

Burlish Park Primary School



Behaviour for Learning Policy

March 2024

Principles

At Burlish Park Primary, we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these. Our Behaviour for Learning policy is an essential foundation for generating an ethos consistent with our values.

Our Values



Our shared culture is driven by these shared values and core principles.

- **Sharing** (reflecting together, collaboration, relationships, communication, responsive, synergy)
- **Trust** (openness, transparency, faith, support, family, democratic, supportive challenge, clarity)
- **Achievement** (high aspirations and expectations, progress, standards, the best we can be, independent, sense of pride, feeling valued, social, moral, spiritual, cultural, academic, fulfilled)
- **Respect** (tolerance, inclusive, appreciate difference and the need for change, embrace views of all members of the community, British values)
- **Safety** (wellbeing, healthy body and mind, secure and confident, develop character, everyone aware and prepared, developing growth mindset, resilience, grit, facing challenges, risk taking)

We regard it to be a highly important aspect of young people's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children and young people need good personal and social skills in order to live fulfilling and rewarding lives as adults.

The aim of the Rivers Academy Trust is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect.

Each school's specific Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. They aim to promote an environment where all feel happy, safe and secure.

Our school aims to consider the uniqueness and individual needs of its pupils by delivering a broad, balanced, adapted and relevant curriculum which aims to address inequalities, poverty and climate change.

Each child is considered as a whole person developing knowledge, skills, concepts and attitudes necessary for the opportunities and experiences of the future. We aim to teach children to Love, Learn and Live as a global citizen in an ever-changing world.

Our school aspires to value everyone associated with it, irrespective of age, position, race, gender, background or ability. Prejudice and discrimination will not be tolerated. We aim to motivate, support and inspire personal, spiritual, emotional, academic and physical growth in a safe and secure environment.

Burlish Park Primary has a whole school approach towards Child on Child abuse including sexual harassment and sexual violence. This includes outside of school premises and online. Sanctions will be applied for Child on Child incidents and curriculum input if required.

We aim to unite pupils, parents, staff, advocates, the Rivers MAT and the local community, through agreed school policies, which aim to deliver a quality educational service where:

- every person is valued;
- every child is known and cared for;
- there is a strong balance between co-operation and competition;
- all successes are shared;
- difficulties are talked through;
- compassion and forgiveness are present;
- equal opportunities are given;
- lively enquiring minds are developed;
- the well-being of our school community is at the heart;
- attendance and punctuality are essential.

To create an atmosphere conducive to learning, in which the children can work safely and efficiently, high standards of positive self-discipline are required and developed. All pupils are expected to be well-behaved and so bring credit to themselves, their parents and our school.

Good order and positive discipline are sought through good relationships and respect for one another. Our school enjoys a friendly, caring and supportive atmosphere and emphasis is given to encouraging and showing appreciation of good behaviour. This contributes towards a positive and respectful school culture.

It is expected that parents who send their children to our school will be prepared to support the school fully in its insistence on high standards of behaviour not only in school but within the local community.

Burlish Park Primary provides a structured environment with clear boundaries. Whilst the approach is firm and disciplined, positive reinforcement is central to our behaviour management. Our pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. Expectations of behaviour are high and in order to motivate pupils to achieve this we praise and reward good behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear consequences. It is important that challenging behaviour is dealt with when it arises and not avoided or ignored.

Relationships

Burlish Park Primary recognises the importance of a relationship based approach which is inclusive for all and benefits the whole school community. Staff understand the importance of positive attachments and relationships in promoting emotional health and wellbeing. Our approach recognises that children are individuals with their own unique qualities that need to be celebrated; whilst at the same time, meeting and supporting those who may, at any point, experience difficulties with their behaviour. This policy reflects key messages from professional development that staff have undertaken. As a 'Trauma Informed' school, we recognise that some children display inappropriate behaviours that may be communicating another need such as fear, anxiety or low self-worth. This policy establishes what the school can do to support our children.

The Behaviour for Learning Policy at Burlish Park Primary is a statement of good practice that covers all aspects of school life that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a happy and safe atmosphere that is conducive to learning, with courtesy and mutual respect as basic requirements.

We at Burlish Park Primary are passionate about building strong relationships with the children. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world. Positive relationships are paramount to the children's success and wellbeing in school. Every behaviour is a form of communication. We are curious about the child and try to understand what is happening for them and what their behaviour might be telling us about what they need. It is important to get to the route of the challenges a child is facing, otherwise the behaviours seen will not change.

We at Burlish Park Primary provide high levels of nurture and empathy, with containment and structure to support children to feel safe. The best form of behaviour intervention acknowledges and enhances the positives. We strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

- We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.
- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

- We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
- We seek to restore relationships and change behaviours, this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Children have a right to a safe, secure, sociable and orderly environment in which to work and play. Staff have a right to come to work and feel safe and supported. Parents/carers have a right to be listened to if they are worried.

Our ethos nurtures and promotes good relationships and positive behaviour choices; with a common purpose of enabling effective learning and teaching.

All staff are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

All members of the school community are always encouraged to consider the choices they make in terms of their behaviour and to take responsibility for their actions.

We aim:

- To ensure a calm atmosphere in which teachers can teach and children can learn, work and socialise.
- To help the children to become self-disciplined members of society taking full responsibility for their behaviour choices.
- To increase the children's awareness of, and responsibility towards, the needs and rights of others.
- To promote the value of every member of the school community.

Teaching and Learning

Expectations of behaviour

Our principle aim is to create a school environment with appropriate routines and expectations of behaviour. Therefore, a part of our role is the teaching of appropriate responses and behaviour. Whilst aiming to develop pupils' behaviour, we address other underlying factors which may have contributed towards the difficulties at school. These may include:

- poor emotional literacy skills
- low self-esteem
- poor social skills
- an inability to accept responsibility for his/her actions
- poor speech and language skills

In order to combine these sometimes divergent aims, we feel our pupils need clear and simple guidelines on expected behaviour, which are consistently, but sympathetically, enforced. We believe in a firm but caring approach in which we seek to facilitate the child in modifying his/her behaviour by reinforcing the positives and raising the pupil's own view of his/her achievement in all areas.

We aim, therefore, to help our pupils:

- to relate appropriately towards each other;
- to relate appropriately towards adults;
- to follow teacher instructions;
- to accept help and guidance;
- to accept rules and expected routines;
- to take responsibility for their behaviour;
- to recognise the consequences of their actions;
- to enjoy learning and achievement.

Modelling forms an integral part of this process. This includes modelling between staff and pupils. Thus, our pupils have continuous opportunities to teach and learn from each other and staff through example and explanation.

We aim to establish for our pupils:

- A safe and secure setting
- A calm working atmosphere
- A stimulating and organised classroom environment
- An interesting and purposeful curriculum
- A supportive and sympathetic framework

There are five school values which pupils are encouraged to follow at all times: safety, trust, achievement, respect and sharing. These have been kept at a minimum for the pupils' benefit and will be clearly displayed in the classrooms and other appropriate areas. These values form the framework for pupil behaviour. In addition, we expect the following general standards of behaviour from our pupils:

- Pupils are expected to attend regularly;
- Dress must be smart and according to the school's uniform policy;
- Pupils may not leave the school's premises during the school day without prior permission from staff and written permission from parents;
- We do not tolerate bullying in any forms e.g. prejudice, discrimination, cyber;
- Inappropriate language, swearing and name-calling are actively discouraged;
- Please also see the searching and confiscation guidance in our safeguarding policy.

Behaviour Curriculum

Our school endeavours to be proactive in improving behaviour. Thus, a part of our curriculum is the explicit teaching and learning of appropriate behaviours and Values for Life. It is through our behaviour curriculum that our school's expectations are translated into teaching and learning.

Our behaviour curriculum reflects these two roles accordingly.

1. For all pupils, the behaviour curriculum consists of a regular and structured programme within the PSHE curriculum, My Life. This is intended to develop pupils' social, emotional and behavioural skills as well as ensuring their social, moral, spiritual and cultural development is enhanced. However, the teaching of appropriate behaviour will underlie all of the work in the school with subjects being seen as vehicles for teaching this as well as subject content.

2. The following are some of the SEMH interventions that may take place:

- Conflict resolution led by adults
- Social skills
- Social stories
- Speaking and listening
- Emotional Literacy
- Weekly nurture provision
- Time to talk
- Breakfast, lunchtime nurture and circle time
- Forest school & outdoor learning opportunities
- Enrichment activities
- Outside agencies supporting specific needs as and when necessary

Roles and Responsibilities

Promoting positive behaviour is the responsibility of the school as a whole. For our policy to be implemented comprehensively, the roles and responsibilities are broadly outlined below.

The role of the Headteacher/SLT

The Headteacher and SLT are responsible for:

- establishing an environment that encourages positive behaviour and regular attendance, discourages Child on Child abuse and bullying and promotes race equality;
- organising support for implementing the behaviour for learning policy;
- developing, monitoring and reviewing of the behaviour for learning policy.

The role of the teaching staff

The teaching staff are responsible for:

- implementing the behaviour for learning policy;
- effective classroom management and the consistency of their application of the approaches outlined in the policy;
- provision for all children within class, including children with special educational needs as defined in the SEND policy;
- delivering a curriculum for teaching and learning appropriate behaviour.

The role of all staff

All non-teaching staff are responsible for:

- ensuring that the policy is consistently and fairly applied;
- teaching pupils how to behave appropriately;
- providing mutual support;
- modelling the high standards of behaviour expected from pupils.

The role of the pupils

The pupils are responsible for:

- understanding our school values and rules;
- contributing to an environment where all children can learn;
- supporting staff and other pupils.

The role of the parents

The parents are responsible for:

- their child's attendance;
- their child's behaviour inside and outside school;
- working in partnership with the school to establish and maintain high standards of behaviour;
- modelling the high standards of behaviour expected from pupils.

Behaviour Approaches and Strategies

It is the intention of this policy document to outline the behaviour approaches and strategies used in our school to ensure that all staff have a consistent approach. Consistency is paramount to maximise the effectiveness of the provision at our school.

At times behaviour can give cause to suspect that a pupil may be suffering or likely to suffer from harm. In these cases, the DSL or DDSL will consider if pastoral support or other interventions are needed.

All staff are aware that, at times, mental health, disabilities, SEND and trauma can affect pupils' behaviour and these may be taken into consideration when supporting children to recover behaviour.

A Positive approach

'It is a well-established maxim in teaching that rewards are much more effective than punishment in motivating pupils.' 'Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.' DFES 2003

Our positive reward systems are essential for achieving our expectations and enabling pupils to achieve their full potential. By rewarding and praising good behaviour, it is hoped that such behaviour will be promoted and encouraged. It is crucial that our pupils and their parents value the positive consequences they earn, thus they should be awarded meaningfully, carefully and consistently and be given important status.

Our positive consequences consist of:

- Verbal praise and encouragement
- Stickers from teachers or Deputy Headteacher and Headteacher
- Being put on the STARS on display
- Being put on Gold and getting a certificate

- Housepoints
- Chance cards in KS1
- Celebration Assembly - Star of the Week certificates for each class
- Celebration Assembly - Superstar reader, writer, mathematician and sports personality certificates
- Classes to have own individual ideas for class rewards e.g. raffle system, marbles in a jar etc...
- Mascots and medals may be awarded
- Showing work to staff and other pupils
- Positive phone call home to parents/carers
- Attendance lunch every half term
- Attendance certificates and mascot

Cycles of Recovery

'Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants.' DFES 2003

Our pupils need firm boundaries that are consistently applied. This ensures that all pupils are very clear of the stages of support that will result from their choices. When a pupil makes poor choices and displays unacceptable behaviour, the stages of behaviour recovery are implemented fairly and calmly. Our recovery stages are designed to encourage our pupils to take responsibility for their behaviour.

In all classrooms positive reinforcement will always be the first stage of any cycle of recovery. The focus for all staff will be on de-escalation and maintaining children within the teaching and learning environment for as much of the day/lesson as possible.

De-escalation Strategies

We use a variety of tools and strategies to avoid confrontational situations which could lead to serious negative consequences.

These strategies include:

- removing the audience – using a quieter place or moving the other pupils away;
- planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return;
- planned ignoring – rewarding the pupils who are showing the desired positive behaviour;
- use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil;
- distraction - distracting the pupil's attention from the problem;
- re-focusing the pupil's interest;
- changing the activity if appropriate;
- small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks;
- appropriate use of body language;
- appropriate use of personal space;
- involving another colleague – a different voice can be very effective;
- recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner;
- providing an increased level of support if appropriate;

- offering alternative actions for the pupil to take;
- using personalisation, relationship and previous successes – remind the child of a situation they were successful in;
- clearly outlining the positive consequences if they make a good choice;
- remaining firm, fair and caring.

Staff at Burlish Park Primary will use their professional judgement and knowledge of the individual child to determine the most effective strategies to use.

- Reinforce positive choices
- Refer to Burlish Park Primary rules
- Reminders about what will happen next (to provide a sense of safety)
- Use of redirection and a 'quiet word'
- Staff move away from child allowing take up time and an opportunity to make the right choice

REFLECTION ZONE

If a pupil's behaviour begins to escalate the pupil will be asked to move to the 'reflection zone' within the classroom. This will be away from the other children – no work will be given. The pupil will be given time to calm down and reflect on their behaviour. They will then return to the classroom activities to complete any work set. This should be for a maximum of 5 minutes and could be for only a minute when successful.

PARKING

If a pupil's behaviour persists then the pupil will leave the classroom and be 'parked' in another class for up to 45 minutes. Children will be given time to calm down and reflect on their behaviour and given Burlish Park values to copy (on occasion agreed work may be provided), without any adult interaction. Once the teacher feels that the pupil is ready to return to their own class they will return to their own classroom. The pupil is then welcomed by their class teacher and learning conversation will take place with an adult about how the situation could have been managed differently. This is an essential part of the approach as it is an opportunity for the child to reflect and think about a different way to manage behaviour next time. Any missed work will be completed in their own time.

BLUE SKY

If a pupil's behaviour still continues to be disruptive and dangerous and they are refusing to follow instructions, they will leave their classroom and be escorted to a small group room. The pupil will be given an opportunity to calm down and regain control over their behaviour. Staff will not interact with the child to allow them time to regulate their emotions and prevent the pupil's behaviour from escalating. Often humour or distraction will support de-escalation and staff who are supporting the pupil will know which approach is best. At least one member of staff will remain with the child and when the pupil is calm, they will have a conversation about the choices they have made and what they could do differently. They will then return to their classroom where a positive welcome will be the focus. They will complete any work they may have missed.

If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the school, then the Headteacher will determine the best course of action from the following:

- a letter will be sent to parents by the head, asking for an emergency meeting and an alternative program may be set up;
- use of reasonable force, including Positive Handling, to ensure safety of all;
- individual risk assessment to ensure safety of all;
- part-time timetables;
- fixed term suspension – length dependent on the severity of the incident;
- permanent suspension - this is rarely used and only in extreme circumstances.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required;
- There should be a clear distinction between minor and major incidents.

Sanctions at Burlish Park

- A verbal reminder to improve behaviour;
- A verbal warning to improve behaviour;
- Reflection zone or parking;
- Unable to represent the school in a sporting fixture;
- Confiscating something inappropriate for school (see searches);
- A phone call or meeting with parents. On occasions, this can be followed up with a letter home;
- Loss of minutes off breaktime/lunch playtime / loss or whole breaktime/lunch playtime;
- Refer to Phase Leader to be on report;
- Refer pupil to Senior Leadership Team who will speak with parents through a meeting or a phone call;
- Fixed term or permanent exclusion.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the DfE guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the incident.

The age of criminal responsibility is 10 years of age. In line with supporting community cohesion and harmony, the police will be informed of all incidents where the Headteacher feels this is appropriate, regardless of pupil age.

Suspension and Permanent Exclusions

The statutory guidance from the Department for Education (DfE) is used in the case of permanent or fixed term exclusions.

The decision to suspend or permanently exclude a student will be taken in the following circumstances:-

- (a) In response to a serious breach of the school's Behaviour for Learning Policy;
- (b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Suspension or permanent exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role).

Suspension or exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour for Learning Policy:

- Verbal abuse to Staff and others;
- Verbal abuse to students;
- Physical abuse to/attack on Staff;
- Physical abuse to/attack on students;
- Indecent behaviour;
- Damage to property;
- Misuse of illegal drugs;
- Misuse of other substances;
- Theft;
- Serious harassment or sexual violence against another student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Arson;
- Inappropriate use of a mobile phone/device;
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

Suspension procedure

Most suspensions are of a fixed term nature and are of short duration (usually between one and three days) during which a pupil is temporarily removed from the school. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

The DfE regulations allow the Headteacher to suspend a student for one or more fixed periods not exceeding 45 school days in any one school year. A suspension does not have to be for a continuous period.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. A 'fixed period' means that a suspension on disciplinary grounds cannot be open-ended but must have a defined end date that is fixed at the time when the suspension is first imposed.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a trustee meeting is triggered.

The MAT have established arrangements to review all permanent exclusions from the school and all suspensions that would lead to a student being removed from school for over 15 days in a school term or missing a public examination.

The MAT have established arrangements to review suspensions which would lead to a student being temporarily removed from school for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following suspensions parents are contacted immediately where possible. A letter will be sent giving details of the suspension and the date the suspension ends. Parents have a right to make representations to the MAT as directed in the letter.

A return to school meeting will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team.

During the course of a suspension, where the student is to be at home, parents/carers are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. This might include serious actual or threatened violence against another student or a member of staff.

Searching, Screening and Confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 of DFE guidance, Searching, Screening and Confiscation updated July 2023 or any other item that the school rules identify as an item which may be searched for. We follow the DFE guidance, Searching, Screening and Confiscation updated July 2023.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- vapes;
- fireworks;
- pornographic images, and
- mobile phones.

Behaviour Outside School including online

Pupils' behaviour outside school or online on school 'business' e.g. school trips or away from school sports fixtures, is subject to the school's Behaviour for Learning Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school or online but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the school as a whole. If pupils' behaviour in the immediate vicinity of the school or on a journey to and from school or online is poor and meets the school criteria for suspension or exclusion then the Headteacher may use sanctions as detailed in this policy.

The use of Mobile Phones

Parents of children in Year 5 and 6 can give their permission for the children to walk to and from school unaccompanied. Parents can also give permission for their child/children to bring their mobile phone to school. An agreement must be signed and returned to school. The mobile phone must be handed in on arrival to school and they can then be collected at the end of the school day. Mobile phones should be turned off and should not be used by the children on school premises.

Mobile phones will not be taken on educational visits or residential trips by the children.

The Use of Reasonable Force and Positive Handling

All staff working on a daily basis with the children at the school will apply the guidance within the DFE document 'Use of Reasonable Force in Schools'. Named staff have also completed training in using appropriate positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. Physical restraint should only be used in exceptional circumstances, i.e. if the child's behaviour presents a danger to:

- the child;
- other children;
- members of staff;
- serious damage to property;
- the good order and discipline of the school.

Support Systems for Pupils

Our strategies for early intervention for pupils most at risk include:

- regular pupil review meetings;
- contact with parents for unexplained absence;
- contact with parents for unexplained changes in behaviour or attitude;
- referrals for specialist advice;
- where a suspension or exclusion has been applied, parent/s and pupil attending a reintegration meeting before returning to school and agreeing a pastoral support plan (PSP).

Support Systems for Staff

Our strategies for staff support include:

- regular professional development and training on behaviour management;
- induction on behaviour management for new members of staff;
- weekly staff meetings with opportunities to discuss any concerns;
- advice and support from colleagues;
- when referrals are needed to other external agencies, the member of staff will consult with the Headteacher/SENCO;

Support Systems for Parents

Our strategies for parental support include:

- contacting parents when a pupil has an unexplained absence. This ensures that the parent is aware that the child is not in school, enabling the parent to take steps to establish that their child is safe;
- involving parents at all stages of their child's education when deemed necessary through review meetings;
- making the school's expectations explicit to parents to enable them to understand and participate as fully as possible;
- inviting parents to attend school so that all the procedures can be explained if they are in any doubt or need clarification regarding a behaviour issue;
- signposting parents to support through Starting Well.

Adaptations and reasonable adjustments

- There may be exceptional circumstances where Burlish Park Primary will consider making adaptations to this policy for specific pupils.

Complaints

- If you disagree with the way your child's behaviour has been dealt with, contact the class teacher then phase leader. If this has not been resolved in a manner that you believe is satisfactory please contact the Deputy Headteacher or Headteacher.
- Following any suspension or exclusion procedures, the Senior Leadership Team evaluates all actions and reviews policies accordingly.