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|  | **What support is there for children**  **with behavioural or attendance issues?** |

We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions. This is called the Cale Green Code. 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/carers and pupils and are outlined in an individual access plan called a My Plan. This is reviewed on a regular basis with the class teacher, parents / carers and the pupil. Additional support may be provided.

Behaviour needs that are persistent or of a high level of concern are recorded and then referred directly to Mrs McHugh, the Head Teacher. Parents / carers are contacted so that school and home can work together to improve behaviour.

We use Restorative Approaches to guide our discussions with all parties following an incident and train to children in the art of resolving issues themselves by structuring the conversation around four key aspect:

* What has happened?
* Who was affected?
* How can we repair it?
* Make plan to prevent it happening in the future

We have rarely had to make any short-term exclusions in the last few years and we always work closely with families and outside agencies to ensure that this does not become necessary. However, school must always take into account the nature, frequency and severity of incidents when making these decisions.

Our administrative team works closely with the Education Welfare Officer to monitor lateness and attendance.

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 TAC (Team around the Child) meetings to support a family to improve their child’s attendance.