



FRIENDS' SCHOOL LISBURN PREPARATORY DEPARTMENT

POSITIVE BEHAVIOUR POLICY

The Positive Behaviour Policy is closely connected to the School's Values and Pastoral Care Policy. It establishes clear expectations for conduct, as detailed in the 'Respect' Behaviour Code (Appendix 1), ensuring that the principles of respect, care, and positive interaction are consistently upheld throughout the school community.

Clear standards and consistent procedures promote good behaviour and reduce issues. Staff model positive conduct and use praise to reinforce high standards. The school prioritises strong relationships and mutual respect, enforcing zero tolerance for bullying-type behaviours as outlined in the Addressing Bullying Type Behaviour Policy.

Positive interactions are integral to the culture of Friends' School Preparatory Department. Respect and good manners are expected from all members of the school community.

MISSION STATEMENT

Friends' School values each individual as of equal standing before God, and encourages a sense of social awareness through service to others. Our aim is to provide an environment in which pupils, staff and parents are committed to the idea of ***excellence within a caring, supportive community***.

Our motto, drawn from the New Testament book of Colossians, is ***Quae sursum sunt quaerite***, or 'seek those things that are above'.

OUR VALUES

Our values underpin everything we do in school and are encapsulated in the word ASPIRE, which stands for Adventure, Sustainability, Peace, Integrity, Respect and Equality. These are values we seek to model in our everyday lives and which we want each of our pupils to nurture.

We aspire to live adventurously, to take risks in our learning and grasp the opportunities available to us to explore the world around us.

We aspire to live sustainably, to make good use of our resources, and to reduce our impact on the environment.

We aspire to live at peace with ourselves and others, to nurture our wellbeing and to resolve conflict where we see it.

We aspire to live with integrity, to be honest in our dealings with others and to be true to our values.

We aspire to show respect to ourselves and others, to nurture our talents and to build our school community.

We aspire to promote equality, to value everyone for who they are and to celebrate the contribution they make.

CONTEXT

The Health and Safety at Work (Northern Ireland) Order 1978 requires employers within the education sector to create a safe working environment for the pupils in their charge, the teaching and non-teaching staff they employ, and any volunteers working in schools.

The 1998 Education (NI) Order, Article 3, '...placed a duty on Boards of Governors to ensure that policies and procedures designed to promote good behaviour and discipline are pursued in the school.'

The Welfare and Protection of Pupils' Education and Libraries (NI) Order, Article 17 (2003), made Governors' 'duty of care' explicit and legally required them to have an active interest in all aspects of a school's activities that promote pupil welfare.

This Positive Behaviour Policy follows the guidance from the DENI document 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001). It aligns with our school's Pastoral Care Policy and the related Addressing Bullying-Type Behaviour Policy.

PUPIL VOICE

In February and March 2026, key stage 2 pupils were asked to list school rules that they felt were important. Suggestions were combined into a short list of rules for each area. This list was then reviewed with staff and parents.

AIMS OF THE BEHAVIOUR POLICY AND CODE

Positive behaviour is essential to:

- Foster effective learning;
- Build personal responsibility and self-discipline;
- Support respect for others' rights, ideas, and feelings;
- Maintain order and ensure a safe school environment.

This policy and the 'Respect' Behaviour Code aim to:

- Create a safe, supportive environment for effective learning and teaching;
- Highlight the role of discipline in achieving success;
- Apply consistent behaviour standards across the school;
- Set procedures for handling inappropriate behaviour.

Staff are expected to promote positive behaviour by acknowledging students' engagement and accomplishments, both within the school setting and in external activities.

INTRODUCTION OF THE 'RESPECT' BEHAVIOUR CODE

The 'Respect' Behaviour Code (Appendix 1) is based on the code used by Friends' School and adapted for the Preparatory Department. It was introduced to staff and pupils through a series of assemblies. The rules will be posted in prominent places around the school as reminders and each pupil will be given a copy to keep.

POSITIVE REINFORCEMENT AND REWARDS

A positive learning environment is key to effective teaching. Praise reinforces expectations and encourages good behaviour, while exceptional conduct earns rewards such as stickers, small gifts, or informing parents. Rewards may be given for high-quality work, notable effort, or courtesy.

Staff use professional judgement to select suitable rewards, as not all incentives are effective for every child, behaviour, or teacher. Sweets and chocolate are avoided in accordance with our Healthy Eating Policy.

Appendix 2 provides a general rewards hierarchy, but staff are encouraged to choose meaningful rewards for their class. P2-4 use Golden Time as a whole class behaviour strategy.

Group rewards are presented at assembly. P1-3 receives Class of the Week for earning the most playground points. P4-7 compete for House of the Fortnight, awarded every two weeks to the house with the highest points. The top house for the year wins the Behaviour Plate at Sports Day.

Parents are invited to let the Head of Department know if their child should be recognised for an accomplishment outside of school. Such achievements are highlighted on the 'Proud Cloud' noticeboard and featured in the school's monthly newsletter.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

Whilst this is a 'Positive' Behaviour Policy, where desirable behaviour is praised and rewarded, pupils must also be aware that they will face sanctions if they fail to follow the code. These measures serve as early interventions to encourage personal responsibility, foster self-discipline, and guide better decisions in the future. All disciplinary actions are managed confidentially between the pupil, their parents, and the School.

Sanctions are most effective when:

- All pupils understand the school's expectations and their responsibilities;
- Staff members set consistently high standards and monitor student behaviour carefully;
- Staff members apply an agreed-upon hierarchy of sanctions;
- Responses focus solely on behaviour rather than the pupil;
- Opportunities for restitution are offered.

Non-teaching staff may remind pupils about expected behaviour and issue a 'Stop and Think' Card. If the behaviour persists, the matter will be referred to the class teacher or, for serious incidents, to the Head of Department.

Sanctions are administered within a structured hierarchy and enforced consistently by teaching staff, ensuring that each sanction corresponds directly to the behaviour exhibited. A guide for pupils, staff, and parents is included in Appendix 2.

The class teacher must record any behaviour requiring a sanction and retain the pupil's Behaviour Reflection Sheet. This ensures that serious incidents are documented for future reference and can be accessed if parents or external agencies need to be involved.

Some pupils require an individual behaviour plan, with daily monitoring and tailored rewards or sanctions. A plan is created based on the child's age and needs, used for a set period, and agreed with their parents. Monitoring ends once the pupil can manage their own behaviour. Targets are set in clear, child-friendly language and reviewed regularly.

Frequent or severe misbehaviour is addressed by the Head of Department, and may lead to further action, such as referral to the Principal or removal from school.

Incidents that meet the legal definition of bullying type behaviours through application of the TRIP criteria will be addressed through the Addressing Bullying Type Behaviour Policy.

The appropriateness and effectiveness of the rewards and sanctions set out in Appendix 2 will be reviewed annually by staff, with input from pupils; this may be sought through surveys, class discussion, PASS data, or the School Council.

Policy approved March 2026

Appendix 1

FRIENDS' SCHOOL PREPARATORY DEPARTMENT POSITIVE BEHAVIOUR CODE

At Friends' School, we hold special values rooted in our Quaker background. These values are still important to us today.

Our goal is to help everyone do their best and feel safe and happy at school. Our school motto is 'seek those things that are above', which means we should always try to do our best and aim high.

We want to:

- help all children to discover what they are good at and to enjoy learning;
- help everyone feel good about themselves;
- help children learn about right and wrong, and think about big questions in life;
- work together with families and our community;
- help children get ready for life as they grow up.

ASPIRE

Our school values are very important and make up the word ASPIRE. This stands for Adventure, Sustainability, Peace, Integrity, Respect, and Equality. We try to show these values every day, and we want everyone at school to learn them too.

Adventure means trying new things, being brave in our learning, and exploring the world around us.

Sustainability means taking care of our planet, using things wisely, and not wasting resources.

Peace means being kind to ourselves and others, feeling calm and sorting out problems when they happen.

Integrity means being honest, always telling the truth, and doing what is right.

Respect means caring about yourself and others, using your talents, and helping our school family grow.

Equality means treating everyone fairly, accepting everyone for who they are, and celebrating what makes each person special.

Our school rules are based on showing **respect**.

RESPECT FOR OURSELVES

Self-respect means knowing you are important and treating yourself kindly. It helps you feel good about who you are and gives you the courage to try new things.

When you respect yourself, you make good choices, stand up for yourself, and don't let others treat you badly. You feel proud of who you are and work hard to reach your goals, not just to please others.

Self-respect changes how you act at school and everywhere else. It helps you treat yourself and others kindly, try your best when things are hard, and make good choices. When you know you are valuable, you act with confidence, kindness, and honesty.

Adults at our school help children feel good about themselves. When teachers and classroom assistants are kind and fair, children believe they can do amazing things. They want you to learn and grow, so they expect good behaviour and will help you understand what to do if you make a mistake.

OUR BEHAVIOUR CODE

RESPECT MYSELF AND OTHERS

I will

- be kind, considerate, and honest.
- always try my best and not give up when things are hard.
- use polite language, such as saying please and thank you.
- follow instructions from staff, house captains, and buddies promptly and respectfully.
- be gentle with my hands, feet and words. If I hurt someone, I will say sorry.
- tell an adult if someone hurts me.
- keep classrooms, cloakrooms, and corridors calm and safe.

RESPECT OUR SCHOOL

I will

- look after our school building and everything in it.
- tell a teacher if something gets broken.
- keep the school tidy and put litter in the bin.
- use the playground and school spaces carefully and safely.
- look neat and tidy in correct school uniform or sports kit.
- use computers and iPads sensibly when a teacher says it's okay and put them away neatly.

RESPECT LEARNING

I will

- arrive at school on time and remember to bring everything I need.
- walk into the classroom quietly, put my things away, and be ready to learn.
- join in during lessons and assemblies, try my best and listen carefully.
- do all my work, including homework, as well as I can.
- let everyone learn without disruption.

Children and teachers show **RESPECT** by following these **ROUTINES** together.

BEGINNING THE DAY

| I WILL | MY TEACHER WILL |
|--|---|
| <ul style="list-style-type: none"> • Come into the classroom quietly. • Smile and say Good Morning! • Put away my coat and school bag and bring the things that I need to my desk quickly and quietly. • Put my homework where it belongs. • Follow instructions and complete my first task quietly and carefully. • Let others complete their work if I finish first. | <ul style="list-style-type: none"> • Smile and say Good Morning! • Notice who is behaving respectfully. • Have a plan for the day. • Teach us how to start the day well. • Provide quiet activities to do if I finish before others. |

DURING WHOLE CLASS LESSONS

| I WILL | MY TEACHER WILL |
|--|--|
| <ul style="list-style-type: none"> • Sit in my own space. • Listen. • Put my hand up if I wish to speak. • Wait patiently for my turn. • Ask questions if I don't understand. • Follow instructions and work quietly and carefully. • Let others complete their work if I finish first. | <ul style="list-style-type: none"> • Teach a lesson that is at the right level for all children in our class. • Help me when I don't understand. • Allow me to work with my friends sometimes. • Provide activities to do if I finish before others. • Notice who is behaving respectfully. |

WORKING IN SMALL GROUPS

| I WILL | MY TEACHER WILL |
|---|---|
| <ul style="list-style-type: none"> • Move around quietly and safely and stay in my group until the work is finished. • Work together with others, taking turns, listening, and trying hard. • Solve problems in my group before asking the teacher. • Follow instructions and complete my task quietly and carefully. | <ul style="list-style-type: none"> • Make sure we understand what to do but may work with another group or pupil. • Explain what to do if we are stuck or finish before other groups. • Notice who is behaving respectfully. |

HALLWAYS

| I WILL | MY TEACHER & ASSISTANTS WILL |
|--|---|
| <ul style="list-style-type: none"> • Line up and walk in single file without overtaking others. • Stay on the left side of the hallway. • Keep my hands by my side or on the handrail on the stairs. • Walk quietly. | <ul style="list-style-type: none"> • Check that everyone is lined up and walking quietly in single file on the correct side of the hallway. • Look out to see who is behaving respectfully. |

CLOAKROOM

| I WILL | MY TEACHER WILL |
|---|---|
| <ul style="list-style-type: none">• Use the toilet at the start of break and lunch time.• Ask for permission to use the toilet during class time.• Go to the toilet quickly and quietly.• Wash and dry my hands after using the toilet.• Keep the cloakroom and toilet area tidy, and use my own peg• Respect other people's belongings and privacy. | <ul style="list-style-type: none">• Allow me to use the toilet (there might be a slight delay, but not too long).• Make sure that everyone uses the toilet respectfully.• Provide me with a cloakroom peg to use. |

PLAYGROUND AREAS

| I WILL | TEACHERS & ASSISTANTS WILL |
|--|---|
| <ul style="list-style-type: none">• Make sure I go to the toilet before I go out.• Line up and wait quietly to be taken to the playground by an adult.• Walk to the playground you have been told to use in single file without overtaking others.• Show respect to adults, house captains and buddies and follow their instructions• Be friendly to everyone and include those who ask to play.• Have fun by inventing a game, exploring nature, chatting with friends or doing anything else that is safe and allows everyone to enjoy their break.• Be gentle and kind to others.• Play football only when given permission to do so and understand that this is a privilege.• Treat the Guess How Much I Love You Garden with respect, and use it to read, draw, write, and play tabletop games.• Tidy up carefully when I am finished.• Line up quickly and quietly at the signal to do so. | <ul style="list-style-type: none">• Take us safely to the playground.• Help me if I have no one to play with or can't think of a game to play.• Move around the playground and check that everyone is behaving respectfully.• Listen and help if someone is unkind.• Make sure everyone gets a turn.• Take me to the toilet if I really need to go.• Look after me if I get hurt and take me to the nurse if necessary.• Help to tidy up.• Notice who is showing respect in the playground and lining up.• Give class points or house points for the best lines. |

DINING HALL

| I WILL | TEACHERS AND ASSISTANTS WILL |
|--|---|
| <ul style="list-style-type: none">• Go to the toilet before going to the Dining Hall.• Line up and walk to the Dining Hall in single file without overtaking others.• Show respect to all adults and follow their instructions. Say please and thank you• Line up quietly at the hatch, behaving sensibly and respectfully.• Always talk quietly.• Try everything on my plate or in my lunch box.• Use good table manners and not play with food, cutlery or my lunch box.• Clear my table sensibly and quietly (P4-7).• Line up quietly when told to do so and walk to the playground in single file without overtaking others. | <ul style="list-style-type: none">• Bring us safely to and from the Dining Hall• Help me to get my dinner or to open my packed lunch if I get stuck.• Help me to clean up spills.• Clear the table (P1-3).• Take me to the toilet if I really need to go.• Tell us to line up for the playground as quickly as possible. |

VISITS OUTSIDE OF THE PREPARATORY DEPARTMENT

We leave the Preparatory Department regularly to visit the Grammar School (e.g., for ICT or PE), the local area (e.g., the library or Wallace Park), to go to Salto or Lisburn Leisureplex or on school trips.

| I WILL | MY TEACHER WILL |
|---|---|
| <ul style="list-style-type: none">• Make sure I have everything I need before I leave my classroom.• Follow all instructions given by the teacher or other adults who are working with us.• Stay with the group.• Do all I can to stay safe when travelling by foot or bus and during the visit.• Remember I am representing the Preparatory Department and should behave with respect.• Make sure I leave no litter and bring all my belongings back to school. | <ul style="list-style-type: none">• Tell us what we bring and give us time to get ready.• Give clear instructions and reminders before we leave and during the visit.• Make sure we are all safe.• Notice who is behaving with respect.• Check that nothing is left behind. |

END OF THE DAY

| I WILL | MY TEACHER WILL |
|--|---|
| <ul style="list-style-type: none">• Wait for my teacher to tell me it is time to pack up.• Make sure everything at my table is tidied away properly.• Pack my school bag carefully and make sure I have my homework and everything else I need.• Listen carefully to any instructions about clubs etc.• Smile and say Good Afternoon!• Walk in single file to the gate, after-school club or an extracurricular activity. | <ul style="list-style-type: none">• Tell us when it is time to pack up.• Check the room is tidy before we leave.• Give reminders for extracurricular clubs and other important messages.• Notice who is behaving respectfully.• Smile and say Good Afternoon!• Lead us to the gate and wait with us until we are collected, if we are going straight home. |

Appendix 2

REWARDS AND SANCTIONS

HIERARCHY OF REWARDS

Staff are encouraged to use a range of incentives to reinforce expectations and commend outstanding conduct. This hierarchy outlines the recommended rewards frequently implemented within the Preparatory Department, organised by merit.

Not every reward works for every child, every behaviour, or every teacher; staff use their professional judgement when deciding on an appropriate reward.

| HIERARCHY OF REWARDS |
|--|
| Quiet verbal praise |
| Public verbal praise |
| Stickers or stampers |
| House Points (P4-7) or Class Dojo points (P3) |
| Golden Time (P2-3) |
| Treasure Box treat |
| Class of the Week (P1-3) or House of the Fortnight (P4-7) |
| Head teacher's Award |
| Official letter of praise sent home to parents |

HIERARCHY OF SANCTIONS

| LEVEL | BEHAVIOUR | SANCTIONS |
|----------|--|--|
| 1 | Examples are: <ul style="list-style-type: none"> Not remaining in seat Fidgeting with intent to distract Interrupting/shouting out Sulking Dropping litter Ignoring a request from a member of staff Over exuberance in the playground | Warning look from staff member |
| | | Staff member hand sign 'stop' |
| | | Rule reminder |
| 2 | Examples are: <ul style="list-style-type: none"> Cheek/answering back to any adult/inappropriate tone, eye rolling, muttering, etc. Rudeness to peers Spitting on the ground Overly slow completion of work Deliberately disrupting the class or encouraging others to be silly Inappropriate language, e.g. shut up, OMG Repeated level 1 behaviours | Stop and Think card given |
| | | Referral to Class Teacher Verbal reprimand |
| | | Yellow Warning Card and Reflection Sheet |
| | | Related sanction, e.g., moved in class, completing unfinished work, cleaning up mess |
| 3 | Examples are: <ul style="list-style-type: none"> Name-calling Deliberate defiance Offensive gestures Hitting back Destroying another child's work Lying Swearing and non-age-appropriate language Causing injury through rough play Refusal to work Repeated level 2 behaviours | Removal of House Points/ Golden Time |
| | | Red Consequence Card and Reflection Sheet. Referral to Head of Department |
| | | Break time detention with Head of Department |
| | | Lunch time detention with Head of Department |
| 4 | Examples are: <ul style="list-style-type: none"> Physical attack through loss of temper Spitting on a person Vandalism Stealing Deliberate damage to property Misuse of social media Persistent refusal to work Repeated level 3 behaviours | Consultation with parents |
| | | Behaviour Report |
| | | Supervised withdrawal from class |
| 5 | Examples are: <ul style="list-style-type: none"> Verbal and physical bullying type behaviours* Cyber bullying* Deliberate, premeditated physical attack* Leaving the school grounds Possessing or using illegal substances or weapons Any repeat of level 4 behaviours | Referral to Principal |
| | | Suspension |
| | | Expulsion |

GUIDE TO USE OF STOP & THINK, WARNING AND CONSEQUENCE CARDS



Stop and Think Cards can be given by any member of staff for Level 1 and 2 behaviours.



Level 2 and 3 behaviours requiring a yellow Warning Card should be reported to the Class Teacher who will issue the card.



Level 3 and 4 behaviours requiring a red Consequence Card should be reported to the Class Teacher who will issue the card. The incident should be reported to the Head of Department.

- Cards should be issued discreetly to the pupil concerned and NOT displayed on a class chart.
- All pupils who receive a Warning or Consequence card must complete a Behaviour Referral Sheet (appendix 3) and make up for their mistake with a related action, e.g., moving in class, clearing up mess, a sincere apology. Teachers should keep Behaviour Referral Sheets for future reference.
- Pupils who receive a Consequence Card also receive a detention with the Head of Department, further sanctions may be required according to the table above, depending on the incident.