



Swanmead Community School

Statutory Policy 3

School Behaviour

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First introduced in current format		Nov 2017
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For approval by:

Headteacher	
Signed by the above:	
Date:	

Summary of changes:

Date of change	Nature of change
December 2017	Alter Appendix 2, add BVPT aspect, remove 5 golden rules, add information relating to isolations and after school detentions
October 2019	Changes to reward system with abolishment of some rewards and introduction of e-praise
October 2019	Inclusion of additional sentences that reflect the fact that Swanmead is 'trauma aware'.
October 2019	Page numbers added
November 2019	Under 2.1, reference made, and link included, to the Adversity and Trauma-Informed Practice document.

Behaviour and Discipline Policy

1. Rationale & Introduction

- 1.1 All children have the right to learn and feel safe whilst doing so. In order to achieve this, they have also the responsibility to allow others to learn and feel safe.
- 1.2 Swanmead recognises the equal worth of each child and strives for fairness and support for all children in all school activities. We value respect and seek to create a strong sense of community within the school. The School uses restorative justice techniques for conflict resolution. Swanmead promotes active citizenship skills, good self esteem, open communication and team work. We believe that teaching positive behaviour, and supporting social and emotional skills are a key part of school life. Medium and long term individual and group work can be done by support staff in the HUB (Helping Understand Behaviour). Parents, staff and relevant external agencies can all be involved.
- 1.3 Through a range of teaching strategies, the school will engage all pupils in meaningful and challenging experiences, promoting motivation for all, whatever their learning needs.
- 1.4 Classroom behaviour management is based on the principles of reinforcing positive behaviour and correcting negative behaviour so that children will increasingly make good choices for themselves. We aim to be more trauma-informed as a staff. For example, we encourage staff not to use "why" when discussing behaviour with a pupil.
- 1.5 Adults will help children to make good choices by giving clear instructions and offering regular feedback (supportive and corrective) on how children meet expectations. This must be done consistently in order to avoid confusion for the children. Subject to staff agreement, we encourage staff to resolve any issues with pupils at the earliest opportunity. For example, if a child is removed from a lesson, the class teacher should address the matter with them as soon as possible, This could be done immediately after a lesson, or even during it with a member of the senior management team briefly covering the teacher while they step out to speak with the pupil in order to find a way to bring the child back into the lesson in a positive manner. A child will thrive through having positive relationships. A traumatised child needs consistent boundaries and to be aware that adults support and care for them. Bruce Perry, Child Psychiatrist and specialist in childhood trauma wrote, "The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love."
- 1.6 The school will, when possible, respond to, or at least acknowledge, all allegations and incidents within 24 hours (Monday to Friday).

2. Relationships to other policies

- 2.1 This policy should be read in conjunction with policies on attendance, teaching and learning, gender equality, SEN, anti-bullying, school visits, drugs and those related to disability, as well as the Adversity and Trauma-Informed Practice document, which can be found on the young minds website at:

2.2 This policy reflects the DSS Guidance to Schools relating to School Discipline and Pupil Behaviour. (DSS 06/07 32)

3. **Recognition of Positive Behaviour**

3.1 The system of reward and incentive supports the recognition process. The reward system will be explained to pupils during induction and throughout their time at Swanmead, mainly by tutors and class teachers.

The whole school strategies through which positive behaviour is recognised are shown in **Appendix 1**.

4. **Correcting inappropriate behaviour**

4.1 The expectation is that everyone will routinely remind and refocus those who are causing a concern through agreed procedures including during Tutor Time. A summary of the roles, responsibilities and consequences relating to various types of inappropriate behaviour are summarised in **Appendix 2**.

4.2 Classroom 'discipline hierarchy'. This is a series of corrective actions (warnings) which are applied to manage pupils who make poor behaviour choices. In most situations, the steps are followed in sequence, although in some circumstances steps may be omitted. The next lesson / session *must always* be a fresh start. The steps are as follows:

1. In-class corrective (4.2.1)
2. Behaviour continues, reminder of corrective and the consequence if the behaviour still continues (4.2.2)
3. Action consequence. Own-time consequence. (4.2.3)

4.2.1 In-class correctives. These include a reminder of the available sanctions, time out (if a classroom assistant is available to supervise it), moving seats, putting a child's name on the board, being kept behind at the end of a lesson for a quick verbal reminder of behavioural expectations for the next lesson / session. No further action taken at this stage.

4.2.2 Formal warnings should be made clear to children. Behavioural expectations should be made clear with the warning. The progression stages of formal warning are detailed in **Appendix 2**

4.2.3 Own time consequences. These could take place at break or lunch (10-15 minutes of the pupil's time is suggested as guidance). It can include catching up on the missed work, practising a routine, or 'community service', depending on the behaviour. Work could be set that could be handed in the next day. A lunchtime O.T.C must allow time for the pupil to have their lunch (preferably this should take place after a child has had the chance to have lunch). Taking this action must always result in a follow up ***structured conversation setting targets for the next lesson / session***. This meeting must be noted in the Pupil Planner as an appointment with the teacher/adult.

The adult must complete a behaviour log on SIMs (see **Appendix 3**) for any behaviour resulting in an own-time consequence or 'Call Out'. A weekly list of behaviour issues is emailed to all staff via the HUB Team.

- 4.3 **Persistent poor behaviour.** It is recognised that whilst not the norm, some children may choose not to correct their behaviour or may be unable to do so. Where there are ongoing concerns, teachers should seek support from the form tutor to bring about change. If the behaviour is severe and/or very prolonged the class teacher and/or tutor should seek advice from HUB staff. The following guidance should be used when dealing with persistent poor behaviour.
- 4.3.1** If a child fails to complete or attend an own-time consequence, it will be re-set and the appointment noted in the Pupil Planner to inform parents. Further failure to attend will result in a member of the SMT supporting attendance of pupils at O.T.C or them being issued an After School Detention. Inappropriate behaviour during an own time consequence should result in a call-out to SMT.
- 4.3.2** Tutors should support teachers if tutees repeatedly get in-class or own-time consequences. Parental contact can be arranged and relevant actions and targets agreed. These should be recorded in the child's planner. If it is felt that the behaviour needs further investigation the HUB should be approached for extended support. This will include parental meetings and, where necessary, support and advice from external agencies. HUB staff will arrange this and will keep tutors informed. Please note, long-term HUB projects and unsatisfactory parent responses are overseen by a Senior Teacher or the Headteacher.
- 4.3.3** If none of the above actions bring about behaviour change, the tutor should refer to a Senior Teacher or the Headteacher for support.
- 4.3.4** At the discretion of the Head / Senior Teachers – (who monitor behaviour on a weekly basis), pupils who accumulate numerous Own Time Consequences or Call Outs within short periods of time will be given an internal exclusion day. This will involve working in the HUB, contact with parents and where possible tutor, and support from the HUB in bringing about change.

Further concerns will then result in a fixed term exclusion and at the discretion of the Headteacher, could involve a meeting with the Governor Disciplinary Committee.

- 4.4 In some cases it may be appropriate, at the discretion of professional judgement, to miss stages of the discipline hierarchy. This will be regarded as a Serious Incident. A member of SMT will then manage the situation. Examples are set out In Section 5.

5. **Serious Incidents.**

- 5.1 Serious incidents are defined as:
- Serious risk / harm to others or self
 - Damage to property
 - The child is ignoring adult instructions and causing serious disruption to others' learning.
 - Assault.

- Proven bullying.
 - Swearing at a pupil/adult.
 - Theft.
 - Smoking and / or use of illegal substances.
 - Failure to attend re-set OTC after parent contact and re-scheduling.
- 5.2 If any of these situations occur during a lesson, a responsible pupil should be sent to the main office to request assistance. The request will be directed to a member of the Senior Management Team.
- 5.3 In the event of a call out the member of SMT will remove the named pupil from the lesson and then make a professional judgement as to how they manage the situation.

Dependent upon the pupil's personal circumstances and the situation, the SMT may use any of the following options: Time out; return to the classroom once the pupil has settled; referral to the HUB for support. Internal exclusion must be followed by SMT contact with parents explaining the action taken.

- 5.4 All serious incidents must be recorded on SIMs. The member of SMT who responded to the incident must enter any additional information onto SIMs.

6. **Lunchtimes**

- 6.1 Positive behavioural reinforcement can also be applied to lunchtime behaviour. The equivalent to corrective behaviour is an 'on the spot' consequence such as a timeout. This is followed by a conversation and warnings where necessary. Own time consequences may be given following the warning if negative behaviour continues. The consequence for poor behaviour during play will be actioned initially by the senior lunchtime supervisor who will make reference to SMT where necessary. Consequences will be actioned at the earliest possible time.
- 6.2 The lunchtime supervisors speak regularly with the senior lunchtime supervisor to discuss any behaviour concerns. The senior lunchtime supervisor will record all relevant consequences on SIMS. A child who exhibits continuous negative behaviour during lunchtime could be asked by the Headteacher to go home for lunch for a nominated period of time.

7. **Pupil behaviour outside school premises:**

- 7.1 The School will use its statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff.
- 7.2 The School Behaviour Policy will apply when a pupil is engaged on a day trip, visit, residential, sporting event, walking to and from school and when wearing school uniform.
- 7.3 The School will actively communicate with parents and others outside school about the standards expected by Swanmead pupils when in school uniform. These groups will receive a letter informing them of the school contact and the action the school will take.

8. Sources of pupil support

8.1 In school

- Tutors, support staff
- HUB team e.g. emotional literacy assessments, time out, anger management, supporting an attachment disorder, helping those with severe medical conditions, social exercises, attendance issues, in class observations / support, conflict resolution, pastoral support sessions, etc.

8.2 External Agencies

- Parent and Family Support Advisor
- Educational Psychologist
- Locality Team - CAMHs & Behaviour Improvement Worker
- School Nurse
- Education Attendance Officer
- Get Set

9. Confiscation

9.1 The School will confiscate any pupil's property which is deemed to be a health & safety hazard, or something that could disrupt learning. Staff may give special permission to allow non-dangerous items into school for a specific learning activity. Parents must be informed of this situation.

9.2 Any member of staff has the right to confiscate. A member of SMT must be informed and the confiscated item must be taken by the member of staff to the school office to be logged. Non-dangerous items will be returned to the pupil to take home at 3.30 p.m. In the case of mobile phones, the item will be kept until the parent arrives to collect it. However, Year 8 children will have the privilege of having the option to keep their mobile phone on their person. The ruling will be that the phone is switched off. The item will only be confiscated if it goes off during the school day and is heard by a member of staff.

9.3 Confiscated dangerous or illegal items will, depending on the item, be either returned to the parent or the Head / Senior Teachers will contact the community police and parents will be informed.

10. Roles and responsibilities

10.1 Swanmead recognises the pertinent Teachers' Standards (September 2012) in relation to behaviour management. The roles and responsibilities are also shown in **Appendix 4**.

11. Monitoring and Evaluation

11.1 Day-to-day information will be shared by way of the staff room white board as well as computerised systems, green sheet, email, weekly pupil update.

11.2 A Behaviour log using SIMs is completed when an own-time consequence or home contact consequence is given. (**Appendix 3**). Weekly reports are produced for reviewing by tutors, Senior Teachers, Headteacher and pupil support team.

11.3 The Headteacher and SMT will consistently use the following tools to ensure the effective implementation of the Policy:

- Lesson observation
- Pupil interview
- Questionnaire. (School based and external) of pupil, parent and staff.
- Feedback from the House Captains and Tutor Group Captains, SCOFF and staff.

11.4 The Governing Body are responsible for monitoring and evaluating this policy. The Headteacher report will include information relating to exclusion rates and patterns of pupil behaviour.

11.5 This policy will be reviewed every other year or earlier if legislation should change. Consultation with the Headteacher, HUB team and appropriate senior member of staff will take place prior to any amendment. Additional information from external independent review will also be used.

12. **Behaviour and Vulnerability Profiling Tool (BVPT)**

12.1 The School is committed to using the Behaviour and Vulnerability Profiling Tool as a means of closely monitoring the current needs and requirements of pastoral care required by individual young people.

12.2 All teaching staff to submit data each term relating to the children in their classes; this includes areas such as emotional intelligence, relationships with others, attendance and the school's relationship to home.

12.3 A member of the school's HUB Team is to collate the data and present at Staff Meetings so that children can be discussed and identified as in need further pastoral support.

Appendix 1

Strategies for promoting positive behaviour.

1. **Praise** and feedback relating to an appreciation of pupils achievements and conduct throughout the school can be given by anyone. This should be done regularly and consistently.
2. **Epraise Points.** These are awarded to pupils in all year groups. When appropriate, Epraise points can be allocated by any member of staff and, when relevant, **every** teacher at the end of **every** lesson.

Epraise points to be awarded for:

1 Point – above expected standard in a lesson (e.g.) answering a question well

2 Points – above expected standard and showing initiative and independence (e.g.) working solo

3 Points – long term/unit of work above expected standard

4 Points – accumulation of points or showing resilience with sustained application

5 Points – Award related: Mathematician of the Week, Reader of the Half Term, Nomination for Success Shield, Receiving of Headteacher's Certificate

Categories for awarding Epraise points (from September 2019)

Effort

Excellence

Initiative and Independence

Resilience

Team Work

Milestones and Awards (from September 2019)

Bronze – 50 Points – Automatic Accolade – Non Uniform Day Entitlement on stated Half Term Days

Silver – 100 points – Automatic Accolade – Afternoon Off Timetable on stated Half Term Days

Silver is the milestone expectation for children in Year 7 wanting to attend the Great Wood Trip Silver is the milestone expectation for children in Year 8 wanting to attend the end of year Brean Trip

Gold – 200 points – Automatic Accolade – Afternoon in the Park on stated Half Term Days

Sapphire – 300 points – Automatic Accolade – Party Invitation on stated Half Term Days

Ruby – 400 points – Automatic Accolade – Takeaway Meal at lunchtime/BBQ event

Platinum – 500 points – Automatic Accolade – TBD

3. **Success Cups.** These are awarded at the end of each half term to the pupil who, in the opinion of their teachers and / or learning support assistants has made sustained progress in effort and / or achievement in a Behaviour, Social or Academic context. A letter will be sent home to parents stating the reasons why the shield has been awarded.

- 4. Positive Praise Postcards.** Each subject can issue a positive praise card to any individual who is worthy of a specific note home for positive attitude, effort, standard of work, helpfulness, etc.
- 5. Attendance Awards.** Certificates will be awarded on an annual basis to pupils with 100% attendance. Pupils with 100% attendance for the term will receive a positive post card during the final assembly of each term.
- 6. Head Teacher's Certificate.** These are issued when a pupil has produced an extended piece of work (work over a series of lessons, final assessment/test, half termly project etc) where noticeable and sustained effort has been given or where excellence has been achieved.
- 7.** The school further recognises pupils' achievement through:

Governors' Awards. Book tokens and certificates for achievement are awarded at the end of each academic year for effort and achievement in every subject. The subject co-ordinator nominates award winners who receive their prize at the Governor Awards Evening.

Headteacher Award. A cup is awarded at the discretion of the Headteacher in recognition of any aspect of school life, or individual performance within the academic year. The award may go to an individual or group of pupils.

Rotary Community Cup. The Ilminster Rotary Community Cup is presented to a pupil who enthusiastically and positively demonstrates and participates in promoting a positive school spirit.

John Wilson Memorial Shield. This shield is presented annually by the Chair of the Rotary Club in memory of John Wilson, Headteacher at Swanmead from 1975 – 1984.

The shield is awarded to the pupil who in the eyes of Swanmead staff has, throughout their time at Swanmead: always given of their best, co-operated fully with peers and staff, behaved in an exemplary manner, represented the School in sport, music, drama or other spheres, shown initiative and maturity of thought / attitude and achieved academically in relation to their potential.

MP Award. The MP Citizenship award is given to an outstanding school citizen who has been an inspiring leader in a variety of aspects of Swanmead life through positive involvement in school activities.

Ilminster Lions Award for Endeavour. This award is for the pupil who has made the most of their educational opportunities through difficult or challenging circumstances.

The Spurway Cup. This Cup is awarded to the pupil who has made a significant contribution to school sport, both participating in school teams and involvement in extra – curricular / house activities.

The Alison Rose Trophy for Art. The Alison Rose Trophy for Art is awarded to the pupil who has consistently displayed sustained effort and high attainment in art.

The Warehouse Theatre Award for Performing Arts. The Warehouse Theatre Award for Performing Arts is awarded to the pupil who has displayed a high level of commitment and involvement within school performing arts.

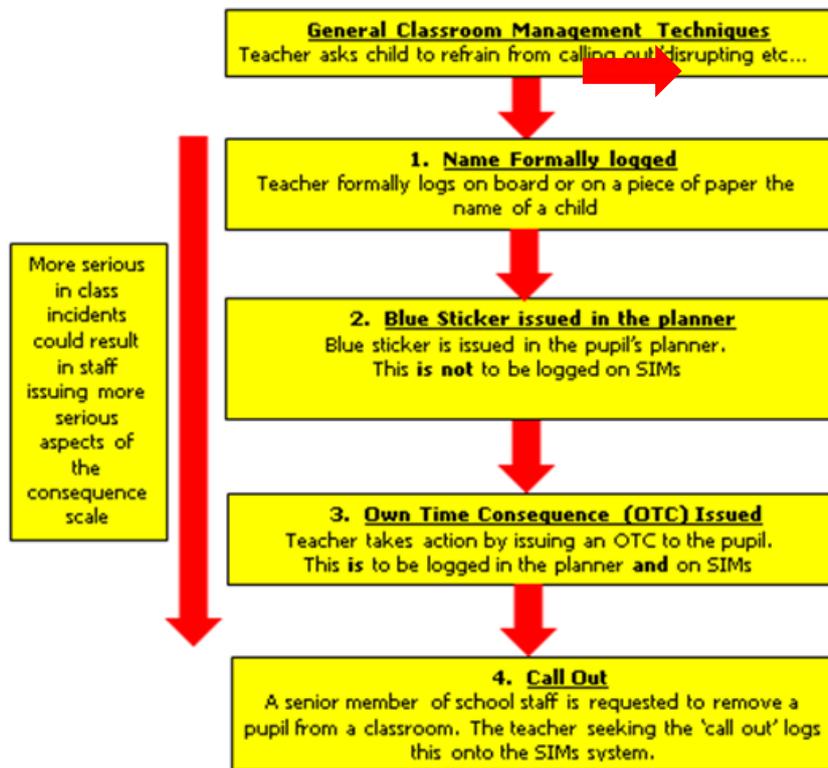
The Ann Kivett Ambassador Cup

Awarded to a pupil who has shown unrivalled commitment and energy to the school through high attendance, dedication to extracurricular clubs and through ensuring that the best features of the school are always promoted

Appendix 2

Sanctions

The system for dealing with in class behaviour



The sanction equation

Call Out = After School Detention

X 3 OTCs in a Half Term = After School Detention

X 5 Blue Stickers in a Half Term = After School Detention

Appendix 3 - Recording Behaviour reports on SIMS

- Double click on SIMS.
- Put in user name and password.
- When SIMS page opens single click left button on the icon showing 2 triangular flags; a green one in front of a red one, on the tool bar. This is the 'Student Behaviour' icon.
- In the empty box entitled 'Surname' type the surname of the child whose record you wish to open.
- Click OK or press the enter button.
- If there is more than one child with the same surname a list will appear.
- Highlight the child you want and double left click.
- The Behaviour Management file for that child will open.
- Section 3 is entitled 'Behaviour'. Left click once on the blue envelope labelled 'new'. A new window will open.
- In the box entitled 'Type' click on the grey menu button (it has a black triangle on it). A menu with the same list as the yellow OTC sheet and the orange Serious Incident sheet will appear. One of these must be selected by left-clicking on it once.
- Moving down to the box labelled 'Date' this must be filled in with the date the reported behaviour occurred. Click on the calendar icon and double click on the date you require.
- Moving to the right of the screen you will find a box entitled 'Location.' This is the place where the poor behaviour happened. Click the menu button and select one from the drop down menu by double clicking it. For example, it happened in art or maths. Break and Lunchtime are also options.
- Beneath this is a box labelled 'Time.' This refers to when the behaviour occurred, e.g. Lesson 1, 2, 3, etc. Break and Lunch are again options.
- Below this is a red box entitled 'Status'. This MUST be completed. Press the menu button and double click on 'Resolved'.
- Scroll down to a box on the left labelled 'Action Taken'. The menu button will give a list of sanctions. Double click one.
- Opposite this box is one saying 'Date of Action.' This must show the date the sanction was given. Use the calendar to find the date.
- Below this is a large box labelled 'Other Staff Involved'. If there is a grey bar in the box click on delete. Then click on 'New'. A box called 'Staff Details' will open. Click on the magnifying glass. Type your surname in the appropriate box. Double click on your name.
- In the box marked 'Role' click the menu button and double click on your school title, e.g. class teacher.
- Click the box that says 'OK'.
- In the window that now remains click the box at the bottom that says 'OK'.
- Under the words 'Behaviour Management' at the top left of the screen click 'Save'.
- If you wish to look at someone else's behaviour list click 'Browse' and start again with their surname.

How to check an individual child's OTCs

- Log onto SIMS
- Click on the 'Run Report' icon – it looks like a block graph with a cog on it.
- Double click 'Focus'.
- In the new menu double click 'Student'.
- A new menu will appear in alphabetical order. Find "Behaviour Listing Individual Student" and double click.
- A new box will open with 2 areas to be completed. On 'Year Group' click all years you want to look at. For example, if it is a child in year 7 that you want to check click Year 07.
- In the area marked 'Reg Group' select your tutor group and click the empty box until a tick appears.

- Click OK.
- After a while a report will appear showing every child in that year and tutor group. Scroll down to find the child you want. Every OTC the child has been given will be there, including those from previous years.

How to check the behaviour log of your tutees

- Log onto SIMS
- Click on the 'Run Report' icon – it looks like a block graph with a cog on it.
- Double click 'Focus'.
- In the new menu double click 'Student'.
- A new menu will appear in alphabetical order. Find "Behaviour Report by Reg Group." Double click.
- Another menu will come up – parameters for a report. All 3 areas **MUST** be completed.
- In the first area enter the dates you wish to search, e.g. value 1 may be 1st September 2012 and value 2 may be today's date.
- In the 'Year Group' section click the appropriate empty box so that a tick appears next to the relevant year group/s that is in your tutor group. For example, MRC will only need to tick Year 05, while HMH will have to tick Year 06, Year 07 and Year 08.
- In the 'Reg Group' section only tick your tutor group.
- Click OK.
- An Excel spreadsheet will appear listing all relevant children in the tutor group. It will show the number of OTCs for each child given during the specified time period. This is the Report Data.
- At the bottom of the page you will find 'Chart 1.' This will give you a bar graph of your data.
- 'Sheet 1' will just show the total number of OTCs for that tutor group.

Appendix 4.

Roles and responsibilities

Teachers' standards relating to performance regarding behaviour management.

- Establish a safe and stimulating environment for pupils, rooted in mutual respect. (1a)
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. (1c)
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, *in accordance with the school's behaviour policy.* (7a)
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. (7b)
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. (7c)
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. (7d)
- Make a positive contribution to the wider life and ethos of the school. (8a)
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. (8b)
- Communicate effectively with parents with regard to pupils' achievements and well-being. (8e)

The role of the Governing Body is to:

- establish, in consultation with the Headteacher, staff, parents and pupils the policy for the promotion of good behaviour and keep it under review.
- ensure the policy is communicated to parents and that the expectations are clear
- report annually to parents on the success of the policy through the School Profile
- form a discipline committee to consider any exclusion appeals on behalf of the governors.

The Role of the Headteacher is to:

- implement the school behaviour policy
- ensure the health, safety and welfare of all children in the school.
- promote high standards of behaviour with all members of the school community at all times
- state expectations for behaviour in the school prospectus,
- meet parents where there is conflict between parents and staff
- give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.
- report to governors, when requested, on the effectiveness of the policy.
- be responsible for the implementation and day-to-day management of the policy and procedure guidelines
- advise colleagues and parents on all aspects of behaviour management
- maintain effective recording procedures (supported by behaviour admin. personnel)
- lead and co-ordinate provision for pupils identified with social/emotional behaviour needs (this may be through the involvement of external agencies and/or the deployment of the Pupil Support Assistants)

The role of the Teacher and Learning Support Staff is to:

- ensure all pupils receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials
- maintain a high quality learning environment which encourages good behaviour
- in a constructive manner, teach and display the agreed behaviour rules
- have regard for the Code of Practice when teaching pupils with social/emotional, mental health needs.
- in collaboration with the SMT develop, implement and review behaviour plans

- provide pupils with a good role model at all times
- inform parents immediately if there are concerns about their child's welfare or behaviour
- ensure that the policy and associated guidelines are followed

The role of the Tutor is to:

- support teachers in meetings with parents of pupils where there are on-going concerns about their child's welfare or behaviour.
- in a constructive manner, discuss behaviour at whole tutor group and individual level
- take an active interest in the welfare of all members of their tutor group

The role of the pupil is to:

- behave according to the five agreed rules at all times
- develop a sense of responsibility for their own behaviour
- report any incidents to their Tutor which they feel undermine the safety and security of the school community

The role of the parent is to:-

- support their child's learning, and cooperate with the school, as set out in the home-school agreement
- take responsibility for the behaviour of their child both inside and outside the school
- support the actions of the school if sanctions are needed to correct their child's behaviour
- contact the teacher if they have concerns about the way their child has been treated. If the concern remains, they should contact the Headteacher.

The role of the HUB (Helping Understand Behaviour) is to:-

- Settle the pupil to learn
- Assess any prolonged behavioural issues
- Work with families and children to develop behaviour strategies both in school and at home
- Support all school staff with information relating to specific children and their needs
- Support the inclusion of all children
- Support a child who is internally excluded
- Provide a safe area for a child who is struggling with any social, emotional or mental health issue
- Support SMT with behaviour plans, medical plans, SEN information and any other relevant information about a child/family
- To manage part-time timetables for children who require this
- Liaise with external agencies who are supporting specific children
- Have enough chocolate and be a place to vent for any staff who need it
- Be a shoulder to cry on and an ear to listen

The role of SMT:

- Support all teaching and support staff to implement the policy effectively.
- Promote high standards of behaviour with all members of the school community and all times.
- Meet parents where there is a conflict between parents and staff
- Share responsibility for the implementation and day-to-day management of the policy and procedure guidelines.
- Maintain effective recording procedures.