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POSITIVE BEHAVIOUR POLICY



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January 2019

Review: As required

1 INTRODUCTION

The Education (Northern Ireland) Order 1998 and the School Improvement Programme (DENI, 1998) placed on every school's Board of Governors the need to establish and keep under review policies to promote good behaviour and discipline. However, it has always been the belief of the Board of Governors of Sullivan Upper School that in order for effective learning and teaching to take place, good behaviour in all aspects of school life is necessary.

This document provides details about the conduct expected of pupils belonging to this school and explains how the system of rewards and sanctions will be used to encourage positive behaviour. It outlines the rights, responsibilities and roles of the interested parties and indicates the links that have been established with other relevant policies. It is essentially a working document to give clear guidance on promoting positive behaviour within the school. It has been produced in consultation with staff, pupils and governors and its aims and objectives are given below.

AIMS

- * to create an ordered community in which effective learning and teaching can take place;
- * to encourage pupils to develop an awareness of the needs of others;
- * to nurture self-esteem, self-discipline and a proper regard for authority through positive relationships based on mutual respect;
- * to ensure fairness of treatment for all and to encourage consistency of response to both positive and negative behaviour;
- * to promote early intervention and provide a safe environment free from disruption, violence, bullying and any form of harassment;
- * to encourage a positive relationship with parents and to develop a shared approach to the implementation of the school's policy and associated procedures;
- * to create a caring environment by promoting positive behaviour and discipline.

OBJECTIVES

- * to value young people as individuals and recognise their achievements;
- * to provide clear guidelines on behaviour by means of the school rules and a code of conduct for the classroom;
- * to cultivate an atmosphere in which pupils respond positively in class, take a pride in their work, and their school and show both interest and attention;
- * to reward positive behaviour and to punish negative behaviour;
- * to provide opportunities for the young people to display self-discipline and grow in their awareness of the needs of others.

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POSITIVE BEHAVIOUR POLICY**RIGHTS AND RESPONSIBILITIES****Rights**

Pupils have the right to be educated in a safe place conducive to learning.

Parents have the right to expect that their child will be educated to the best possible standard.

Staff have the right to enjoy a stress-free and productive environment

Responsibilities

To enjoy this right, pupils must respect the rights of others to be safe and therefore must not engage in behaviours such as bullying or intimidation which will infringe on the rights of others.

They must also by their behaviour allow a productive learning atmosphere to exist in the classroom and not engage in behaviours which will disrupt the learning process.

To enjoy this right, they must ensure that their child attends regularly and brings with them the correct books and equipment. They must also support to the best of their ability all aspects of school life.

To enjoy this right, they must seek to create a positive stress-free learning environment in which pupils are rewarded for positive behaviour and achievement.

2 SCHOOL RULES

(published in Information for Parents Booklet and issued to pupils on tri-fold card)

ATTENDANCE

All pupils are expected to attend school regularly and punctually, and to be punctual for each class they attend in the course of the school day.

A record of each pupil's attendance and punctuality is kept and those who are persistently late for registration [ie more than 4 times in a calendar month] will be required to attend initially a one-hour Monday detention, but, if lateness persists, a special Friday detention (3.35 pm to 5.00 pm).

Pupils arriving in school late must report to the school office so that their arrival can be recorded and no pupil may leave the school buildings or grounds in the course of the day without specific permission (eg permission to go home for lunch).

CONDUCT AND GENERAL BEHAVIOUR

A record of each pupil's conduct and general behaviour is kept and all breaches of the school rules will be recorded.

- (a) All pupils are expected, not only when they are in school but also on their way to or from school, when involved in official school activities and when interacting with members of the public (including staff) outside school, to behave appropriately, to show courtesy and

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consideration to others and to have due regard for the person, property, views and opinions of others as well as for their own.

- (b) Pupils must never engage in any form of attack against or abuse of another person (including physical, verbal or electronic).
- (c) Pupils are expected to follow instructions given by members of staff relating to school rules and routines.
- (d) Pupils moving around the school between classes are to do so quietly, in single file, at walking pace and on the left-hand side of the corridors. They are not to run, shout, or move in a reckless or dangerous manner. They are not to carry bags in a dangerous fashion and they are not to linger or loiter in corridors or elsewhere between classes.
- (e) Boys should give way to girls and all pupils should give way to members of staff and visitors to the school when moving around the school.
- (f) If the Headmaster, other member of staff or visitor enters the classroom, pupils are to carry on with their work in silence.
- (g) All pupils are expected to use the school's buildings, grounds, equipment and furniture with care and consideration, reporting accidental damage immediately to a member of staff. Pupils responsible for causing damage or loss will be expected to pay the costs of repair or replacements.
- (h) All pupils are to make every effort to keep the school's buildings and grounds tidy and free of litter, and to note that those responsible for causing litter will be punished. All litter should be placed in the bins provided.

SAFETY

- (a) Only those pupils who have permission to do so may leave the school buildings or grounds during the course of the school day, including lunchtime.
- (b) All clothing, private property and belongings brought into school by pupils must be clearly marked with the owner's name and kept in the appropriate place when not in use.
- (c) Pupils must not bring into school any sharp instruments, knives, firearms (replica or otherwise), fireworks, lighters, matches, laser pens, any harmful or illegal substances or any item which might cause damage to others.
- (d) Pupils are not to bring into school items such as cameras, iPods, electronic games, laser pens or MP3 players or other electronic equipment unless given permission or specifically directed to do so by a member of the staff.



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- (e) Mobile telephones should not be brought into the school unless formal permission has been obtained to do so in advance. The Mobile Phone Policy must be adhered to. Mobile phones must be switched off in school as per the Mobile Phone Policy.
 - (f) Pupils must not tamper with the fire-prevention and fire-fighting equipment. The school will take a very serious view of any breaches of this rule.
 - (g) Pupils must not leave their school bags and other belongings on corridor floors where this causes an obstruction.
 - (h) Where possible, valuable items or large amounts of money should not be brought into school. The school will take no responsibility for valuable items or property not adequately secured by pupils or, where applicable, given to a member of staff for safekeeping. Bus passes should be properly looked after.
 - (i) Bicycles are not to be ridden on any of the paths in or around the school's grounds or along the main school drive-ways and pupils who bring bicycles to school are to ensure that they are left, properly locked and secured, in the designated area.
 - (j) **Sixth Formers who wish to come to school by car must not park in the school grounds. Pupils are advised to park at Spafield; if they choose to park in Abbey Ring or My Lady's Mile they should do so legally and with due consideration for residents and other road users.**
- Parents are advised to ensure that cars or motorcycles are fully insured, taxed and, where required, have current MOT certificates and that insurance companies are aware that the vehicle is being used by the pupil for commuting to and from school and, where relevant, to carry passengers. The school can accept no liability for damages or injury caused by pupils travelling in private cars or motorcycles.*
- (k) Pupils walking to or from the school must use the designated pathways or footpaths. Pupils should exercise care and attention when crossing roads. Courtesy should be shown to members of the public using the footpath.
 - (l) Ball games are not to be played on the pathways or footpaths around the school or within 10 metres of the school's buildings unless permission to do so is given.
 - (m) Pupils must not climb fences, walls, trees or any other structure on the school premises.
 - (n) Any pupil who loses or finds any article or item is to report this to a member of staff without delay and pupils who have lost belongings are expected to check the lost property office on a regular basis.

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POSITIVE BEHAVIOUR POLICY**UNIFORM AND GENERAL APPEARANCE**

- (a) All pupils are expected to take care with and pride in their appearance and to follow the school's directions as to uniform. Pupils will be issued with a uniform card at the beginning of each school year.
- (b) Full school uniform is to be worn to and from school and at all school functions and events, unless otherwise directed by a member of staff.

OTHER MATTERS

- (a) All pupils are expected to take good and proper care of all textbooks and other equipment issued to them, to keep files and folders safely and free of offensive decoration and to return textbooks to teachers at the end of each year or course of study. Those who lose textbooks or damage them or fail to return them when asked to do so, will be required to pay the cost of replacing the books concerned.
- (b) All pupils are expected to keep their homework diaries up-to-date and to enter details of all homework set in them. Pupils are also expected to have these homework diaries available for inspection at any time.
- (c) Smoking (including e-cigarettes), the drinking of alcohol and the use of illegal drugs or other similar substances are all strictly forbidden and the school will take a very serious view of any breaches of this rule.
- (d) The chewing of gum is strictly prohibited.
- (e) Pupils are not permitted to bring in items (including foodstuffs) to sell for personal gain.
- (f) Taking/borrowing property or belongings of others without their permission will be treated as theft and dealt with accordingly.
- (g) Only those pupils who have permission to do so may leave the school buildings or grounds during the lunchtime break. All other pupils must go to the Silver Robin (or Common Room in the case of Year 14) at the designated times.
- (h) All pupils are expected to remember that the normal school rules about good conduct and behaviour and about the proper care and use of the school's buildings and grounds apply during the morning break and lunch-time break just as much as in the rest of the school day.
- (i) Pupils must not enter the school buildings before 8.00 am, unless given specific permission to do so and accompanied by a member of staff (eg early morning sports training in the Sports Hall). Pupils who arrive on the school grounds before 8.00 am should remain outside eg at the Pavilion. From 8.00 am to 8.30 am, pupils may be allowed to enter the main building but must wait in the corridor beside the reception/school

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hall. From 8.30 am pupils may proceed to their Form Base and wait outside the room for their Form Teacher. Upper Sixth pupils may go to their Common Room.

Pupils are expected to have left the school premises by 4.00 pm unless they are taking part in a recognised school activity which is supervised by a member of staff.

The school will not take responsibility for the care and safety of pupils before 8.30 am or after 4.00 pm unless involved in a supervised activity.

- (j) Pupils must request permission from their subject teacher prior to being absent for a music lesson.

3 CODE OF CONDUCT

(published in the Homework Diary)

It is our aim as members of the school community to show courtesy and respect towards everyone that we meet.

BEHAVIOUR IN THE CLASSROOM

- (1) Be punctual to classes or study periods.
- (2) Line up and enter the room as instructed by the subject teacher.
- (3) Get out books quickly and store bags safely under the desks.
- (4) Come to class prepared with all the equipment, books and homework for the lesson.
- (5) Listen attentively to the teacher and anyone else whom the teacher asks to speak. Show respect for other pupils' opinions and right to work.
- (6) Do not move around the classroom unless asked to do so by the subject teacher. Fully adhere to all department-specific safety rules.

Good behaviour in the classroom → personal achievement and academic progress

BEHAVIOUR OUTSIDE THE CLASSROOM

1. Keep to the left at all times and never push.
2. Walk at all times and in single file.
3. Carry bags to avoid injury to ourselves or others and ensure bags do not cause an obstruction
4. Do not eat or drink between classes.
5. Keep a neat appearance at all times.
6. Treat adults and visitors with courtesy.
7. Talk quietly in corridors and avoid vulgar or offensive language.
8. Place all litter in the bins provided.
9. Respect school notices and property.
10. Follow the guidance given by teachers in the corridors.

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POSITIVE BEHAVIOUR POLICY**GENERAL GUIDELINES****In Silver Robin**

- Take your place in the queue.
- Have consideration for Silver Robin staff and supervising staff.
- Wipe tables and pick up litter from the floor.
- Leave chairs and tables tidy.
- Do not leave until given permission to do so.

In the Playground

- Keep away from car parks, lawns, etc.
- Make use of litter bins.
- Return to class on time.
- Ball games should not be played within 10 metres of the building.
- Do not climb fences, walls or trees.

Lockers

- Improve security Use your locker daily and secure with high quality lock.
- Allocation Year Head will allocate lockers.
- Storage Use for storing books and equipment, but not food.

Lost Property

- Item lost Report details to Form Teacher/Section Tutor in first instance.
- Checking Contact Lost Property Store – opening times published.
- Item found Leave items found in School Office

Mobile Telephones

- Security School does not accept responsibility.
- Use Use only before or after school hours.

Punctuality

- Registration Pupils should be in Form Base for registration at 8.50 am.
- Late arrival Report to School Office.

Other

- School bags Should be plain in design, sturdy and clearly named. No graffiti.
- Equipment All items of equipment should be clearly named or marked.

Remember

- Don't eat or drink inside the school building – eat in the Silver Robin.
- Don't leave school bags in corridors or on staircases.
- Don't leave valuables unattended.
- Don't show disrespect to anyone.
- Don't damage property.

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- Outdoor wear Regulation coat and/or school scarf.
- Shirts/Blouses Buttoned tidily at all times and ties worn neatly.
- Make-up Make-up, nail varnish, etc not permitted with school uniform.
- Hair Extreme hairstyles considered inappropriate with school uniform because of colour or appearance must be changed.
- Shoes Plain in style, black leather and with low heel.

Boys' Uniform

- Blazer Must be worn at all times.
- Pullover Must be mid-grey; dark shades of grey not permitted.
- Socks Must be dark grey or black.

Girls' Uniform

- Summer Blouse May be worn between start of Summer Term and half-term in Autumn Term.
- Skirt Must be to the knee
- Blazer Must be worn at all times.

FOR MORE DETAIL READ YOUR COPY OF THE UNIFORM REGULATIONS.

4 REWARDS

A reward system exists to recognise the good work/conduct and/or achievements of our pupils.

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and are defined below.

Rewards are attainable by all pupils.

The following rewards exist:

- verbal praise (a quiet word is preferred by pupils rather than openly before peers);
- written praise on homeworks, tests, coursework and examinations;
- positive comments in the homework diary and conduct file;
- positive comments on reports and at Parents' Evenings;
- display of pupils' work with a small prize for the best item;
- publishing work in the school magazine;
- thank-you note from a senior member of staff for those who help out at events;
- an exemption from homework if the whole class has behaved well over a period of time;
- a certificate for a clear conduct file at the end of the year;
- a certificate for regular attendance throughout the year;
- a certificate for positive behaviour within the classroom;
- a certificate in Year 8 for excellent application throughout the year;



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- choice in the content of the lesson if the class has worked hard eg the opportunity to watch a subject-related video, or to make posters, or to participate in oral work rather than written work;
- quizzes.

The following awards exist and are valuable in recognising outstanding achievement:

- Prize Day cup and/or token;
- Sports Day cup;
- Silver Robin (representative honour);
- School colours;
- mention in Assembly for special achievements;
- subject specific awards eg Home Economics Year 9 cookery, Year 10 basic food hygiene and PE Year 8 swimming.

5 SANCTIONS

Sanctions are needed to respond to inappropriate behaviour and this behaviour has been assigned to a hierarchy ranging from minor to more serious offences. The list is not exhaustive and within each level is not hierarchical.

LEVEL 1

- Not staying in seat
- Fidgeting
- Teasing
- Telling tales
- Pushing in class
- Interrupting the teacher
- Name calling
- Sulking
- Cheekiness
- Inappropriate questions
- Answering back
- Not lining up outside a room
- Pupil chat
- Books forgotten
- Homework not done
- Speaking out across the class
- Inconsiderate behaviour to other pupils
- Not settling down quickly before class begins
- Throwing down litter
- Daydreaming

LEVEL 2

- Arguing back
- Throwing things
- Rudeness to peers
- Rudeness to staff
- Swearing at peers
- Defiance
- Offensive gestures
- Spitting
- Embarrassing behaviour
- Destroying own/others' work
- Graffiti
- Offensive material on school equipment
- Irresponsible behaviour (eg in the laboratory)

LEVEL 3

- Hitting back
- Kicking
- Fighting
- Other physical abuse
- Lying
- Stealing
- Swearing at staff
- Verbal abuse
- Vandalism
- Extortion
- Bullying
- Persistent lateness
- Smoking
- Drinking alcohol
- Drug taking
- Drug dealing
- Inappropriate use of ICT equipment
- Persistent breach of school rules

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This hierarchy provides general guidance. The context of the inappropriate behaviour has to take into account and judgement needs to be exercised on an individual basis. These behaviours will evoke a sanction and the various sanctions which can be used are given below:

HIERARCHY OF SANCTIONS

(Parents may be consulted at any stage throughout the sanction procedure)

- * The look
 - * Hand sign
 - * Rule reminder
 - * Warning 1
 - * Move place
 - * Warning 2
 - * Related sanction eg imposition, cleaning up mess, loss of privilege
 - * A record made in the homework diary
 - * Entry made in the conduct file
 - * Subject detention
 - * Inform the Form Teacher/Section Tutor
 - * Lunchtime detention
 - * Monday detention
 - * On report for Year Head
 - * Move pupil to another teacher's classroom
 - * On report for Vice-Principal/Headmaster
 - * Friday/Saturday detention
 - * Suspension
 - * Expulsion
- (1) This hierarchy is a guideline to be used for dealing with misbehaviour but it is recognised that each case is different and therefore teachers will need to exercise their own judgement when using it.
 - (2) Subject misbehaviour should be dealt with as far as possible within subject detentions and only become a Monday detention if the behaviour is persistent or serious.
 - (3) Under special circumstances such as where the dynamics of the class would benefit from the removal of a pupil they could be sent to the Head of Department's or Year Head's class.
 - (4) It is important that classroom misbehaviour is recorded in the conduct files to enable a more accurate picture of each pupil to be obtained.
 - (5) If a pupil fails to complete a sanction, a further sanction will be imposed, increasing in severity. Persistent failure to complete sanctions will be deemed a persistent breach of school rules and may lead to suspension. A pupil who has not completed a sanction will not be allowed to participate in any extra-curricular trip/visit.

POSITIVE BEHAVIOUR POLICY**MAJOR SANCTIONS**

The major sanctions employed by the school include the following:

- (a) **Impositions:** These are set tasks for pupils to do usually at home.
- (b) **Detentions:** These are held in school from 3.35 pm to 4.35 pm. A distinction is made between general school detentions (Monday detentions) and subject specific detentions.

Special detentions (normally on Friday 3.35 pm to 5.00 pm) are also held, mainly for serious or persistent breaches of the school's rules [pupils are placed in this detention by the Headmaster or a Vice-Principal].

At least 24 hours' notice is given to parents for all the above detentions and parents also receive an explanatory letter setting out the reasons for the detention being given. Occasionally pupils may be detained at the end of break or lunch time. In this situation there is no written notification.

- (c) **Report:** Where a pupil's general conduct or progress is giving cause for concern, regular reporting may be used to allow closer monitoring. Parents will be asked to contribute to the reporting process by signing the relevant form on a daily or weekly basis.
- (d) **Suspensions:** Pupils who misbehave in a particularly serious manner may be suspended from participating in particular school activities or events or from attending school for one or more days.

Certain breaches of the school rules commonly lead to immediate suspension from school and could, in particular circumstances, lead to pupils being excluded from school on a permanent basis, their parents being asked to transfer them.

A copy of the school Suspensions and Expulsion Policy is available on request.

6 ROLES AND RESPONSIBILITIES**SUBJECT TEACHER**

- * To be punctual.
- * To be prepared for class.
- * To create an environment conducive to learning.
- * To mark pupils' work.
- * To maintain good discipline within the classroom.
- * To reward pupils for positive behaviour.
- * To use the sanctions available to them to deal with misbehaviour.
- * To refer pupils to the Year Head or Head of Department when misbehaviour becomes more serious.

POSITIVE BEHAVIOUR POLICY**FORM TEACHER**

- * To play a crucial role in the pastoral care of the young people in their form class.
- * To develop a knowledge of the needs, aspirations, interests and academic progress of each pupil in the form group.
- * To respond to the individual needs of pupils and encourage and motivate them as necessary.
- * To maintain under the direction of the Year Head contact with parents as required.
- * To encourage their form class on a regular basis to take a pride in their appearance and to behave in positive way around the school by:
 - checking the pupils' appearance regularly;
 - monitoring the pupils' use of the cloakroom and locker area;
 - inspecting homework diaries on a regular basis;
 - supervising detention as required;
 - operating the school's interim reporting system;
 - providing information and/or reports for Year Heads.
- * To reward positive behaviour.
- * To use the sanctions available to them to deal with inappropriate behaviours.
- * To contribute to the induction of new pupils.
- * To keep abreast of pastoral developments eg child protection and anti-bullying procedures.
- * To identify and undertake any personal and professional development required to discharge their pastoral responsibilities effectively.
- * To contribute to the implementation, evaluation and review of the school's personal and social education programme.
- * To attend assemblies regularly standing or sitting with pupils.
- * To be familiar with the school's emergency procedures and their roles in them.
- * To contribute to the compiling of the pupils' records of achievement.
- * To mark a register twice daily.
- * To administer the school's system for dealing with absences and requests for absences.
- * To administer the school's reporting system as required and write summary comments on pupils' reports.

YEAR HEAD

- * To provide leadership, direction and support for a team of form teachers/tutors.
- * To hold formal and informal meetings of his/her pastoral team promoting consistency and high standards of performance.
- * To support the implementation of the school's policies for pastoral care and guidance, including the Positive Behaviour Policy and to contribute to the evaluation and review of these policies.
- * To attend meeting of Year Heads convened by the Vice-Principal with overall responsibility and to liaise closely with this senior colleague.
- * To arrange and attend meetings with individual sets of parents and/or other members of staff and to keep records of their outcomes.



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- * To monitor the general progress and performance of the pupils in their years, taking appropriate action to deal with individual pupils and liaising with the Vice-Principal with overall responsibility as needed.
- * To reward positive behaviour when appropriate.
- * To deal with any matters of a more serious disciplinary nature that are referred to them by their form teachers/tutors, referring these to the Vice-Principal with overall responsibility, if necessary.
- * To contribute to the establishment and operation of appropriate detention arrangements for pupils and to the implementation of an effective system of sanctions.
- * To contribute to the effective organisation of parents' consultation meetings for pupils in their year groups.
- * To attend assemblies regularly, to take assemblies from time-to-time and to hold special assemblies as needed.
- * To contribute to the induction of new pupils.
- * To be familiar with the school's procedure for emergency evacuations and their roles in it and with the school's arrangements for dealing with emergencies generally.
- * To contribute to the operation of the school's formal reporting systems and to give advice about the best course of action to take in respect of specific pupils.
- * To pass on to other Year Heads information about pupils in their year group of particular importance and/or value.

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)/ASSISTANT SENCO

- * To provide advice during the investigation of any incident involving a pupil with a disability and/or Special Education Need to ensure that pupil's Individual Education Plan and/or behavioural plan will be taken into account, if applicable.

VICE-PRINCIPAL

- * To ensure that policies associated with pastoral matters including the Positive Behaviour Policy are compiled, reviewed and re-written.
- * To liaise with staff and parents about pastoral matters.
- * To convene and chair meetings of the Year Heads.
- * To reward positive behaviour where appropriate.
- * To use the sanctions available to deal with serious breaches of the school's disciplinary code including in consultation with the Headmaster the operation of arrangements for suspension and exclusion.
- * To ensure that the arrangements for punishment including detentions are consistent with the school's policies and that these are evaluated and reviewed regularly.
- * To ensure that regular Saturday detentions are held for pupils who are responsible for serious disciplinary breaches.
- * To ensure that the attendance and punctuality of pupils is monitored on a regular basis and that action is taken to deal with those whose attendance and/or punctuality is/are unsatisfactory.



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- * To liaise with the school nurse and relevant outside agencies including the Education Authority, the school medical services, the police, social services, the EWO and others, where appropriate.
- * To make arrangements for assemblies and to provide guidance and advice about appropriate readings.
- * To communicate with the Board of Governors in connection with pastoral issues and attend the appropriate committee of the Board of Governors when invited.

HEADMASTER

- * To have overall responsibility for the implementation of the Positive Behaviour Policy and its monitoring and evaluation.

REPORTING AND REFERRING

There are clear and important differences between reporting and referring and they need to be kept in mind.

- * reporting means that a member of staff who has taken action to deal with some behaviour informs others who would either want or need to know what he or she has done.
- * referring means that a member of staff who has come across some form of pupil's misconduct is asking someone else, perhaps someone in a more senior position, to deal with it and is therefore transferring responsibility.

The guiding principle should be to act and inform rather than to refer, but there are circumstances in which it is better to refer than to act.

PRINCIPLES FOR REFERRING

There can be no hard and fast rules about referrals, but the following general principles will, if they are observed, help to ensure that the school's system is used properly and that those who have particular responsibilities are not by-passed.

- * referrals from subject teachers should be made in the first instance either to the form teacher responsible for the pupils concerned or, if the matters involved are subject specific only, to the head of the subject department(s) affected.
- * referrals should not be made directly by subject teachers to Year Heads or to senior staff.
- * form teachers and/or heads of subject departments who wish to refer pupils to other members of staff should refer them first to the year head responsible for them and the year head may then, if they think it appropriate to do so, refer them on to the Vice-Principal with responsibility for pupils.
- * the sorts of misbehaviours in respect of which referral may be appropriate are illustrated below, though it should be noted that these are examples and not intended to form a prescriptive list:

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- persistent offending, regular breaches of the same rule or rules by a pupil, failure by a pupil to respond to action taken, failure to comply with instructions given or sanctions imposed, serious misbehaviour or misconduct such as fighting, swearing, bullying, stealing, cheating, insolence to others, vandalism, grossly offensive conduct, smoking.
- * Year Heads will not normally refer pupils to the relevant Vice-Principal unless the misconduct is very serious or they require the use of sanctions not available to them or the actions which they have themselves taken have proved unproductive.
- * it should be noted here that these principles apply to referrals for disciplinary reasons and not for reasons of academic progress or achievement.

STAFF DEVELOPMENT

The Senior Management Team will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

INTER-RELATIONSHIP WITH OTHER SCHOOL POLICIES

To increase the effectiveness of the Positive Behaviour Policy links with other policies including special needs, anti-bullying, child protection and drugs have been established.

The SEN framework in Northern Ireland comprises primary legislation supported by Codes of Practice and a range of regulations; this framework is currently under review. Strategies for promoting and sustaining good behaviour are seen as a part of the 5-stage approach set out in the Code of Practice for Special Needs. Stages 1 and 2 of the Code are entirely school-based, Stage 3 is also school-based but with help from support agencies outside the school. The procedure for identifying, assessing and subsequently registering a pupil at a particular stage is contained within the Special Needs Policy of the Code of Practice.

Similarly, the procedures to be followed when instances of bullying, child abuse or drug misuse come to light are found within the relevant policies.

TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS (EG SPECIAL EDUCATIONAL NEEDS, DISABILITY, VULNERABILITY, RACE, RELIGION, CULTURE)

At Sullivan Upper School we are keen to ensure that we do not discriminate against pupils whose behaviour may be a function of their special educational needs, disability, racial and/or cultural background.

The school will consider the need for reasonable adjustments when managing behaviour which is related to a pupil's special educational needs or disability. A pupil's special educational needs or disability as well as their age, maturity, medical needs and other relevant circumstances will be considered before a final decision on sanctions is taken. Any religious or cultural requirements affecting the pupil will also be considered.

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2019

POSITIVE BEHAVIOUR POLICY



The school's aim is to achieve the balance between the rights of the pupil with such individual needs and those affected or who may subsequently be affected by the conduct of that pupil bearing in mind the school owes a duty of care to all pupils and staff

REVIEW

The Senior Management Team, in consultation with the staff, will undertake systematic monitoring and evaluation of the policy. It will conduct regular reviews of the Positive Behaviour Policy and its associated procedures in order to ensure that they are effective, fair and consistent. The Headmaster will keep the Board of Governors informed.