspension has been concluded, stating the agreement reached with the parent, if any and that the pupil should therefore return to school forthwith; or
 - ii) the period of suspension is extended, the reasons for the extension and that the pupil must return to school at the stated time. A copy of this letter will be sent to the Warden.
7. The Principal shall not extend the period of suspension without the prior approval of the Warden of the Board of Governors and shall give written notification of the reasons for the extension and the period of extension to the parent of the pupil and to the Education Authority.
8. If a pupil is at risk of missing a public examination as a result of suspension, the school must make arrangements for the pupil to sit the examination.
9. In the event of an initial suspension being extended, the school continues to have responsibility for the education of the pupil and should therefore ensure that appropriate work is made available during the period of extended suspension. The parent(s) should be made aware that it is their responsibility to collect and return the work to the school for marking.

PROCEDURES TO BE APPLIED FOR THE EXPULSION OF PUPILS

1. The Board of Governors is the expelling authority and the decision to expel rests with the Board. The Board delegates this authority to the Suspension and Expulsion Sub-Committee of the Board.
2. A pupil can be expelled only after serving a period of suspension.
3. Where there is a breach of the school's Discipline Policy or ongoing breaches of the school's Discipline policy, the Principal will maintain a record of all correspondence between home and school and of any meetings held to discuss the issues.
4. A meeting of the Suspension and Expulsion Sub-Committee of the Board will be convened at the request of the Principal and, as part of its deliberations, the sub-committee will:
 - a). examine all documentary evidence presented by the Principal and any other interested party, relating to the misconduct of the pupil;

- b). give due consideration to the safety and welfare of the other pupils and staff of the school.
5. If expulsion is being considered, the parents and pupil will be given the opportunity to make representation to the Suspension and Expulsion sub-committee of the Board of Governors in relation to the pupil and the circumstances surrounding the possible expulsion.
 6. A consultation meeting will then be convened. This meeting will include the Principal, the parent of the pupil, the pupil (if appropriate), the Warden and the Chief Executive of the Education Authority (EA) or another officer of the EA duly authorised by him (if the pupil resides in a Board other than the Belfast are, both EAs should be notified). The consultation shall include discussions about the future provision of suitable education for the pupil concerned. Minutes of this meeting and the outcome of it will be retained.
 7. A refusal on the part of the pupil's parents to take part in such consultations shall not prevent a pupil from being expelled.
 8. Following this meeting, the Suspension and Expulsion sub-committee will meet and shall reach a decision. The parents will be notified in writing of this decision by the Principal. Where the decision is to expel the pupil, this notification will include details of the parents' right to appeal the decision to expel the pupil to an independent Expulsion of Pupils' Appeal Tribunal in accordance with the Schools (Expulsion of Pupils) (Appeals Tribunals) Regulation (NI) 1994, of the relevant time limits for lodging an appeal and of where the appeal may be lodged. (Written notice of an appeal must be sent to the Clerk to the Tribunal, Expulsion of Pupils Appeal Tribunal, Education Authority) within 10 days of the issue of the letter from the Principal). The Board of Governors will be required to submit details of the School's Disciplinary Policy; how the Principal and Board of Governors dealt with the situation and the reasons for the decision). Where an appeal is allowed and direction is given that the pupil be re-admitted to the school, the Board of Governors shall comply with any such direction.
 9. The decision of an Appeal Tribunal is not subject to further appeal to either the Education Authority or to the Department of Education. If either party is dissatisfied with the decision of a tribunal, they may judicially review the decision in the High Court.
 10. If a pupil is at risk of missing a public examination as a result of being expelled, then alternative arrangements must be made to ensure that the pupil can sit the examination in an appropriate location. The Education Authority in the area has a responsibility to ensure the future provision of suitable education for a pupil who has been expelled. Discussion will take place with the appropriate authority to seek to ensure that this takes place.