

# SHIMNA INTEGRATED COLLEGE

## DISCIPLINE POLICY

### 1 Introduction

#### a. Principles

The discipline policy of the college arises out of the “Agreed Statements ” which are the guiding principles on which the college was founded (*See Appendix I*). The purpose of this policy and its implementation is to provide a safe and secure environment which will allow students to develop as autonomous people living in empathy with others. Our policy will be successful only if it enables students to establish good relationships, achieve self-esteem and self-discipline and respect for others. The purpose of the policy is to effect change.

#### b. General Approaches to Discipline in the College

Approaches to discipline are preventative rather than remedial. We seek ways to support students working and living cooperatively with each other and with staff and other members of the Shimna and local community. We seek ways of anticipating and reducing the likelihood of disruptive behaviour. To achieve this aim, staff get to know students and their circumstances and take a personal interest in them, liaising with form teachers to do so. The pastoral care system of the college underpins our positive approach to discipline.

#### c. Responsibility for Discipline

Although the Board of Governors, as part of its pastoral responsibilities, has a common law duty of care towards the students, as well as a statutory responsibility for discipline and good behaviour in the college, the principal has ultimate responsibility for discipline, and for the implementation of this policy, in the college. Students are encouraged to develop responsibility for their own behaviour. Staff, student and parent/guardian responsibilities are set out in 2 below.

#### d. Expected Outcomes

The expected outcomes of our behaviour policy are:

- a positive learning environment;
- a safe and secure environment for students;
- mutual respect between teachers and students and between the college and the parent(s)/guardian(s);
- well-behaved students;
- self-disciplined and responsible students; and
- an orderly college.

### 2. Elements of Positive Discipline

The following are contributory elements to positive discipline.

### **a. The Development of Self-Esteem**

If members of staff are to develop self-esteem in students and to increase students' self-confidence and sense of well-being, it is essential that they themselves have positive self-esteem and take a full part in the running of the college.

### **b. Recognising the Rights and Responsibilities of Students, Staff, Parent(s)/Guardian(s)**

The college recognises the following rights and responsibilities of the students, staff and parents:

#### **(i) Students' Rights**

Students have a right to:

- be valued as members of the college community;
- get help when they seek it;
- make mistakes, and learn from them;
- be treated fairly and with respect;
- be consulted about matters that affect them;
- be taught in a pleasant, well-managed and safe and secure environment;
- experience a broad, balanced and suitably differentiated curriculum;
- learn free from threat and fear; and
- have any special learning needs identified and met.

#### **(ii) Students' Responsibilities**

Students have a responsibility to:

- come to college on time, with homework done, and suitably equipped for the lessons in the day ahead;
- respect the views, rights and property of others;
- behave safely and responsibly in and out of class;
- co-operate in class with their teachers and with their peers;
- abide by classroom and college rules;
- co-operate in resolving disciplinary issues;
- seek help when necessary; and
- accept responsibility and ownership for their own behaviour.

#### **(iii) Staff Rights.**

Members of staff have a right to:

- work in an environment where they feel valued and respected;
- work in a well-ordered, disciplined and non-threatening environment;
- co-operation and support from students and their parents when dealing with disciplinary matters;
- be listened to; and
- support and advice from colleagues and external bodies.

#### **(iv) Staff Responsibilities.**

Members of staff have a responsibility to:

- be role models for the students:

- behave in a professional manner at all times;
- treat students fairly and with respect;
- deal appropriately with observed and reported disciplinary incidents, including bullying; and
- ensure the highest possible standards of discipline throughout the college.

**Teachers, in addition, have a responsibility to:**

- ensure that lessons are well prepared and ensure that homework is appropriately set and constructively marked;
- be positive and encouraging towards students in their work, behaviour and learning;
- listen to the students, value their contributions and respect their views;
- share with parent(s)/guardian(s) any concerns they have about their child's educational progress and/or behaviour;
- ensure that their students know, understand and abide by any given classroom behaviour rules;
- expect high standards of behaviour;
- ensure that students learn in an orderly environment;
- acknowledge effort and achievement; and
- participate where appropriate, in college-based or other in-service courses in relation to school and classroom discipline.

**(v) Parent(s)/Guardian(s) Rights.**

Parent(s)/guardian(s) have a right to:

- a safe and secure environment for their child's education;
- reasonable access to the college;
- be listened to;
- be treated with courtesy at all times;
- have their enquiries and concerns dealt with sympathetically and efficiently;
- be informed about their child's progress and prospects;
- be informed about college rules and procedures; and
- be involved in key decisions about their child's education.

**(vi) Parent(s)/Guardian(s) Responsibilities.**

Parent(s)/guardian(s) have a responsibility to:

- ensure that their child attends college regularly and on time;
- ensure that their child completes homework and coursework;
- ensure that their child comes to college suitably equipped for lessons;
- encourage their child to abide by the college rules and conventions;
- show an interest in their child's learning;
- attend planned meetings with teachers and, when possible, support college functions;
- provide the college with all the necessary medical and other background information about their child;
- inform the college of any concerns they may have in relation to their child's learning or

behaviour; and

- co-operate with the college, if asked, in resolving disciplinary issues involving their child.

### **c. Promoting Positive Relationships**

Good relationships at all levels are an essential element of positive discipline. The college will encourage good relationships among students, members of staff, parent(s)/guardian(s) and governors.

Members of staff may encourage positive relationships by:

- chatting to students informally;
- taking a personal interest in students;
- listening to what students have to say;
- considering their intentions as well as their actions; and taking every opportunity to talk to parent(s)/guardian(s) and governors.

### **d. Creating Success**

We value and encourage all kinds of achievement. For students and adults alike success brings with it:

- a sense of well-being and satisfaction;
- increased motivation;
- improved performance in the area where success has been experienced; and
- increased self-esteem.

In an all-ability setting, success will be achieved through the commitment of teachers to the highest possible achievement for each individual student. Each student is capable of achieving, and should be expected to achieve, excellence.

### **e. Praise**

We all recognise that praise is highly motivating and that people respond well to praise. Consequently, members of staff will take every opportunity to praise the achievements of students and, when appropriate, to communicate that praise to parent(s)/guardian(s).

### **f. Fairness and Consistency**

Rules should be applied fairly at all times. However, consistency cannot be allowed to lead to inflexibility, and fairness will only be achieved if the particular circumstances are taken into account.

### **g. Encouraging and Expecting Good Attendance** *(See Attendance Policy, Appendix 2,)*

## **3. Rules and Procedures**

Given that our guiding principle is that we should treat others as we would wish ourselves to be treated, the following are the only rules which the college feels it necessary to make explicit. The following are the rules and procedures followed in the college.

**a. Smoking/Drugs**

Smoking (including the use of ecigs/vaping etc.) is strictly prohibited within the college and its grounds and anywhere when wearing Shimna uniform. Students who break this rule may be suspended. Drugs are also strictly prohibited. Any infringement of this rule will result in parent(s)/guardian(s) and the police being informed and the suspension of the student(s).

**b. Chewing Gum**

Chewing gum damages clothing and property and is strictly prohibited in the college.

**c. Uniform**

Students should wear the correct college uniform at all times including en route to and from the college. (*See Uniform Policy, Appendix 3*)

**d. Bullying**

Bullying in all its forms is unacceptable and the college will implement assiduously its anti-bullying policy (*See Anti-Bullying Statement, Appendix 4*).

**e. Other Forms of Unacceptable Behaviour**

The college makes every effort to promote positive approaches to discipline and student behaviour. There is, however, behaviour that has a negative effect, not only on the student/s who engage in it, but also on the learning of their peers. Where a student's behaviour is impeding learning, a behaviour contract will be negotiated among the student, the school and parent(s)/guardian(s). (*See Appendix 5*) The staff will discourage behaviour which impedes learning and will seek to deal with it as quickly and effectively as possible.

**f. Suspension and Expulsion**

The principal has the power to suspend a student whose behaviour is considered to be unacceptable and, in the case of persistent unacceptable behaviour, to recommend to the Board of Governors the expulsion of a student. The procedure for dealing with the suspension and expulsion of students is detailed in the college's scheme for suspension and expulsion. (*See Appendix 6*)

**g Procedures**

(i) Teachers are responsible for the maintenance of good discipline in classrooms. In doing so, they use a wide range of well-tried strategies that enable them to deal with the vast majority of behavioural incidents. On occasions, they need to use the following referral as appropriate:

- referral to the form teacher;
- referral to the principal/vice principal;

Staff will contact and involve parents /guardians as appropriate.

(ii) Other procedures that teachers may use, include the following:

**Daily Report**

A student may be placed on a daily report to monitor organisation, behaviour, work, punctuality or attendance. Students may also refer themselves so that they can monitor their own work. (*See Appendix 7*)

**Form Record**

The form teacher maintains a SIMS record of achievements and behaviour points (lateness; not having books/equipment, not completing homework) so that a student's progress and well-being can be monitored and support can be offered as appropriate.

**Achievement Points**

Teachers should complete achievement points on SIMS (the school computer management system) when they consider that a student has made a special effort or has excelled in some way, or has worked consistently well. Their main purpose is to celebrate students' success and to make students feel good about their work, their learning and themselves. The slips are passed on to the students, and the form teacher has access to the SIMS record for monitoring and further action.

**Postcards Home for Achievement**

The postcards home allow parent(s)/guardian(s) to share in the success of their child.

**Concern Points**

Minor, though ongoing concerns will also be logged on SIMS.

**Homework Diary**

The homework diary is an essential means of communicating both praise and concern to parent(s)/guardian(s) and for parent(s)/guardian(s) to communicate with teachers on their child's progress.

**4. Measures For Monitoring, Encouraging And Ensuring Positive Behaviour And Maintaining Good Discipline**

The following measures in the college contribute to positive behaviour and discipline in the college:

- achievement points on SIMS
- achievement certificates;
- postcards home for achievement;
- congratulatory comments from staff;
- celebrating achievement eg in registration and assemblies;
- letters or telephone calls to parent(s)/guardian(s) to celebrate success and progress;
- Parents' Council Awards in which all kinds of success are celebrated;
- the annual presentation evening;
- time out of class;
- progress report;
- behaviour contract (*See Appendix 5*);

- daily report (See Appendix 7);
- suspension (See Suspension Policy, Appendix 6); and expulsion (See Expulsion Policy, Appendix 6).

## **5. Use Of Reasonable Force**

Article 4 of the Education (Northern Ireland) Order 1998 clarifies the powers of members of staff of a grant-aided school regarding the use of reasonable force. The college will adhere to the guidelines on reasonable force contained in the “Reasonable Force” document produced by the Department of Education, the Education and Library Boards, and the CCMS.

## **6. Record Keeping**

Record keeping in the college includes:

- SIMS records of achievement and concern;
- computerised attendance records;
- daily report;
- working-out-of-class sheets.

Members of staff will ensure that all records are objective, suitably detailed and are signed and dated.

A file of any confidential records and reports will be kept in a locked cabinet to which only the appropriate members of staff have access.

## **7. Staff Development**

The college will maintain a programme of staff development in relation to college discipline and student behaviour to ensure that all staff are well equipped to undertake their responsibilities in this area. The principal prioritises support for staff in addressing discipline issues.

## **8. Monitoring and Evaluation**

The principal, with staff, will monitor the implementation and effectiveness of this policy and review it regularly to take account of changing circumstances and advice from the Department of Education and the Education Authority.

## **9. Complaints Procedure**

Parents/guardians who have any concerns about disciplinary matters may, by prior arrangement, discuss these concerns with their child’s teacher/s. Those who wish to complain about such matters, however, should contact the principal. If they are not satisfied with the outcome of their complaint, they may make a formal written complaint to the chairperson of the Board of Governors who will deal with the matter as promptly as possible. The college Complaints Policy is available on the college website or, on request, from the college office.

## **10. Conclusion**

The college takes seriously its responsibilities with regard to discipline and student behaviour. The principal will work with staff, students, parents/guardians, governors and external support agencies to ensure the effective delivery of its discipline policy.

**The Board of Governors agrees with, and fully supports the contents and implementation of this policy.**

## **Appendices**

- 1. Agreed Statements**
- 2. Attendance Policy**
- 3. Uniform Policy**
- 4. Anti-Bullying Statement**
- 5. Behaviour Contract**
- 6. Suspension and Expulsion Policy**
- 7. Daily Report**



## **Appendix 1**

### **Shimna College: Principles**

*The Statements below were agreed by the workshop of founder parent(s)/guardian(s) of the Newcastle Integrated College Project on 2nd October 1993. They are the guiding Principles of the College.*

We are committed to having a minimum of 40 per cent of each of the two main traditions in the college.

The college cannot be truly integrated unless children of all abilities are encouraged to attend.

Care must be taken to avoid discrimination not only on the grounds of religion but also sex, class and culture, physical or mental ability.

The college will be most effective in terms of academic learning, behaviour and attendance if it works closely with parent(s)/guardian(s) and welcomes parent(s)/guardian(s) involvement.

All cultures and religious groups within the college shall be valued equally.

Children shall be placed in mixed ability classes for the first year. After the first year, the children shall remain in the same form class, but will be taught for some subjects in similar ability groups.

The aim of the college is to enable each and every child to realise his or her maximum potential be it academic, creative, or vocational and to flourish in personal development and self-esteem.

We are committed to the establishment of a sixth form which will be in place for the 1994 intake of students. This sixth form will continue to cater for all abilities.

The children shall learn together all that we can reasonably expect them to learn together. Children will be introduced to the ideas, beliefs and practices of the major world religions and humanist philosophies, in addition to studying an agreed core Christian religion syllabus

Local religious leaders will be invited to the college on certain occasions to share in the life of Shimna.

Children of parent(s)/guardian(s) who do not wish them to follow the religion syllabus shall be given proper alternative provision.

Special care will be taken at assemblies in the selection of texts and music. Children shall be encouraged to continue with their normal practice, such as The Lord's Prayer and making the sign of the cross.

## **Appendix 2**

### **SHIMNA INTEGRATED COLLEGE ATTENDANCE POLICY**

Full attendance at college is all important. Lost days and lost opportunities can never be made up to you.

Full attendance is essential:

- for the student to cover the full programme of study and achieve her/his full potential in every aspect of school life;
- because a student's attendance record will appear on the student's record when s/he leaves the college. An attendance total will be read by any admissions officer, and by any prospective employer, when a student applies for a university or college place or for a job. Fairly or unfairly, a bad attendance record is likely to count against a person in any application;
- because Shimna Integrated College, like every other school, will be judged by its attendance record. Attendance is one of the measures the Department of Education Inspectorate considers when judging the performance of a school;
- because parents and guardians have a legal responsibility to ensure that their children receive full-time education.

At Shimna Integrated College, the first bell rings at 8.55am and the attendance register is taken at the beginning of each day at 9.00am by the form teachers. A student arriving late must report to the office to be marked in.

At the beginning of each class, attendance is marked on SIMS, which includes an electronic note explaining any absence. Unexplained absence from class is referred to the office and to the form teacher.

Attendance figures will be analysed each month by Roberta, and acted upon as appropriate, liaising with the vice principal and the Education Welfare Officer.

Parents/guardians are asked to:

- \* ensure their child's full attendance;
- \* inform the college as soon as possible between 8.30am and 9.00am when a student will be absent;
- \* send a note of explanation for absence with the student on the first day back after an absence, to include the student's name, the dates of absence and the reasons for absence;
- \* contact the college in any circumstance where they feel that their child's absence should be authorised by the school, eg where the child is to represent her/his county or country;
- \* never send to college a child, who is ill. Schools do not have qualified medical help on the staff, nor is it suitable for a child to spend more than an hour in our medical room. If a student becomes ill during the school day, and, after an hour, feels unable to return to class, the college will inform a parent/guardian, or other nominated contact, so that the student can be cared for at home;
- \* make medical, dental and other appointments outside college hours whenever

possible;

- \* respect the dates of the school terms, and not to request absence for holidays. We feel we must emphasise this message, as, under assessment procedures, work completed throughout the school year contributes to a student's grade or level. While teachers will make every effort to work with parents in making up work and assessment opportunities for any student absent unavoidably through illness, it is not feasible to do this for students absent on holiday during the school term.

Form teachers, with administrative assistance, are asked to:

- \* record attendance on the C2k system and its absence report forms;
- \* contact a student's parent/guardian on the first day of absence, unless a phone call or note has already been received;
- \* follow up all absences, and ensure that a note of explanation is received;
- \* retain all notes in the student file held in the college office;
- \* ensure that each student knows who to turn to if there is a problem, which is making her/him reluctant to come to school;
- \* encourage their form class to take pride in its attendance record, while taking care not to single out a student who is absent unavoidably for health or family reasons;
- \* respond to analysis of attendance and absence patterns in the form by raising any apparent problem with the vice principal, through discussion with the student and by contact with the parent/guardian;
- \* liaise with the EWO, through the vice-principal, and work with her/him in a preventative approach to problem attendance patterns.

Students are asked to:

- \* maintain a personal record of attendance in the appropriate section of the homework diary;
- \* include attendance in the self-evaluation and target-setting exercises, which form part of the pastoral care programme;
- \* contribute their views on issues relating to attendance through their form reps at meetings with the principal;
- \* work with their parents, teachers and the office staff to ensure that attendance is correctly registered and that absence notes are brought in promptly.

The college as a whole will:

- \* promote full attendance by developing a happy and purposeful working atmosphere, in which each student feels in control of her/his learning;
- \* ensure that each student feels s/he has a voice and a say in how the college is run;
- \* ensure that parents/guardians are involved in issues of attendance, and that they understand how important attendance is to the student, to the staff and to the college;
- \* work with other agencies such as the EWO, social services and the college medical officer to provide support before absence becomes a problem;
- \* record attendance using the C2K system and its absence report forms, and analyse the attendance and absence patterns which emerge;

- \* include attendance as one factor in target setting exercises undertaken in pastoral care;
- \* celebrate good attendance as one of the range of achievements valued by the college;
- \* present certificates to mark the achievement of good attendance

The Board of Governors agrees with, and fully supports the contents and implementation of this policy.

### **Appendix 3**

## **SHIMNA INTEGRATED COLLEGE**

## **UNIFORM POLICY**

We are very proud of our uniform, which was originally designed by the founding parents, and which has been reviewed regularly through the years by succeeding generations of students, parents and governors. The current range of uniform items offers a degree of choice to students within an identifiable uniform. You should check carefully that items are within our range of choices before you buy. Our suppliers have also worked hard to ensure that the items on offer are both hard wearing and a reasonable price. Please support our local suppliers in your purchases of Shimna uniform items. Generic items of uniform are of course available in school uniform colours and may be bought in many chain stores.

Because we are proud of our students and of our uniform, we expect students to wear the official college uniform at all times during school hours and on journeys to and from school and at school functions. Our aim in offering an element of choice within our uniform is to ensure that all students of every age, shape, size, gender and sexuality will be comfortable and well turned out. We rely on the support of parents/guardians to ensure that all our students wear the full, correct uniform and wear it well.

Our suppliers are:

Annett's of Newcastle;  
Bingham's of Newcastle;  
Rhoda Stewart of Ballynahinch;  
Holmes of Kilkeel.

## **UNIFORM**

### Years 8-12

White shirt with Shimna tie;  
Shimna outdoor coat (this is the ONLY coat for wearing with our uniform);  
Shimna blazer/Shimna grey jumper/Shimna grey cardigan/Shimna quarter zip top;  
Mid-grey trousers/pleated skirt/straight skirt;  
Grey/black/white socks;  
Black/navy tights;  
Black school shoes;  
Shimna scarf (optional).

### 6<sup>th</sup> Form

White shirt with Shimna tie;  
Shimna outdoor coat (this is the ONLY coat for wearing with our uniform);  
Shimna blazer/Shimna navy jumper/Shimna navy cardigan/Shimna quarter zip top;  
Mid-grey or black trousers/pleated skirt/straight skirt;  
Grey/black/white socks;  
Black/navy tights;  
Black school shoes  
Shimna scarf (optional).

### Sports Uniform

Shimna sports top;  
Navy Shimna skort or navy Shimna shorts;  
Plain navy tracksuit bottoms;  
Navy and yellow sport socks;  
Gum shield;  
Trainers;  
Football boots.

### Safeguarding your Property

Every student should have their name clearly stitched into all items of uniform and sports kit.

### Jewellery

Our jewellery policy is determined by the health and safety regulations which apply in practical subjects:

One ring per hand;  
One stud earring per ear.

Students should keep other jewellery for their social life.

## **Appendix 4**

### **Anti-Bullying Policy Statement**

#### **Definition of bullying**

Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend her/himself.

#### **Forms of Bullying**

Physical eg hitting, kicking, spitting, theft or damage to belongings.

Verbal eg threats, name-calling, including sectarian, homophobic or racist name-calling

Indirect eg spreading rumours, excluding someone from social groups.

#### **Symptoms of bullying**

Withdrawal, lack of concentration, marked deterioration in schoolwork, absenteeism.

#### **Effects of bullying**

Profound physical damage in the short or longer term; profound emotional damage in the short or longer term; extreme feelings of isolation and loneliness; fear of not being believed; fear of retribution for reporting; serious disruption of impairment of the capacity to learn and develop; attempted suicide.

#### **Responsibility**

The responsibility to ensure a safe learning environment for all rests with the whole college community. All staff, students, parents/guardians and governors work within the agreed statements of the college founders, within the discipline policy and in awareness of this anti-bullying policy statement.

Structures within the college are in place to ensure that a student will always know who to turn to; the principal; the vice principal; the educational welfare officer; the form teacher; a class teacher; a member of the support staff; an older student; a fellow student; an outside agency.

Anti-bullying is a regular and explicit theme within the pastoral programme in all year groups.

Assembly is a regular forum for making explicit the significance of our shared responsibility for an anti-bullying ethos within the college.

*A copy of the college's detailed anti-bullying policy is available on the college web site or, on request, from the college office.*

## **Appendix 5**

### **Shimna Integrated College**

#### **Behaviour Contract (example)**

The student agrees:

- (a) to try hard to control her/himself;
- (b) not to hit nor to throw anything at any person;
- (c) not to leave the college grounds;
- (d) to find a form teacher, or any other teacher, if s/he feels he is losing her/his temper;
- (e) to spend her/his break and lunchtimes under the direction of a teacher;
- (f) to be on a daily report.

The college agrees

- (a) to sign the report at the end of each day, after discussing with \_\_\_\_\_ how things have gone;
- (b) to write positive comments when appropriate;
- (c) to communicate with \_\_\_\_\_'s parent(s)/guardian(s) through the report which will be sent home each day, and immediately, if a serious incident occurs.

The parent(s)/guardian(s) agree

- (a) to encourage \_\_\_\_\_ to control her/his temper;
- (b) to praise her/him when s/he keeps to her/his contract for a week.

Signed (student) .....

Signed (parent(s)/guardian(s)) .....

Signed (college) .....

Date ..... Review date .....



## **Appendix 6**

### **Shimna Integrated College**

#### **Scheme For The Suspension And Expulsion Of Students**

##### **Introduction**

In drawing up this scheme the Board of Governors recognises that:

- (a) parent(s)/guardian(s) have a duty to ensure that their children receive suitable fulltime education by regular attendance at school or otherwise;
- (b) every student is entitled to be educated;
- (c) no student is entitled to be educated at the expense of, or to the detriment of, the education of other students;
- (d) when a student fails to meet the minimum required standards of behaviour, the college is entitled to impose such sanctions as are outlined in the college discipline policy which may include suspension and, if necessary, expulsion.

##### **Suspension**

- 1 A student may be suspended from the college only by the principal.
- 2 An initial period of suspension should not exceed five school days.
- 3 A student may be suspended from the college up to a maximum of forty-five days in any school year.
- 4 When a student is suspended from the college, the principal shall immediately:
  - (i) give written notification of the reasons for the suspension and the period of the suspension to the parent(s)/guardian(s) of the student, to the Education Authority and to the Chairperson of the Board of Governors;
  - (ii) invite the parent(s)/guardian(s) of the student to visit the college to discuss the suspension.

N.B. The notification to the parent(s)/guardian(s) will be delivered by letter or telephone on the same day as the suspension is imposed. A copy of the notification will also be posted by recorded delivery.

The student will be regarded as being in the care of the parent(s)/guardian(s) from the end of the school day on which suspension is imposed until such time as the period of suspension expires.

- 5(i) Where, in the case of a student who is suspended from the college, the principal considers that the period of suspension should be extended, any such extension shall be for a specified period and shall have the prior approval of the Chairperson of the Board of Governors.
- (ii) The principal will give written notification of the reasons for the extension and the period of the extension to the parent(s)/guardian(s) of the student, to the Education Authority and to the Chairperson of the Board of Governors;

##### **Expulsion**

- 6 A student may be expelled from the college only after serving a period of suspension.
- 7 A student may be expelled only by the Board of Governors or by a sub-committee to which responsibility has been delegated.
- 8 Subject to the provisions of paragraph 10 below, a student may be expelled from the college only after consultation about his/her expulsion has taken place between the

principal, the parent(s)/guardian(s) of the student, the Chairperson of the Board of Governors and the Education Authority.

9 The consultations referred to in paragraph 8 above should include consultations about the future provision of suitable education for the student concerned.

10 A refusal on the part of the parent(s)/guardian(s) to take part in the consultations referred to in paragraph 8 above will not invalidate the business of the meeting.

11 Where a student has been expelled from the college the principal shall immediately give written notification, by recorded delivery, to the parent(s)/guardian(s) of that student of his/her right to appeal the decision to expel that student, of the time limit set for lodging the appeal and of where the appeal may be lodged.

Any parent(s)/guardian(s) whose child has been expelled by the Board of Governors of the college has the right to appeal. The appeal will be considered by a tribunal constituted in accordance with the Schools (Expulsion of Students) (Appeals Tribunals) Regulations N.I. (1994).

A formal appeal is made to an independent Appeals Tribunal, set up by the Education Authority under Article 49 of the Education and Libraries (N.I.) Order

1986. Notice of an intention to make a formal appeal must be made within 10 days of the receipt of the letter from the expelling authority setting out the decision to expel the child from school. The Clerk to the Tribunal will then send out an appeal form, ET1/94. The appeal form should be returned to:-

The Clerk to the Tribunal, normally within 14 days of the issue of form ET1/94 from the Board. c/o Education Authority, 35 Grahamsbridge Road, Dundonald, BT16 0HS

#### Precautionary Suspension

- Although most suspensions relate to disciplinary matters, there are other circumstances when a precautionary suspension is given. Such circumstances include suspending a student:

- pending an investigation into a college-related incident by the PSNI;
- during the period of an assessment by the Social Services; or
- by reason of suspected infectious disease.

- Such a suspension is not punitive and may be of indeterminate length as the college cannot control investigations undertaken by the PSNI or Social / Medical Services.

- Prior to placing a student on precautionary suspension pending an investigation or an assessment, the principal will satisfy him/herself that:

- there are good grounds for believing that the complaint is genuine;
- the concerns that lead to the demand for confidentiality are believed to be genuine; and
- the student reporting the complaint believes that s/he is at risk of significant harm from the conduct about which the complaint is being made.

- Since a precautionary suspension is subject to the rules of procedural fairness, and insofar as it is appropriate, the principal will promptly notify the parents/guardian in writing of the reasons for the suspension and invite them to the college to discuss this suspension.

- There may be circumstances, however, when it is not possible, on the grounds of confidentiality or the principal's professional judgement, to divulge the detailed reason/s for the suspension; for example, the principal may decide not to explain the details of an incident if a student alleges that s/he has been seriously physically attacked by another student and, in reporting the incident to the college authorities, requests that the offending student is not informed that the incident has been reported to the college, due to his/her fear of further reprisals by the offending student. The principal will, however, provide the

parents/guardian with some basic information about the incident giving rise to the precautionary suspension when informing them of the precautionary suspension.

- The college will seek to provide the suspended student/s with work to be undertaken during the period of suspension, or will seek to arrange for home tuition through the Education Authority's Tuition Service.
- Parents/guardian should be assured that if a student is put on a precautionary suspension, the college will act fairly and in the best interests of all those concerned.