



Positive Behaviour Policy

Document Purpose

This policy reflects the values and philosophy of Sullivan Upper Preparatory Department in relation to the promotion of positive behaviour. It sets out a framework within which all staff work. It gives guidance on strategies and procedures.

Audience

This policy is for:

- All teaching staff
- The Board of Governors

A copy is available from the Head of Prep and from the Prep Office. The policy is readily available for visiting teachers, outreach, support staff and parents to read. A copy is available on the school website. We welcome input on our policies from our stake holders at all times.

Mission Statement

In our school we seek to provide a happy and caring learning environment for each child by helping them to fulfil their potential, by celebrating their achievements, by respecting their differences and by encouraging their mutual respect for others. We aim to foster the development of self-esteem and provide a sound foundation for their future lives. Our overall aims are:

- To encourage children to be confident, independent and responsible learners through the development of a curriculum which is adapted to suit the needs and abilities of all of our pupils and which enables them to fulfil their potential
- To deliver a curriculum which will help our pupils to develop lively, enquiring minds and an ability to apply themselves to the development of mental tasks and physical skills
- To help our pupils to understand the world in which we live and to appreciate human achievements and aspirations
- To develop respect for religious and moral values, tolerance of each other and tolerance of other religions, races and ways of life
- To work in partnership with parents and the wider community
- To encourage our children to acquire knowledge and skills in preparation for the opportunities and experiences of adult life

The staff, parents and governors are fully committed to the aims of the school and have a strong sense of loyalty to the school. Parents and staff work well together in partnership in their children's



Positive Behaviour Policy

education. Parents are made welcome in the school. Foundation Stage parents are invited to visit their child's classroom regularly to view pupils' work and enjoy sharing our educational practices. Parents are given clear information about their children's progress, the school's curriculum and the day-to-day organisation of the school. Parents' views are taken into account in the School Development Plan and they are kept informed of the progress of the plan's implementation which is published on our website.

Rationale

Sullivan Upper Prep is first and foremost an educational establishment where children and adults of all backgrounds come together to work and learn in a community subscribing to the principles of equity and fairness. As such, its purpose is to provide optimum conditions in which effective learning and teaching can take place.

We believe that the proper implementation of an agreed and clearly stated Policy for Promoting Positive Behaviour is an important means of facilitating and supporting us in our primary function of education.

The procedures will try to lead pupils towards acceptable behaviours through positive reinforcement. When a pupil does not comply with known rules or routines, sanctions will apply. Children should always feel members of the school community so we stress that it is the behaviour that is unacceptable, not the child.

Aims

To provide a harmonious environment we aim to:

- Create conditions in which optimum learning and growth of the children take place;
- Foster self-esteem through a comprehensive approach to the academic, emotional, physical and social development of the children;
- Generate in our pupils' confidence in their relationships with each other and with adults leading to an awareness of their own and others' uniqueness;
- Foster in our pupils a respect for their environment and for the rights and property of others including the shared resources of the school and the wider community;
- Develop an empathy with those of a different religion, background and culture which is in keeping with the school's ethos.

Rights

In a community subscribing to the principles of equality and fairness, Sullivan Prep acknowledges the following:

E:\Positive Behaviour Policy.docx	First Approved by Board of Governors : April 2012
Printed: 31/05/2019 page no. 2 of 8	Reviewed by Board of Governors: May 2015



Positive Behaviour Policy

Pupils' Rights:

- Pupils have a right to unimpeded access to learning
- Pupils have a right to be treated in a fair manner and to discuss issues of concern to them in a calm and reasonable atmosphere
- Pupils have a right to receive encouragement and experience success
- Pupils have a right to work in a safe and secure environment

Teachers' Rights:

- Teachers have a right to teach without harassment or unwarranted disruption
- Teachers have a right to work in a safe and secure environment
- Teachers have a right to be treated with respect and to be listened to
- Teachers have a right to expect support and advice

Parents' Rights:

- Parents have a right to be respected and involved in their children's education
- Parents have a right to be kept informed of their children's progress and behaviour
- Parents have a right to communicate with the teacher and Head of Prep about concerns and to be treated with respect
- Parents have a right to be involved in and to be listened to in matters of discipline involving their children

Non-Teaching Staff's Rights:

- Non-teaching staff have the right to be treated with respect and to be listened to
- Non-teaching staff have the right to expect support and advice
- Non-teaching staff have the right to work in a safe and secure environment

Pupils' & Teachers' Rights:

- Pupils and teachers have a right to receive mutual respect

Responsibilities

Each **pupil** is responsible for:

- Coming to school prepared to do their best
- His/her own behaviour
- Neatness in the classroom, cloakroom, toilets and corridors
- Care of books, equipment and other resources



Positive Behaviour Policy

- Courtesy towards others
- Observance of the school routines and rules

Each **teacher** is responsible for:

- His/her own behaviour as a role model for children
- Inculcating habits of courtesy, good order and cleanliness in the classroom
- The quiet, orderly movement of children to and from the classroom
- Class behaviour on visits and outings
- Providing a welcoming and supportive classroom environment for all children in their care

Head of Prep and **all staff** are collectively responsible for:

- Good behaviour in the corridors, toilets, cloakrooms, hall, playground and any of the other facilities used by the school
- Monitoring of general standards of behaviour throughout the school

Parents are responsible for:

- Ensuring good attendance and punctuality on the part of their children
- Supporting the aims and values implicit in the school's policies
- Ensuring their children bring to school daily the equipment necessary for them to participate fully in the school's activities (books, pens, pencils, sports gear etc.)
- The behaviour of their children both on their way to and from school and while in school
- Setting good examples of behaviour
- Engaging with staff in the discipline procedure

Non-teaching staff are responsible for:

- His/ her own behaviour as a role model for children
- The quiet and orderly movement of children to and from the classroom
- Ensuring that children behave safely in the playground and other areas of the school
- Reporting all incidences according to school procedures

Rules

The children in the school understand that the rules we have introduced are necessary for the effective organisation of the school community. We have 5 Golden School Rules in the Prep:

1. We observe the signal for attention - hand in the air
2. We listen carefully to the adult who is speaking
3. We follow instructions quickly and quietly from the adult in charge
4. We walk when moving around the school



Positive Behaviour Policy

5. We keep our hands, feet, objects and unkind words to ourselves

Rewards & Sanctions

In line with our emphasis on child centeredness, we try to reinforce positive behaviours. This can be done overtly and directly through spoken or written praise for work or behaviours. Teachers are encouraged to send children to other teachers and/or the Head of Prep for good work.

Behaviour can also be reinforced more covertly through body language. Pleasure, interest and approval can be communicated in a non-verbal form. These forms of reinforcement are the most natural, the most available and therefore the most frequently used by the teacher.

In the same manner, disapproval can be a potent tool. For instance: a quick frown or a quick word can be useful in stopping an undesirable situation from escalating. However, care should be taken as a scowl or a scathing comment may have the opposite effect.

Teachers develop reward systems which are flexible and consistent with overall school policy.

Reward & Sanction Arrangements:

There are 3 levels in the Reward System:

- Individual pupil from the class teacher
- Whole class from the class teacher
- Individual pupil / whole class from the Head of Prep

There are 3 levels of sanctions:

- The class teacher
- The Head of Prep
- The Headmaster (suspension/ expulsion)

Overview of Monitoring of Behaviour

Stage 1: Lower Level Incidents/ Behaviour

Liaison begins between class teacher and parents using a method of monitoring which is managed by the class teacher. If there is no improvement in behaviour, the child moves to Stage 2. A positive response letter is sent home if behaviour has improved.



Positive Behaviour Policy

Stage 2: Moderate Level Incidents/ Behaviour

This involves parents and the class teacher after the class teacher initiates an incident report form. A positive letter is sent home if the behaviour improves. If there is no improvement, the child moves on to Stage 3.

Stage 3: Serious Level

The Head of Prep manages this level. A letter is sent to parents. Following this, a positive response letter is sent home by the Head of Prep. If there is no improvement, the child moves to Stage 4.

Stage 4: Suspension managed by Headmaster

See school policy for Suspension & Expulsion

Stage 5: Expulsion managed by Headmaster

A pupil does not necessarily have to go through each stage to reach this level. Depending on the seriousness of the incident, the pupil will go to the appropriate stage, without initial parental consultation and the Headmaster will be involved immediately.

Procedure for Dealing with Unacceptable Behaviour

The following procedure has been agreed for dealing with unacceptable behaviour in the classroom. It is envisaged that most incidents would not proceed beyond Stages 1 or 2 unless there is a serious reason to do so, which is at the professional judgement of the teacher:

1: Classroom Support:

- The child is given the opportunity to reflect on his/her behaviour and talk through the reasons and how he/she can make amends
- The offending behaviour is pointed out and the rule which it is breaking
- A privilege is removed e.g. 5 minutes from break/ lunch play time
- The child is isolated from his/her group but retains the opportunity to work
- The child receives extra work/repetition work to complete
- Conflict between peers is resolved within the classroom through the use of Circle Time which takes place on a weekly basis

2. Colleague Support:

- The child is removed for a short period from the classroom to a colleague's classroom or the Head of Prep's office with minimum disruption. At the end of this time, the teacher gives the child the opportunity to reconcile him/herself



Positive Behaviour Policy

privately and re-join the class. A record of this incident should be kept by the class teacher. This strategy allows for a cooling-down period.

3. Head of Prep Support:

- The Head of Prep speaks to the child about the behaviour

4. Parents' Support:

- The parents are informed of persistent cases of unacceptable behaviour. Parents will also be informed if there is a serious incident in which a child or adult has been hurt by another. In this case the Head of Prep will normally be involved from Stage 3.

5. Parents are involved in support:

- Children, parents and teachers tackle behavioural problems through concentrating on reducing and eliminating them. In consultation with the parents, the child is put on a behavioural report which is regularly monitored.

6. Head of Prep, parents & teachers:

- These people are all involved in the support and follow up of the progress report which is given to child and his/her parents if the behaviour warrants this.

7. Outside Support Agencies become involved:

- According to the nature of the problem, help may be sought from the following outside agencies: Education Welfare Office, Psychological Services, Social Services, Juvenile Liaison Bureau

8. The Board of Governors become involved:

- Support is sought from the BoG which may involve the following: formal suspension, extension of suspension, expulsion
- The BoG has agreed to adopt the procedures outlined in the Policy for Suspensions & Expulsions to be completed in November 2014

Implementation:

While retaining the overall responsibility for the policy, the BoG delegates the day-to-day implementation and its good management to the Head of Prep who communicates regularly with the Headmaster.

Sanctions and consequences for children with special educational needs and/ or a statement, will be carried out in conjunction with advice regarding their needs as clarified in their educational statement. Special Educational Needs Co-ordinators and the Head of Prep will consult together, with EA(NI) SE Region professionals and with the statemented child's parents for appropriate actions and/ or follow up sanctions so they are appropriate to the child's needs.



Positive Behaviour Policy