

The Christian Brothers' Grammar School, Omagh



Positive Behaviour Policy and Procedures

October 2020

Vision

Promoting full personal and social development in caring Christian communities of learning and teaching

Mission

To provide Catholic education in the Edmund Rice tradition

The Edmund Rice Schools Trust Charter

As an Edmund Rice school, we cater for young people from a diverse range of backgrounds and we respond to the emerging needs of our students and their communities. Our educational approach subscribes to the holistic vision expressed in the following five key elements of the ERST Charter:

1. Nurturing faith, Christian spirituality and Gospel-based values;
2. Promoting partnership;
3. Excelling in teaching and learning;
4. Creating a caring school community;
5. Inspiring transformational leadership.

Rationale and Aims

Consideration for the rights of others and good manners are primary responsibilities for all members of the school community. We can teach Positive Behaviour to our students and above all, model it in ourselves, thereby increasing the likelihood of the best social and educational outcomes for our students.

Students are encouraged to take responsibility for their own behaviour and learning, and to help create a healthy, safe and happy environment, in which everyone can learn and develop. Where breaches of school guidelines occur, the school operates a range of sanctions which are detailed in this policy. This includes an escalating stage warning system which incorporates ongoing communication between parents, pupils and the school. Pupils who present with challenging behaviour will also be supported in their attempts to manage themselves. We appreciate and anticipate parental support in the application of the Positive Behaviour Policy to ensure that the highest standards of behaviour are adhered to at all times. The system will encompass rewards and sanctions.

It is the responsibility of each Classroom Teacher, Form Teachers, Heads of Year and Heads of School to implement the agreed Positive Behaviour policy

Roles and Responsibilities

Board of Governors

- To ensure that the school has a policy in place for the development of positive behaviour
- To ensure that the Positive Behaviour Policy is regularly updated
- Within the policy, the Board of Governors may be required to expel a student

Principal

- The Principal of the school has overall responsibility for the effective management of the Positive Behaviour Policy;
- The Principal has delegated the responsibility for Positive Behaviour Policy to the Vice Principal;
- The Principal is the only person who can suspend a pupil from the school.

Vice Principal

- To ensure there is a relevant and up to date Positive Behaviour Policy in place;
- To take the lead role in monitoring and evaluating the implementation of the school's Positive Behaviour Policy;
- To lead regular review of the school's Positive Behaviour Policy;
- Liaise closely with their relevant Heads of School on a regular basis to ensure consistent and effective implementation of the Positive Behaviour Policy;

- To liaise closely with the Learning Mentor to monitor the progress of pupils who have been referred for mentoring support;
- To liaise directly with the relevant Head of School of a pupil referred to the Wellbeing Centre for mentoring support;
- To implement Stage 5 of the policy in conjunction with the Heads of School;
- To implement Stage 6 of the policy in conjunction with the Principal.

Head of School

- To liaise closely with Heads of Year to monitor behaviour across allocated year groups, receiving referrals for those pupils who have not responded to interventions and sanctions already put in place by the Head of Year;
- To review and interpret data from SIMS Behaviour to identify pupils who are experiencing difficulties with their behaviour;
- To investigate concerns expressed by teachers about a pupil's behaviour;
- To meet with and interview pupils identified through SIMS or through concerns expressed by teachers;
- To liaise closely with the Learning Mentor and SENCO as appropriate
- To devise and implement appropriate strategies or activate appropriate support mechanisms to help these pupils address their behaviour and overcome any barriers to learning;
- To monitor and evaluate the progress and outcome of these strategies;
- Where necessary, to issue appropriate sanctions, including Stage 3, Stage 4 and Stage 5 warnings in line with the guidance set out in this policy;
- To respond to serious incidents of misbehaviour within their year group(s), interviewing the pupils concerned, taking appropriate action consistent with the guidance set out in this policy;
- To provide effective support to teachers presented with challenging or uncooperative pupils;
- To liaise closely with parents, where appropriate, to advise them of their child's behaviour and encourage their support in addressing it;
- To liaise closely with the Vice Principal as appropriate;
- To liaise closely with classroom teachers, where appropriate, to inform them how issues are being dealt with;
- To lead staff training in relation to the operation of the SIMS and the implementation of this policy.

Head of Year

- To liaise closely with the form teachers in his/her year group to help coordinate their work and to monitor standards of behaviour across their year;
- To liaise closely with the class teacher, Learning Mentor and SENCO as appropriate
- To encourage pupils to engage positively in all classroom and extra-curricular activity;
- Using behaviour data recorded on SIMS Behaviour and information received from form teacher, to identify and intervene with those pupils whose behaviour is a cause for concern;
- To devise and implement appropriate strategies or activate appropriate support mechanisms to help these pupils overcome any barriers to appropriate behaviour and learning;
- To monitor and evaluate the progress and outcome of these strategies;
- Where necessary to contact parents of pupils who have been identified as a cause for concern to make them aware of their son's difficulties and to encourage their support and cooperation in addressing and resolving it;
- Where necessary to issue appropriate sanctions, including Stage 2 and 3 warnings, in line with the guidance set out in the school's Positive Behaviour Policy;
- To work closely with the relevant Head of School to coordinate an investigation of any serious disciplinary incident which may occur within their Year Group;
- To liaise regularly with the Head of School to keep him/her informed of behavioural issues/concerns within the year group, referring on to the Head of School those pupils whose behaviour has not improved in spite of the interventions and/or sanctions that have been put in place.

Learning Mentor

As directed by the relevant Vice Principal/Head of School to work on a one to one basis with pupils in their allocated year groups who have been identified as experiencing difficulties with their behaviour;

- To meet with these pupils regularly to help them identify and implement strategies which will enable them to overcome any barriers that are preventing them from behaving appropriately in the classroom;

- To set realistic and measurable targets for behavioural improvement, motivating, encouraging and guiding each pupil to achieve them;
- To monitor improvements, providing regular progress reports to the relevant Vice Principal/Head of School
- To establish a link with the parents of the identified pupils, encouraging their support and active participation in supporting their child and regularly informing them of progress;

Form Teacher

- To monitor pupil planners, ensuring they are completed and regularly signed by parent/carer;
- To check pupils' self-presentation, ensuring they comply with uniform requirements;
- Addressing form class on issues relating to their behaviour;
- Promoting a positive attitude to school work and homework, encouraging success and supporting students when necessary, referring any concerns to the Head of Year;
- To meet with pupils in their form class on a one-to-one basis during allocated timetable tutor period; To enter records of all meetings and outcomes on SIMS
- To use this period to get to know the pupils in their form class better and develop a positive, supportive relationship with them;
- To monitor the SIMS entries for pupils in their form class to identify those pupils who are experiencing problems;
- To provide a Stage 1 level of intervention to address issues which arise, inserting notes into the pupil's planner highlighting matters of concern to parents/guardians;
- To liaise with the relevant Head of Year, referring on those pupils who are not responding to the interventions which are in place;
- Form Teacher should send text home after first day of absence with no reason provided and inform the Head of Year if reason for absence is still not provided.
- To refer on to the relevant Head of Year those pupils whose behaviour is deemed to be of a more serious nature.

Classroom Teacher

- To actively promote good relationships with all pupils
- To create a safe and secure learning environment, showing respect for pupils at all times
- To establish clear classroom guidelines for pupils, setting high expectations of their behaviour
- To deal with pupil misbehaviour in a measured, proportionate and consistent manner, recording instances, where appropriate, in SIMS;
- To be fully prepared for class;
- To plan interesting, challenging and engaging lessons, paced appropriately for the class;
- To give positive feedback to pupils on academic achievement and behaviour
- To acknowledge and reward effort, achievement and exemplary behaviour through oral and written praise and the awarding of positive behaviour points on the e-Behaviour system
- To evaluate periodically his/her classroom management practice and avail of support and training provided in and out of school.
- To consistently apply behaviour management technique of a verbal warning, followed by moving pupil within the room and if necessary, placing of pupil on lunchtime detention.

Below are some examples of the types of behaviour that would require intervention by the Classroom Teacher.

This is not a definitive list.

- Breach of classroom guidelines
- General misbehaviour in class or during the school day
- Non completion of Homework
- Failure to meet coursework deadlines
- Failure to complete revision / remediation work as set by a department
- Not being organised for class

Classroom Teacher Interventions:

1. Bring calmly to the pupil's attention the classroom rule which he is breaching
2. Provide an explanation to the pupil of what would have constituted a more acceptable form of behaviour
3. A firm reprimand
4. Move pupil within the classroom to a different seat
5. Lunch time detention

Role of Pupils

- To come to school on time in full uniform and fully equipped for all lessons;
- To complete all homework and classwork to the best of their ability;
- To take care of books, equipment and the school building;
- To abide by school rules and classroom guidelines;
- To cooperate fully with class teachers, showing respect and consideration for other pupils and staff at all times.

Role of Parents

- To ensure that their child attends school regularly and arrives in good time, fully equipped for each day;
- To show an interest in their child's schoolwork, ensuring that their child completes homework;
- To encourage their child to abide by the school's rules and procedures;
- To support the school's approach to behaviour management in line with the guidance set out in this policy attending any planned meetings that are required to discuss and address any issues relating to their child's behaviour;
- To make the school aware of any background information or significant changes to their child's circumstances which might impact on their child's behaviour or wellbeing.
- To be signed up to parent mail;
- To attend Parent Teacher meetings

Rewarding Achievement

The school believes that it is important to recognise and reward the achievements of students in all areas of school and community life. Students learn effectively and make progress in a positive learning environment, one which is supportive and encouraging.

A range of awards have been introduced which are designed to recognise the many different achievements of our students. These include Rewarding Achievement Assemblies, Student of the Month awards and a positive points system which will allow pupils to receive points for a wide range of classroom, extra-curricular and community involvement.

Positive points operate independently from the negative points that students can accumulate for breaches of school rules and positive points cannot be used to cancel out negative points. Groups of students or a whole class can be awarded points, for example for effective group work or contribution to class discussion.

Through rewarding positive behaviour the school aims to:

- Improve student participation and achievement in the classroom
- Improve student morale and motivation
- Improve attendance and punctuality rates
- Enhance the skills of our students; e.g. organisational and leadership skills
- Encourage pupil participation in a wide range of extra-curricular activities
- Encourage our students to become more involved in their local community
- Support local and national charities

How we will achieve this:

Student achievement will be recognised in the following ways:

- The Positive Behaviour Points
- Rewarding Achievements Reports
- 'Student of the Month' Awards
- Rewarding Achievement Trips
- Rewarding Achievement Assemblies

The Positive Behaviour Points System & Rewarding Achievement Reports

1. Students can receive points for achievement in four main areas:

a) Attendance, Punctuality and Effective Use of Planner

- Effective use of planner – planners are to be checked weekly by Form Teachers and 2 points will be awarded to all students that have entries for all thirty-five periods in the week, and a parental signature.
- Punctuality – students with no late to class entries for the week will be awarded two positive behaviour points. These are entered by into SIMs for all eligible students.
- Attendance – students with full attendance for the week will be awarded two positive behaviour points. These are entered in SIMS for all eligible students.

b) Rewarding classroom participation and achievement

Within the rewards scheme, points can be allocated on SIMS for commitment to class and homework. Awards should not be confined to those who produce exceptional work but should also be awarded in recognition of improvement or continued effort in class or homework. As a school we should aim to reward the effort of some students in every lesson we teach.

Points will be awarded for the following:

- Excellent class work, for example, effective group work, good quality remediation, excellent discussion or good quality written work. These will be entered by the class teacher and can be worth two or four points, depending on the quality of the work produced or level of effort made. Where a teacher is awarding four points the work must be of a very high standard for that pupil.
- Excellent homework, for example, excellent understanding, good presentation, or remediation shown. Again these are entered by the class teacher and are usually two points with the option of four points where it is evident that a lot of student effort has gone into the homework.
- When rewarding students for class work and homework it is anticipated that teachers both within and across departments award points in a consistent and fair manner.

c) Extra-Curricular Participation

Students can be awarded points for participation in a range of activities including:

- Superleague (pass, merit or distinction depending on level of involvement)
- Participation in weekly clubs (pass, merit or distinction depending on level of involvement)
- Assisting with parent/teacher meetings, open days
- School based charity work
- Peer tutoring
- Music
- Sports
- Drama
- Being involved with the school council
- Hall Monitoring
- Senior Prefect duties

Teachers organising these extra-curricular events will be responsible for entering the points on SIMS.

d) Community Participation

Students can also be awarded points for participation in their local community or an achievement outside of school, for example:

- Charity work
- Parish involvement
- Sports; e.g. playing for their local club
- Music; e.g. achieving a grade in music
- Drama; e.g. participating in a performance

Students must bring in written evidence or verification of their community involvement and points will be entered by Form Teachers.

Students who undertake an activity that brings credit to the school can be awarded 24 positive points for this. If it is felt that any student should receive this special acknowledgement then his Form Teacher should be informed and 24 points added.

2. 'Student of the Month' Awards

Weekly positive behaviour reports will be sent to all Form Teachers on a Monday morning, with the week running from Monday morning to Friday evening. At the end of each month the five students in each class with the most points will be awarded the 'Student of the Month' award. Details of the 'Student of the Month' award winners for each year group are to be printed in Saine, the school website and on the relevant Year Group notice board. While individual students may win this award on numerous occasions during the school year, no student will be awarded it in consecutive months. This will enable a wider range of pupils to experience success and rewards.

3. Rewarding Achievement

Events rewarding achievement will be implemented for all year groups and will be organised by the relevant Year Head. Students who have not received any negative points by the end of term one and again by the end of Term 3 will also be considered for the rewarding achievement trip/ event. The Head of School in each key stage may exclude a student from a rewarding achievement trip for any incident of unacceptable behaviour throughout the year.

4. Rewarding Achievement Assemblies

A rewarding achievement assembly will be held per year for Years 8-11 to recognise achievement from September to June. Year 12 will have one assembly in January. Year 10 will have a special 'Edmund Rice Rewarding Achievement Ceremony' in June to recognise their academic, extra-curricular and community participation. Parents of all Year 10 students will be invited to attend. A guest speaker will also be in attendance to present the awards.

Year 13 and 14 will have a rewarding achievement assembly in Term Two to recognise their GCSE and AS achievements.

A Senior Prizegiving ceremony will be held each year which will recognise the achievements of the previous year's A'Level students. As well as academic achievement extra-curricular and community participation will also be recognised. The top student in each subject at GCSE will also receive an award. Parents of all students receiving an award will be invited as will members of the Board of Governors and a guest speaker who will present the awards. All teaching staff will be invited to attend this ceremony in recognition of the many achievements of our current and past students.

Details and photographs of award winners from all rewarding achievement assemblies/ ceremonies are to be published on the school website/ Saine weekly and local newspapers where possible.

Positive Behaviour Policy Guidelines: interventions

Stage Warnings – Guidance and Procedures

Stage 1 - Issuing a Warning for Breach of Classroom Guidelines

Stage 1 Warning will be issued as a result of a repeated failure to adhere to classroom guidelines, despite teacher intervention.

1) The Form Teacher will interview the student in their timetabled tutor period

- Discuss the reasons for issuing the Stage 1 Warning.
- Advise the student of the consequences of a repetition of this or similar behaviour;
- Insert a note in the student's planner and notify by text and record on SIMS to inform parent/guardian of concerns for parent/guardian to sign

If behaviour which would merit a Stage 1 concern is repeated or if the offence committed is of a more serious nature then move to Stage 2, or above as necessary, within the Positive Behaviour Policy.

Stage 2 - Warning

Type of Offence meriting moving to Stage 2 in the Positive Behaviour Procedures

Below are some examples of the type of behaviour that would require the issuing of a Stage 2.

This is not a definitive list.

- Ongoing breach of classroom guidelines
- Repeat of a Stage 1
- Ongoing Attendance / Punctuality Issues
- Breach of School Uniform Regulations
 - If the breach of uniform regulations is of a serious/repeated nature the student may be withdrawn from class and his parents may be contacted to collect him.

In the case of the following more serious matters the event will be recorded using an Incident Report on SIMS.

- Serious breach of classroom guidelines
- Removal / concealment of property belonging to other individual(s)
- Minor damage property belonging to the school, a teacher or another student e.g. graffiti, breaking but repairable. The student will also have to pay the costs of repair/replacement.
- Off the School Premises without prior written permission and not having followed procedures for leaving the school.
- Having a mobile phone or any electronic device switched on during class (See Electronic Devices Policy)
- Unauthorised Absence from School during class but not off the School Premises. In addition to receiving a Stage 2 Warning the pupil will also be placed in lunch time detention.
- Inappropriate use of ICT facilities.

A Stage 2 Warning is applied if the pupil has not accrued further negative behaviour points or been involved in an incident to merit moving to Stage 3.

1) Staff involved should submit all records, including any student statements as necessary.

2) The Head of Year will meet the student and contact parents and record on SIMS

- Indicate the reasons for issuing the Stage 2 Warning.
- Advise the student of the consequences of a repetition of this or similar behaviour.

Meeting with Parents / Guardians (If deemed necessary)

If the Stage 2 is received as a result of a continued failure to complete homework, classwork, coursework, etc telephone contact should be made with a parent or a meeting should be organised with the student's parents by the Head of Year.

At the meeting the Head of Year will:

- Outline the reasons for issuing the Stage 2 Warning
- Explain the consequences of a repetition of this behaviour for the student
- Inform the parents that the Stage 2 Warning will expire at the end of that academic year.
- Advise the student of the consequences of repetition of his behaviour
- Outline procedures to ensure that there is not a repeat of this behaviour. This could include the following strategies:-
 - Signing of Homework exercises in all or specific subjects
 - Provide advice, guidance and support to assist the student to expected standards of work regarding homework, classwork, coursework etc
- A letter to parents regarding the minutes of the meeting and agreed procedures may be necessary to include:
 - Reasons why the meeting was convened
 - Outline of the procedures put in place to change the pattern of behaviour
 - Consequences of repetition of this behaviour for the student
 - Include the nature and timescale of any future review
- Record of meeting to be recorded on SIMS

Stage 3 - Written Warning

Persistent breaches of Classroom Guidelines will still involve use of Student Behaviour Reports, with other issues using the Incident Report, including student statements as necessary.

Below are some examples of the type of behaviour that would require the issuing of a Stage 3 Written Warning. **This is not a definitive list.**

- Repeat of a Stage 1 and / or Stage 2
- More serious breach of Classroom Guidelines
- Off the School Premises without permission (2nd Offence)
- Truancy
- Breach of Substance Abuse Policy
- Serious breach of School Uniform Regulations necessitating withdrawal from class
- Having a mobile phone or other electronic device in school containing media recorded while on the school premises - see Electronic Devices Policy
- Sharing media recorded in school within the public domain e.g. an internet website / copies etc
- Possession of items or materials likely to cause harm to the health and safety of others e.g. fireworks, offensive weapons, any implement / tool / device not required for normal classwork etc
- Any form of academic malpractice
- Behaving in a manner that is likely to cause harm to the health and safety of others (Minor Offence)
- Involved in an altercation with another student and / or incitement in relation to such behaviour
- Inappropriate behaviour, language, gestures, written material likely to cause offence to others

Stage 3

- 1) Staff involved should submit all records, including any student statements as necessary.
- 2) **The Head of Year will meet the student and contact parents to arrange a meeting**
 - Discuss the reasons for issuing the Stage 3 Written Warning
 - Take a student's statement if necessary
 - Advise the student of the consequences of a repetition of this or similar behaviour
 - Attempt to contact parents by phone

A meeting will be arranged at which the Head of Year accompanied by the Head of School or the Form Teacher will: -

- Outline the reasons for issuing the Stage 3 Written Warning
- Explain the consequences of a repetition of this behaviour for the student
- Put in place appropriate strategies to help enable a student to modify and improve his behaviour
- Advise the student of the consequences of repetition of his behaviour

A Letter will be sent out to parents setting out the agreed outcomes of the meeting

- Copies of the Letter will be uploaded to SIMS by the Head of Year

Stage 4 - Written Warning

Persistent breaches of Classroom Guidelines will still involve use of Student Behaviour Reports, with other issues using the Incident Report with student statements as necessary.

Below are some examples of the type of behaviour that would require the issuing of a Stage 4 Written Warning.

This is not a definitive list.

Repeat/ Ongoing pattern of Stage 1(Student Behaviour Reports), Stage 2 and / or Stage 3 Offences

- Removal from class due to a major breach of classroom guidelines
- More serious damage to school/ student/private property
- Breach of Coursework policy e.g. In possession of written material, notes, data or other information in any format from another student to assist in the completion of coursework
- Breach of Examinations Policy e.g. in possession of written material, notes, data or other information in any format which is not permitted in the examination centre, attempting to attract the attention of another student, view the answers of another student or to act in any manner which would compromise the integrity of the examination. This will apply to both internal and external exams.
- Theft / Removal from grounds of property belonging to the school or other individual(s)
- Inappropriate behaviour, language, gestures, etc towards any employee of the school or authorised visitor to the school
- Inappropriate behaviour, language, gestures, etc on way to and from school or while in the care of the school, which damages the reputation of the school
- Behaving in a manner that is likely to cause harm to the health and safety of others (Serious Offence)
- Having an electronic device phone in school containing inappropriate media – see Electronic Devices Policy
- Breach of Bullying Policy including the use of minor violence, internet/other technology etc

Staff involved should submit all records, including student statements, as necessary, to the Head of School.

- 1) **The Head of School will meet the student and attempt to contact parents by phone to arrange a meeting**
 - Discuss the reasons for issuing the Stage 4 Written Warning and may be accompanied by the Head of Year.

- Take a student's statement if necessary
- Advise the student of the serious consequences of a repetition of this or similar behaviour

2) Head of School to arrange Interview with Parents

- Request for parents to attend Interview with Head of School and Head of Year at which the student should be present

At the meeting the Head of School will: -

- Outline the reasons for issuing the Stage 4 Written Warning
- Explain the consequences of a repetition of this behaviour for the student
- Put in place appropriate strategies to help enable a student to modify and improve his behaviour
- Advise the student of the consequences of repetition of his behaviour

A Letter will be sent out to parents setting out the outcomes of the meeting

- Copies of the Letter will be saved on SIMS by the Head of School

Stage 5 - Issuing a Final Written Warning to Parents

Persistent breaches of Classroom Guidelines will still involve use of Student Behaviour Reports, with other issues using the Incident Report with student statements as necessary.

Below are some examples of the type of behaviour that would require the issuing of a Stage 5 Written Warning. **This is not a definitive list.**

- Repeat of a Stage 4 Offence
- Having a mobile picture or other electronic device phone in school containing indecent media.
- Breach of School Policy on Drugs and Alcohol
- Serious physical / emotional attack on another student in school – on way to/from school, or a serious pattern of bullying offences

Stage 5 Written Warning will be recorded on SIMS and reported to SLT on a monthly basis.

The Head of School will meet the student and contact parents to arrange an interview with Parents

- The interview will be with the Vice Principal and/or the Head of School at which the student should be present

At the meeting the Head of School or the Vice Principal will: -

- Outline the reasons for issuing the Stage 5 Written Warning
- Explain the consequences of a repetition of this behaviour for the student
- Put in place appropriate strategies to help enable a student to modify and improve his behaviour
- Advise the student of the consequences of repetition of his behaviour

A letter will be sent out to parents setting out the outcomes of the meeting

- A Copy of all correspondence will be saved on the School System by the Head of School
- The School Office will scan the Stage 5 letter and record it on SIMS.

Stage 6

A period of suspension is imposed

Type of Offence meriting moving to Stage 6 in the Positive Behaviour Procedures:-

- Ongoing pattern of misbehaviour,
- A serious Incident or serious breach of School Policies

1) The Vice Principal or Head of School will arrange an interview with the parents

- Request for parents to attend an Interview with the Principal at which the Suspension is issued to the student by the Principal. (The student should be present at this meeting)

Suspension

1. A student may be suspended from school only by the Principal.
2. An initial period of suspension may not exceed five days.
3. When a student is suspended from the school, the Principal must immediately:
 - Give written notification of the reasons for the suspension and the period of the suspension to the parent/guardian of the student, to the EA and to the Chairman of the Board of Governors
 - Invite the parent of the student to visit the school to discuss the suspension
4. The Principal must not extend a period of suspension except with the prior approval of the Chairman of the Board of Governors and must in every case give written notification of the reasons for the extension and the period of extension to the parent/guardian of the student and to the WELB.
5. A student may not be suspended for more than 15 days in any school year.
6. The suspension letter will be saved in the student's personal record file.
7. A suspension remains on a student's file indefinitely.

Expulsion

When all previous attempts to modify the behaviour of a student through the application of the Positive Behaviour Policy have been exhausted, it may be necessary to expel a student. An expulsion may also occur if a student is involved in a serious breach of school rules, has behaved in a manner that has harmed the health and safety of other members of the school community, or to protect other members of the school community from harm.

1. A student may be expelled from the school only after serving a period of suspension.
2. A student may be expelled from the school only by the Board of Governors.
3. A student may be expelled from the school only after consultation about his expulsion has taken place between the Principal, the parent/guardian of the student, the Chief Officer of the EA or another Officer of the Board duly authorised by him, and the Chairman of the Board of Governors, or his representative.
4. The consultations referred to in the above paragraph are to include an explanation of the reasons for the expulsion and discussion about the future provision of suitable education for the student concerned.
5. A refusal on the part of a parent/guardian to take part in such consultations will not prevent a student being expelled.

Other Relevant Policies

Staff should also be familiar with and observe the school policies on Bullying, Reasonable Force, Coursework and the Use of Electronic Devices

Positive Behaviour Policy – Covid 19 Addendum

In light of the Covid-19 pandemic it is necessary to make some temporary adjustments to the school's Positive Behaviour Policy to protect the health and safety of all pupils and staff.

Classroom Teacher Interventions

Until further notice teachers must not move a pupil to a different seat within a classroom during the course of a lesson as this would negate the viability of the class seating plan.

Lunch Time Detention will not be available as a teacher sanction in the classroom. This sanction has been temporarily suspended for the duration of the Covid-19 pandemic as it would involve bringing together in one room pupils from different 'bubbled' year groups.

Covid-19 Specific Sanctions

The school has put in place numerous measures to mitigate the risk of Covid-19 infection among the school community. Any refusal to adhere to the health and safety measures that have been put in place by the school will be viewed as a disciplinary breach and the following sanctions imposed:

Stage 3 Warning:

A Stage 3 Warning will be issued in line with the guidance set out in this policy for deliberate or repetitive breaches of the following hygiene and social distancing arrangements:

- Failing to enter the school through the designated year group entrance;
- Failure to comply with hand sanitising or hand washing arrangements;
- Failure to comply with the 'Zoning' arrangements in the yard during Break and Lunch time;
- Refusing to adhere to the school's one-way-system for the movement of pupils between classes;

Stage 5 Warning:

As Stage 5 warning will be issued in line with the guidance set out in this policy for deliberate and malicious acts of transmission such as:

- spitting, sneezing, coughing at someone;

Pupils exhibiting this type of behaviour will be removed from class and taken to the front foyer for collection by parents/carers who must then make an appointment with Head of School and Vice Principal before the pupil returns to class.