

What support is there for behaviour, avoiding exclusions and increasing attendance?

- We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions. This is described in our Relationships and Behaviour Policy. Parents are provided with a summary as children enter Reception. A copy of this is available on our website.
- This is understood by children and staff and followed consistently.
- If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents and carers as well as pupils and are outlined in their SEND Support Plan or Individual Behaviour Plan. This is reviewed each term with the class teacher, parents and carers as well the pupil.
- Behaviour needs that are consistent or of a high level of concern are recorded and then referred directly to the Headteacher. Parents and carers are contacted so that school and home can work together to improve behaviour. Where necessary, an Individual Behaviour Plan will be drawn up between parents and carers, the pupil and school.
- All school staff are trained in appropriate care and control measures, including physical intervention when a pupil is putting themselves or others at risk. Training includes the use of de-escalation strategies.
- Our exclusion rate is reported to governors termly. On the rare occasion that we have made a short- term exclusion, we have seen a long term improvement; parents and carers have ensured that this is an effective measure by supporting us.
- Our administrative and pastoral teams work closely with the School Age Plus worker and the Education Welfare Officer to monitor lateness and attendance and ensure improvement.
- The school has a structured system for following up concerns around attendance and lateness and aims to work in a supportive way to overcome obstacles to full attendance. This could include Team Around the Child/Family (TAC/TAF) meetings to support a family to improve their child's attendance.