

Balerno High School



Positive Behaviour Policy

Building relationships and developing a rights respecting ethos



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1. Rationale

Discipline is not seen by the school simply as a response to those who will not conform, but rather is used to emphasise the positive aspects of behaviour and learning. The Positive Behaviour policy seeks to minimise any actions which may hinder the education of students. Instead everyone is encouraged to cultivate an acceptance of and responsibility for their own actions and the consequences of these for themselves and others. Through this positive approach, students are encouraged to subscribe to guidelines of 'excellent behaviour' thereby creating a school climate in which effective learning takes place.



Article 28: Every child has the right to an education, where discipline respects children's dignity and their rights.

As an aspiring level 1 Rights Respecting school we are committed to ensuring that our policies reflect and support pupils' rights. By encompassing these rights we are able to create a guide for all staff to enhance positive behaviour across the school community. This policy looks to provide staff with a greater understanding of the ethos and values the school promotes: clarity on responsibilities for all; advice on procedures and systems; practical advice on developing and supporting positive behaviour.

Whilst still clarifying the systems and procedures for promoting positive behaviour at all levels across the school, this policy places particular emphasis on the value of recognising and rewarding positive behaviour as the most effective tool in promoting positive relationships.

2. Vision and Values



Article 12: Respect for the views of the child. Ensuring that children have the right to an opinion on matters that directly affect them.

Note – This will be added once the process of discussion with staff and pupils is complete.

3. Accountability and Responsibility



Article 29: Goals of Education: Children’s education should develop each child’s personality, talents and abilities to the fullest. It should inform children of their responsibility to respect others, human rights and their own and other cultures.

At Balerno High School positive relationships between staff, pupils and the wider school are central to our policy for enhancing positive behaviour. After consultation with stakeholders, our school charter (appendix 3) provides a clear understanding of the role that staff and pupils have in creating an ethos that demonstrates mutual respect and understanding for all.

The charter is split into three sections outlining the agreed actions that each person has in developing positive relationships. Along with these, more specific responsibilities for senior leaders are outlined in appendix 6. The agreed responsibilities are as follows:

Pupils will:

- Strive for excellence and a lasting appreciation for learning
- Take on an active role in the life of the school
- Ensure everyone is prompt for lessons and engaged in what we are being challenged to do
- Take opportunities, be curious and try new experiences
- Include everyone in what they do and accept others as they are
- Respect each other’s views and express their views without hurting others

Adults will:

- Strive for excellence and ensure that the best interests of the child are a priority
- Create a learning environment that supports and challenges pupils to use and develop their personality, skills and abilities
- Respect the views of the child and treat each pupil fairly and as an individual
- Create a learning environment where individuality and diversity is welcomed and celebrated
- Create a learning environment where pupils are encouraged to be mutually respectful and share their views

We all will:

- Promote a respectful, safe and positive learning environment by following the school charter
- Make the most of every situation, enabling us to learn and become more responsible citizens
- Set ourselves challenging targets that help us to improve in all areas of life
- Promote an environment where individuality and diversity is shared and welcomed
- Place respect at the heart of our community

4. Recognising and supporting positive behaviour



Article 28: Every child has the right to an education, where discipline respects children’s dignity and their rights.

Many pupils in the school are worthy of praise in their day-to-day conduct in classes and around the school. The Positive Behaviour Policy reflects this and staff members are encouraged to reward those individuals who perform above and beyond the expectations we have for all of our pupils at BHS. The policy also recognises that there are times when pupils need additional support in maintaining positive behaviour and encourages staff to record and report incidents of concern to ensure that the individual is appropriately supported to develop and improve pupils’ behaviour. School staff work with pupils, parents and, where relevant, outside agencies to continually encourage all pupils to meet high standards of behaviour in all aspects of the community.

Merits

Pupil Councils have deemed the use of the Merits system on Seemis to be an appropriate and more valued method for recognising positive behaviour. This system will be implemented in session 2015/16. The policy recognises that each individual, class and teacher will recognise and reinforce positive behaviour through a variety of methods e.g. stamps, verbal praise, postcards. A Merit is a formal record of positive conduct or performance which should be awarded to any pupil who fulfils the criteria outlined below. A record of this is then stored on Seemis and can be accessed by all staff.

Criteria for Merits

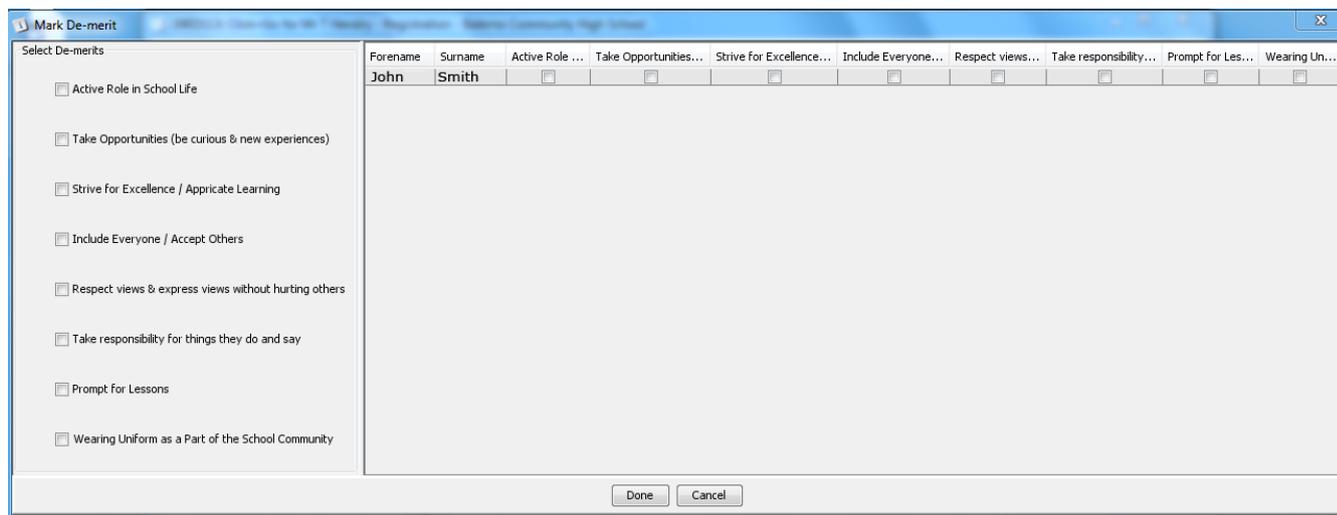
Linked to the responsibilities outlined in the school charter, the table below provides criteria staff can use to allocate merits to those pupils who are consistently displaying positive behaviour and contributing to a Rights Respecting ethos.

What pupils will do consistently...	Examples of consistent positive behaviour -
<ul style="list-style-type: none"> Strive for excellence and a lasting appreciation for learning 	<ul style="list-style-type: none"> Showing enthusiasm and hard work Determination to improve and meet targets
<ul style="list-style-type: none"> Take on an active role in the life of the school 	<ul style="list-style-type: none"> Representative for the school Assist at a school event
<ul style="list-style-type: none"> Take opportunities, be curious and try new experiences 	<ul style="list-style-type: none"> Show initiative or creativity Determination in the face of difficulty
<ul style="list-style-type: none"> Include everyone in what they do and accept others as they are 	<ul style="list-style-type: none"> Take the lead in a group or team Support others to learn
<ul style="list-style-type: none"> Respect each other’s views and express their views without hurting others 	<ul style="list-style-type: none"> Listen and contribute to group discussion Show understanding even in disagreement
<ul style="list-style-type: none"> Take responsibility for things they do and say 	<ul style="list-style-type: none"> Being polite and responsive in class discussion Understanding and accepting of constructive feedback
<ul style="list-style-type: none"> Ensure everyone is prompt for lessons 	<ul style="list-style-type: none"> Turn up on time for class and ready to start the lesson

How to Award a Merit

Merits can easily be allocated to pupils in a number of categories via the use of Seemis. Teachers are recommended to update merits and demerits at the end of a period before closing down the class register for that period:

Application => Attendance => Display Register => Merits/Demerits



Award Merit => Select Category/Categories => Click Done when finished

The following pathway can also be followed by Group Tutors and teaching staff:

Application => Behaviour => Merits by Class

This will allow teachers to select any class, choose the period for which the Merit is appropriate and allocate it to the pupil(s).

Monitoring

- Pupil Support Leaders, Year Heads and a member of the RRSA group will make a monthly check of the progress of pupils and will share this with staff.
- Any pupil achieving thirty Merits or more in a term will have a Positive Postcard sent home to parents to commemorate their successes and will also earn 20 House points for their House. This will be monitored by the Year Heads and can be celebrated during pupil support periods.
- If a teacher feels an individual has demonstrated outstanding behaviour while representing the school they may provide a Positive Postcard. This however shouldn't be given to all representatives (they would get a Merit) but reserved for individuals who go over and above. This would then be emailed to a member of the RRSA team for monitoring and Office Staff for sending out the postcard.
- At the end of the academic year pupils who demonstrated all their rights and responsibilities consistently can be presented as a Rights Ambassador during the achievement evening

This system will be reviewed on a regular basis as the process becomes embedded.

Demerits

A Demerit is a formal means of recording minor misdemeanours or lack of progress and can be made by staff using the same approach in Seemis as is outlined for Merits. Demerits will complement the current Referral system, clarified later in this document, and will serve as a means of recording behaviour and conduct that is contrary to agreed pupil expectations yet not severe/consistent enough to warrant a referral.

Criteria for Demerits

Linked to the responsibilities outlined in the school charter, the table below provides criteria staff can use to allocate demerits to those pupils who are consistently neglecting their agreed responsibilities.

What pupils will do consistently...	Examples of consistently not meeting responsibilities -
<ul style="list-style-type: none">• Strive for excellence and a lasting appreciation for learning	<ul style="list-style-type: none">• Lack effort or motivation in lessons• Lack of motivation or focus to complete work to the required standard
<ul style="list-style-type: none">• Take on an active role in the life of the school	<ul style="list-style-type: none">• Harming the reputation of the school
<ul style="list-style-type: none">• Take opportunities, be curious and try new experiences	<ul style="list-style-type: none">• Lack of preparation to ask for support• Giving up and not completing homework or tasks
<ul style="list-style-type: none">• Include everyone in what they do and accept others as they are	<ul style="list-style-type: none">• Making fun of others because they find a task difficult• Alienating others because they are different
<ul style="list-style-type: none">• Respect each other's views and express their views without hurting others	<ul style="list-style-type: none">• Not allowing others to share opinions or views• Talking over other people and not listening during lessons
<ul style="list-style-type: none">• Take responsibility for things they do and say	<ul style="list-style-type: none">• Having their mobile phone out at inappropriate times that could invade privacy of others or distract learning• Showing no acceptance that behaviour was inappropriate (swearing, speaking out etc)
<ul style="list-style-type: none">• Ensure everyone is prompt for lessons	<ul style="list-style-type: none">• Turning late to class regularly with no reason
<ul style="list-style-type: none">• Wearing uniform and being part of the school community	<ul style="list-style-type: none">• Wearing all items of uniform

- All teaching staff will be able to record Demerits as and when they arise.
- This information will be available to other staff, particularly Pupil Support Leaders and Year Heads. Personal Support Tutors will be provided with weekly printouts for their class (by member of RRSA steering group) and this should be used in discussion during target setting sessions.

All pupils will be updated as to progress by the Personal Support Tutor

For more significant concerns, the school Referral System should be used so immediate action can be taken by appropriate staff.

5. Restorative approach in the classroom



Article 12: Respect the view of the child: Children should have their opinion heard and taken into account when in matters that directly affect them.

Balerno High School encourages and promotes the use of restorative practices in the classroom and community and aims to ensure that all staff understand the principles behind this practice and feel confident in using the associated strategies. This policy aims to highlight this strategy as an important tool to enhance positive behaviour and protect pupils' rights.

Why use Restorative Approaches?

"It is recognised that restorative approaches can:

- *manage the varied expectations of behaviour standards which exist among all school staff*
- *help develop a whole school positive ethos*
- *encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships, or terminates them in a positive way*
- *support any necessary sanctions by processes of learning and reconciliation"*

(Source: www.restorativepractices.org)

Balerno High School staff recognise that restorative approaches offer a powerful approach to promoting positive relationships in schools and supporting positive behaviour management. We know and value the fact that individuals respond best to those in authority when they do things with them, rather than to or for them and are most likely to change their behaviour when this is the case. Restorative Approaches can be used in dealing with a wide range of discrepancies in and out of the classroom. Restorative approaches do not occur in place of sanctions, but support the effectiveness of the systems in place, ensuring a fair process occurs.

Fair process involves the following four key principles:

- **Respect** – for everyone by listening to other opinions and learning to value them;
- **Responsibility** - taking responsibility for your own actions;
- **Repair** – developing the skills within a school community so it's individual members have the necessary skills to identify solutions that repair harm;

- **Re-Integration** - working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated, allowing pupils to remain in mainstream education whilst also achieving all of the above.

(restorativejustice4schools.co.uk)

Restorative conversations allow pupils, staff (and parents if appropriate) to be part of this process while understanding the impact of their behaviour on all others in the community. BHS staff are encouraged to engage in restorative conversations in dealing with behaviour concerns and can do this in the classroom as the incident occurs.

What is a Restorative Conversation?

Restorative conversations include effective statements and questions which enable those involved to understand the causes and effects of behaviour on others, facilitating change in the future. Rather than looking to blame and enforce sanctions, restorative conversations include questions such as:

- What happened?
- What were you thinking when this happened?
- How did you feel at the time? Afterwards? Now?
- Who do you think has been affected by this? How do you think they have been affected?
- How can we put this right and learn from it?

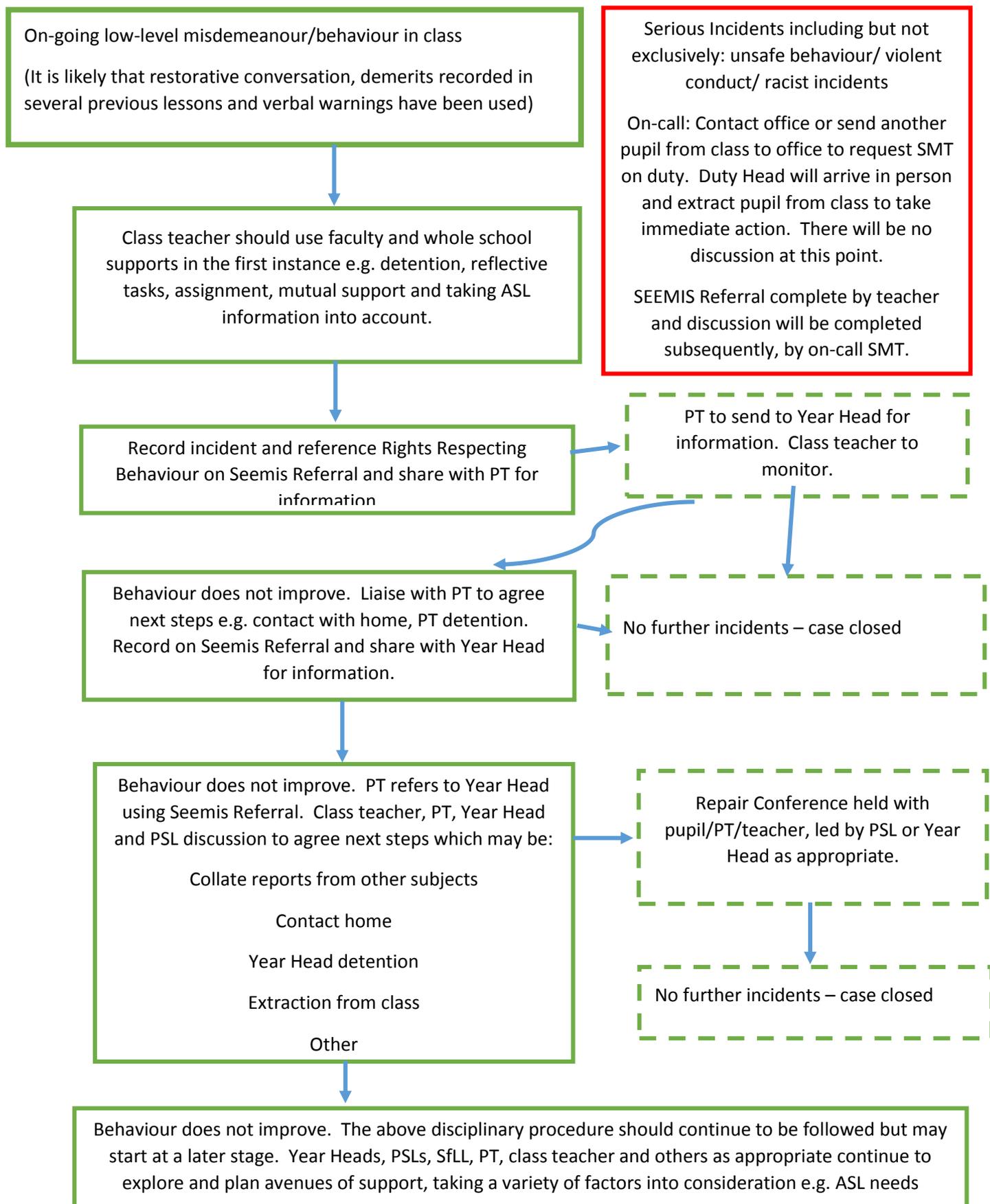
These conversations will happen at different times throughout and after a lesson. They may be reflective or in response to an immediate incident. There are different styles of conversation and can be used at different times depending on the situation. These are outlined in appendix 4.

Staff will be provided training and resources for reference when discussing incidents with pupils. Training on this process and support will be provided during the next available in-service to help embed the strategy into the school.

6. Referral System



Article 19: Protection from all forms of violence: Children have the right to be protected from being hurt and mistreated, physically or mentally by others.



Please note that the flowchart is intended as a guide to ensure that the relevant members of staff are kept informed and that our records are accurate. Professional judgement and individual circumstances should be factored in when decisions are made about consequences.

Referrals/PR1 should be completed as soon as possible after the incident. Referrals/PR1 can be accessed currently via proforma but eventually through the merits and demerits page, access to which is detailed above. Eventually completing referrals in this way at the end of a class will allow for up-to-date record keeping and a prompt response time if required.

Application => Attendance => Display Register => Merits/Demerits => Referral

Referral Of Chloe Abercrombie on 21/06/2010 Period Reg by Mrs H. Hastie

Reasons

Damage to property Disruptive behaviour

Exercise / Sanction not completed Fighting

Insolent or Offensive behaviour Persistent lack of equipment

Persistent Non completion of homework Refusal to carry out instructions

Verbal abuse of staff

More

Absent without permission

Aggressive behaviour

Alcohol related incident

Bullying

Constant late coming

Corridor misbehaviour

Description of Incident:

Exercise Warning issued Other

Refer To

Pastoral Miss E. Boyle For Information Only

Middle Management Mr S. Daye

Senior Management Mr S. Daye

Proceed Back

We recognise that there are also occasions when referrals need to be completed later in the day. In this situation you may prefer to access the system as follows;

Behaviour => Referral System => Create Referral Letter

=> Filter the information as required, for example by name. Click on new list and select the relevant pupil

Please check that the teacher, room and subject is correct.

Complete the referral with as much detail as possible and send to PT. It is vital that each PT knows what is happening in their own faculty and so all referrals should first go to them. Year Heads and PSLs will share information with one another when they receive referrals.

Please remember that concerns about a young person's wellbeing should be recorded through a wellbeing concern form, not a referral. This is accessed in the support database.

7. Supporting positive behaviour of ASL



Article 23: Children with disabilities: Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

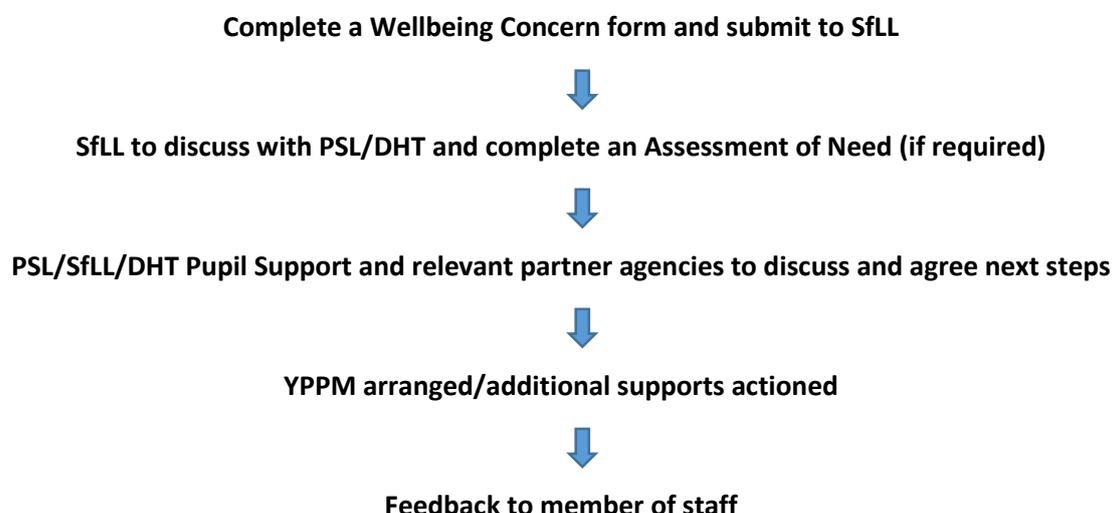
The behaviour of pupils with Additional Support Needs, particularly pupils with Autism Spectrum conditions, AD/HD, Learning Difficulties and mental health issues, is likely to be affected more than others by:

- their surrounding environment, including sensory stimulations
- the relationship they have with staff and peers
- the school ethos
- work level and pace and any deviation from the predictable plan of the day

Positive Behaviour concerns for such pupils must be dealt with alongside information about their additional support need. Information is provided to all staff through confidential notes, which are available through the support database and are updated regularly by the Support for Learning Leader. The ASL team, with outside agency support, also provides information and advice to staff through staff meetings, symposiums and confidential memos/emails. Information includes issues to be aware of and strategies for use in the classroom. It is vital that each member of staff takes responsibility for accessing this information and uses it to promote positive behaviour in their classroom.

Class teachers and PTs should seek support and advice from SfLL and PSLs when dealing with concerns relating to the behaviour of a pupil with additional support needs. This allows for the local authority's policy to be adhered to as it lays out our responsibility to "take account of the individual circumstances of each pupil" and stresses the value of "an early intervention and multi-disciplinary approach." Consultation will ensure appropriate steps are agreed on, be that referral, welfare concern or other action.

Behaviour in class may be indicative of wider issues. If staff have concerns regarding the welfare of a pupil due to their behaviours in class/corridors, the following procedure should be followed:



Appendices:

- 1. Parental Letters**
- 2. Reflective Exercise**
- 3. Charter**
- 4. Strategies to support positive behaviour**
- 5. Dress code**
- 6. Responsibilities of key adults and learners**

1. Parental Letters



Article 5: Parental Guidance: To provide support and information to parents and carers so they can direct and guide their children so that, as they grow, they learn to use their rights properly

In accordance with the referral system the need to send information home to a parent or carers may be required. This will always be done with the awareness of the Principal Teacher and after a restorative conversation and other strategies have been used.

The following table describes the different letters available and the possible reasons for their selection:

Letter	Possible reason for sending
PL1	Progress is causing concern – support and return acknowledgement needed
PL2	Progress is causing concern – acknowledgement returned and contact with Faculty head needed
PL3	Awareness of behaviour and detention required
PL4	Homework
PL5	Awareness of behaviour and support needed from parent or carer
PL6	Awareness of behaviour and result in removal from class

Samples of these letters can be found on the school server in the Positive Behaviour Folder. Alternatively the office support staff will be able to provide a template for you.

NB - These letters are under review

2. Reflective Task - [Article 12: Respect the view of the child](#): Children should have their opinion heard and taken into account when in matters that directly affect them.



Balerno High School



Name: _____ Class: _____

Dept: _____ Issue Date: _____

Returned to: _____ (teacher) by: _____

This exercise has been issued as a result of not meeting agreed Rights Respecting Behaviour.

Identified Behaviour: _____

Please complete the following reflective task:

What happened?

What were you thinking when this happened?

How did you feel at the time? Afterwards? Now?

Who do you think has been affected by this? How do you think they have been affected?

How can we put this right and learn from it?

Process to support Positive Behaviour

First Steps

- Begin Restorative conversation
- Reinforce the agreed Rights Respecting Behaviours
- Restorative thinking time provided
- Move seats to refocus
- Reflective task to complete
- Assignment?

Demerits are provided and explained

Referrals are being written when appropriate

Next steps if no improvement

- Restorative Conference with pupil / Teacher / Principal Teacher
- Letter sent
- Detention
- Parental contact

Referrals are being written and updated

Next steps if no improvement

- Repair Conference with Parent / pupil / Year head / Teacher
- Possible temporary / Permanent exclusion

Referrals are being written and updated

3. School Charter

Our School Charter



The Rights we believe are vital and have chosen to focus on at our school



You have the right to...

Article 29: Education

Article 5: Support from adults

Article 2: Protection against discrimination

Article 12: Right to an opinion

Article 13: Freedom of expression

Together we will all strive to achieve these expectations:

Pupils will:

- Strive for excellence and a lasting appreciation for learning
- Take on an active role in the life of the school
- Take opportunities, be curious and try new experiences
- Include everyone in what they do and accept others as they are
- Respect each other's views and express their views without hurting others
- Arrive prompt to lessons

We all will:

- Promote a respectful, safe and positive learning environment by following the school charter
- Make the most of every situation, enabling us to learn and become more responsible citizens
- Set ourselves challenging targets that help us to improve in all areas of life
- Promote an environment where individuality and diversity is shared and welcomed
- Place respect at the heart of our community

Adults will:

- Strive for excellence and ensure that the best interests of the child are a priority
- Create a learning environment that supports and challenges pupils to use and develop their personality, skills and abilities
- Respect the view of the child and treat each pupil fairly and as an individual
- Create a learning environment where individuality and diversity is welcomed and celebrated
- Create a learning environment where pupils are encouraged to be mutually respectful and share their views

4. Strategies to support positive behaviour



Article 19: Protection from all forms of violence: There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour

Developing positive relationships with pupils is essential in creating and maintaining a positive ethos within the classroom.

All members of staff are encouraged, and will be supported through training, to use the Restorative Practice model. Below are examples of strategies we can use to help develop positive relationships and maintain high standards of behaviour. Further examples and more formal restorative measures will be explained during training.

1. Restorative Conversation

- **Aim:** - this is non-prepared, often quick conversation that aims to take those involved in conflict to a restorative solution where everyone feels: heard, treated fairly, able to move on and has a clear idea of what is needed from their future actions.
- **When to use:** - restorative chats are very effective in developing empathy and building on established restorative practices within your school, can help resolve issues quickly before they escalate.
- **In practice:** - when having a restorative chat it is important to remember to; ask open questions using restorative language, use active listening skills and think about body language.

2. Restorative Circles

- **Aims for restorative circles are:** - to develop a supportive and empathic environment; create a respectful ethos; develop self-esteem and self-confidence and promote social and emotional development.
- **When to use:** - restorative circles can be effective tool when working with groups of pupils. They can be used when supporting behaviour or as an inclusive teaching and learning strategy.
- **In practice:** - when using a restorative circle you need to create an expectation that everyone will contribute. Have a clear goal and rules when using the circle and ensure everyone follows and understands them. Respect must be shown to everyone and their contribution needs to be listened to. Circles are confidential, safe places to speak.

3. Restorative Language

- **Aims for restorative language are:** - restorative language is a tool to lead a restorative ethos within schools. Restorative scripts are often used as a framework for a restorative conversation but the ultimate aim is to have a fluent restorative vocabulary. Restorative

language can be highly effective when there is a real understanding of what restorative solutions are trying to achieve. Restorative language aims to create not only emotionally literate but “emotionally articulate” pupils and staff within school.

- **How to use:** - Provide **open** questions that require an answer rather than a question where you only need to answer with a yes or no. Ask both parties the same questions (**fair**) giving every one the opportunity to speak. i.e. what happened? what happened next? what could you have done differently? Restorative language is **respectful** to all parties. Remember not to **prejudge** the outcome of any conversation before they happen.
- **In practice:** - Pupils need a **fluent emotional vocabulary** to facilitate emotional literacy to be able to participate in emotionally literate conversations. **Body language and tone of voice** are two extremely important constituents of restorative language. Body language should be non-aggressive and non-confrontational it is vital to allow pupils their own personal space. Tone of voice should be calm, respectful and non-judgemental. Wall displays with key words may be useful.

4. Restorative thinking zone

- **Aims for restorative thinking zone are:** - to provide an opportunity for the pupils to reflect and calm down before speaking to a member of staff and ultimately resolve the situation.
- **When to use:** - this can be used instead of a traditional ‘sin bin’ and used more positively as a preventative measure. If used after a situation has occurred then a reflective task may be utilised to help prompt thinking.
- **In practice:** - You may use this strategy at any time or alternatively discuss with certain pupils making them aware that they should use this if they feel an incident may occur. This will help to diffuse the situation and open dialogue between pupil and staff.

5. Dress Code



Article 2: Non Discrimination: The Convention applies to all children, whatever their race, religion or abilities; whatever type of family they come from. It doesn't matter where children live, what their parents do or whether they are rich or poor. No child should be treated unfairly on any basis including what they wear.

THE SCHOOL DRESS CODE – in accordance with the agreed charter

The school badge should be visible at all times

- Collared shirt or blouse in white with a school tie
- School sweatshirt OR plain black v-necked pullover or plain black v-necked cardigan (to be worn over shirt/blouse and tie)
- Black footwear
- Black trousers or skirt
- School blazer

NB All outdoor clothing, including hats and scarves, must be removed indoors.

Physical Education Kit:

- School tops (preferred) or sports top, shorts, sports trousers, socks, training shoes and a towel
- Tracksuits and sweatshirts can be worn for outdoor sport. Pupils are required to bring a complete change of clothing
- Pupils must be able to remove all jewellery (including body piercing) for PE on the grounds of health and safety
- Hair tied up

Items which are not part of our dress code include:

- Any items of clothing which are so tight, short or revealing that they may cause offence
- Shorts
- Fashion, patterned, illustrated or hooded tops of any style
- Tops in different colours to school colours (this includes grey)
- Tracksuit or jogging tops
- Denim jeans of any colour
- Combat, tracksuit, jogging trousers
- Football strips, scarves or football related clothing
- Caps and hats
- Clothing bearing prominent manufacturers' logo, words or pictures which contravenes our policy on equality and fairness or which advertises alcohol, tobacco or other drugs
- Clothing or jewellery which contravenes health and safety regulations. For example, dangling ear-rings, long necklaces, scarves, garments which are easily flammable due to material and/or design
- Any items which are clearly fashion accessories eg coloured or decorated fashion belts
- Excessive or inappropriate make up
- Coloured or part-coloured footwear

6. Responsibilities of Key adults



Article 19: Protection from all forms of violence: Children have the right to be protected from being hurt and mistreated, physically or mentally by others.

The Role of the Curricular Leader

Curricular Leaders drive the faculty and link with the Senior Management Team. Their role is a vital one in promoting positive relationships, support the use of systems and enhancing pupil behaviour.

Every Curricular Leader should:

- ensure that all faculty practices cohere and comply with the school's BP
- ensure that all members of staff in the department are aware of, and comply with, the school's BP
- deal with behaviour referrals from members of staff, using the correct referral protocols and documentation
- take definite and positive steps to support departmental colleagues who are having difficulty with a pupil or group of pupils within a class
- communicate or discuss with parents at the earliest opportunity

The Role of the Support Team

The Support Team plays a significant role in the school's Positive Behaviour Policy. They have an overall picture of a pupil's holistic profile throughout the school and at home and can be a source of information and advice for members of staff.

Support Team:

- Work co-operatively with subject teachers to maintain and develop a positive learning environment
- Discuss referrals with pupils
- In conjunction with Year Heads, may follow up on behaviour concerns
- Inform members of teaching staff of any barrier that is likely to impinge on a pupil's behaviour or their ability to participate in class work
- Utilise Monitoring and Tracking data to identify and act on behavioural patterns
- In conjunction with Curricular Leaders and Deputies, in an effort to resolve pupils' problems, the Support Team may contact/ liaise with parents to address barriers to positive behaviour and learning
- liaise with relevant external agencies for further support
- Co-ordinate strategies to support pupils with behaviour difficulties

The role of the Senior Management Team

- promote teaching approaches and skills that foster a climate of positive behaviour
- ensure that the school's BP procedures are clearly explained and applied in a consistent and fair manner
- ensure, through the appropriate school structures, that a close working relationship is fostered and maintained between home and school, and that this relationship works for the benefit of the pupils
- provide opportunities to enhance individual skills and strategies in behaviour management as part of continuous professional development

Situations known as Duty Head Calls can be defined as follows:

- swearing directly at staff
- threatening remarks towards staff
- assaulting staff or other pupils
- serious violence or fighting
- serious vandalism
- hostility, open defiance or aggression, refusal to engage in resolution
- knowledge or suspicion of the presence of dangerous weapons, alcohol, illegal substances, solvents or drugs