



BREDBURY GREEN PRIMARY SCHOOL



September 2023

This Positive Relationships & Behaviour Policy outlines a continual process, which is integral to teaching and learning. The policy celebrates both achievement and also applies consequences where appropriate. It promotes a consistent approach which involves all staff, pupils and parents wherever possible.

POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
25/3/2019	1	New Policy	Bredbury Green Primary
24/02/20	2	Review of policy with all staff	Bredbury Green Primary
25/07/22	2.1	Review of policy by SLT and Governors	SLT and AGB
11/10/22	2.1	Reviewed by Governors	H. Moorcroft
18/09/23	2.2	Review of policy with staff, pupils and parents	H. Moorcroft
3/10/23	2.2	Reviewed by Governors	H. Moorcroft



Expectations for Behaviour and Relationships in the Education Learning Trust

Collaborate:

- Every single pupil has a teacher who knows them well, securing positive relationships and connections between our schools and families.
- All stakeholders are invested in the ambitious expectations we have of our pupils because they feel consulted.
- Successful strategies are shared to enrich our pupils' learning experiences and impact on outcomes.

Empower:

- Pupils are ready to learn and have everything they need equipping them to achieve academically, be confident and feel equal amongst peers.
- Accountability is high and enables our pupils to understand consequences, taking ownership of their behaviour in the school and community.
- Expectations are continually articulated with consistent language and application of policy everywhere in school.

Achieve:

- The quality of education, relationships and exceptional curriculum expectations are viewed as interrelated.
- Staff are curious and engage with research to seek out how change can occur in the classroom ensuring our pupils benefit from improved provision to meet their needs.
- Restorative and reflective approaches develop self-control and compassion.

Introduction

At Bredbury Green we understand that positive behaviour stems from the positive, caring and supportive ethos across school. Children and adults are happy to be part of the school, are ambitious for their school and take responsibility for its happiness. Children know that they are always listened to and that they are heard. Therefore, our policy is seen in action continually through positive, supportive relationships and must involve all staff, pupils and parents wherever possible. This is underpinned by our school values of 'self belief, independence and respect.'

Bredbury Green is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It should be used by all to celebrate achievement and also to apply sanctions where appropriate.

This policy is based on the good practice outlined in the DFE guidance on Behaviour in Schools and the Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

(DFE guidance, Behaviour in schools, September 2022)

Aims of the policy

To provide simple, practical procedures for staff and children that:

- ***Encourages a calm, purposeful and happy atmosphere within the school, ensuring that everyone can access their entitlement to listen, learn, achieve and progress.***
- ***Ensures all children, parents, staff and governors understand the rules, rewards and consequences of good/poor behaviour in and around the school environment, the community and beyond.***
- ***Create a culture of exceptionally good behaviour: for learning and for life that is socially acceptable and in line with British Values, as well as the school values of self-belief, independence and respect.***
- ***Ensures that all learners are treated fairly and shown respect.***
- ***Encourages increasing independence, self-discipline and the ability to emotionally regulate so that each child learns to take control over their behaviour and be responsible for the consequences of it.***
- ***Positively reinforces behavioural expectations through positive interventions, which values kindness, care, good humour, good temper, following expectations and empathy for others.***

Expectations at Bredbury Green

Children are expected to:

- Work to the best of their abilities, and allow others to do the same.
- Treat others with respect.
- Follow the instructions of the school staff.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.

Staff are expected to:

- Treat all children fairly and with respect, greeting them by name on arrival to school each day.
- Raise children's self-esteem and develop their full potential.
- Provide lessons that engage, challenge and meet the needs of all learners.
- Create a safe and pleasant environment, physically and emotionally – be calm, caring and consistent.
- Use strategies including 'high 5' to gain immediate attention and wait for all to respond.
- Be a good role model using positive behaviours and language, forming good relationships with parents/carers.
- Never ignore or walk past learners who need intervention or support with their behaviour – always 'respond'.
- Use simple, clear and consistent language.
- Take responsibility for behaviour interventions, seeking support but never delegating. Never passing problems up the line, or ignoring behaviour that requires intervention.
- All staff are aware of and follow procedures for reinforcing, encouraging and celebrating appropriate behaviour – positive reinforcement.
- Be aware of and follow the consequences agreed and applied at the classroom level, as well as established structures for more serious behaviours.
- Give appropriate time for each child to understand, process and make the right choice, using their knowledge of the individual.

Parents' and Carers are expected to:

- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy.

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school positive relationships/behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. 'The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe and supportive environments where pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.'

(DFE: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement, September 2023)

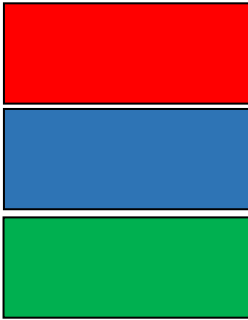
The role of governors

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour. The Headteacher must, without delay, notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a national curriculum test

Recognition - Whole School

Expectations are communicated through the relationships, ethos and culture that exists across school. There is an emphasis on encouragement and motivating pupils. Strategies used will include:

What you will hear adults saying...	<p>Verbal Praise:</p> <ul style="list-style-type: none"> • Well done/ brilliant/ fantastic • Thank you for... • I like the way... • I can see... • Good choice • Sharing positives with parents 	<p>All children will begin each day on 'green' which means they are 'ready to learn'</p> 
What you will see adults doing...	<ul style="list-style-type: none"> • Smile • Thumbs up • Clap • Individual names being moved to 'blue' (for making an impressive choice) or 'red' (wow moment to take home to share with parents/carers) 	
What adults will give...	<ul style="list-style-type: none"> • Visit to a phase leader • Visit to the Deputy Head or Headteacher for a sticker • Star of the Week (Reception to Year 6) • Invitation to the VIP Table • Time to celebrate out of school achievements • House tokens • House rewards 	

House Tokens and Rewards

Every child and member of staff are allocated to one of the five 'Houses' in school: Brabyns, Chadkirk, Etherow, Vernon and Woodbank. House tokens are given to children in recognition of them demonstrating positive relationships and behaviours and going 'above and beyond.' This is a very personalised system and relies on staff recognising and celebrating individual achievements. House tokens will not be given out to the whole class at one time. Reasons for giving tokens are often related to our school values of self-belief, independence and respect. Some examples are:

- Manners (respect)
- Work at a high standard (independence)
- Showing perseverance (self-belief)
- Being caring or kind to others

Tokens can be given by any member of staff at any time, a clear reason for the acknowledgement must be given to the child.


Each half term the house who has the greatest number of tokens will have earned a reward, the reward will involve all participants of that house (children and staff). The reward will be chosen in consultation with the children. Some ideas for house rewards are: making pizza, visit from an ice cream van, trip to the park, film show and popcorn, wheels on the playground and lego build time.


Our parents have said:

- *"My children are so excited about the House System."*
- *"Nice to see children can receive recognition daily and negative behaviour is managed."*

Consequences for inappropriate behaviour

At Bredbury Green we follow a graded response to consequences, the following applies to repeated or persistent inappropriate behaviour:

Examples of inappropriate behaviour	Consequences <i>All children begin at green each day</i>	
Not on task Not listening Calling out	Informal warning	
Ignoring previous warning Rudeness Mild aggression Inappropriate movement around class or school	Move to yellow board When children are not 'making the right choices' they should always be given the opportunity to 'turn themselves around' by asking them to stop and explain why their behaviour is inappropriate. If children behave appropriately for a whole session they can then move back to green.	

<p>Continued time wasting Disruption to class learning Refusal Swearing</p>	<p>Move to orange board If children behave appropriately for a whole session they can then move back to yellow, and a further session then to green.</p> <p>If inappropriate behaviour continues – child to move to partner class for a lesson, parents informed the same day, this is recorded on CPOMS.</p>	
<p>Fighting Unprovoked and deliberate physical aggression Destruction of school property</p>	<p>Instant sanction – Phase Leaders informed Lesson to be completed in another classroom (refer to *partner class) work to be provided by own class teacher. Child to be escorted to the partner class. Recorded on CPOMS. Parents to be informed at the end of the day with a view to improving behaviour.</p>	
<p>Inappropriate Language (racial, homophobic, sexualised)</p>	<p>Instant Sanction – Phase leaders informed Restorative work, LA to be notified. Parents to be informed by class teacher. Recorded on CPOMS.</p>	
<p>Two referrals or instant sanctions to a partner class in a week</p>	<p>Class teacher and phase leader/senior phase leader Meeting with parent/carer and child to establish <i>behaviour diary</i>. Weekly behaviour targets set in consultation with the child. Reviewed with parent daily for two weeks by class teacher with a view to improving behaviour.</p>	
<p>Continued deterioration (2 further sessions in partner class within a week) in behaviour following meeting with parents. A serious incident which has the potential to cause safeguarding risks to the child or others, this includes acts of bullying (including cyber)</p>	<p>Refer to Deputy Headteacher Meeting with letter to parents with a view to improving behaviour. Removal from class (previously known as ‘seclusion’) for 1 day. (DHT to meet parent/carer at the beginning and end of the day)</p>	
<p>Continued deterioration (2 further sessions in partner class within a week) in behaviour following day of removal from class.</p>	<p>Refer to Headteacher Interview with parent/carer, letter, <i>behaviour diary</i>. Information (leaflet) giving advice to parent/carer of pupil suspensions and exclusions. Removal from class for 2 days.</p>	
<p>If above action recurs or there is continued deterioration following meeting with Headteacher.</p>	<p>Refer to Headteacher Suspension (1 – 2 days) Meeting with parent/carer, followed by re-integration meeting after suspension.</p>	
<p>Instant sanction Deliberate physical violence towards a peer or adult resulting in significant injury. Bringing vapes, tobacco, cigarettes and smoking paraphernalia on to school premises</p>	<p>Instant sanction - Headteacher Suspension (2+ days) Meeting with parent/carer, followed by re-integration meeting after suspension. In the case of suspension in excess of 6 days the child will be referred to one of our Trust schools.</p>	

<p>Bringing offensive weapons including BB guns, penknives or drugs on to school premises</p>	<p style="text-align: center;">Referral to Headteacher and Trust Leaders Permanent Exclusion.</p> <p>This will be carried out as a last resort in response to a serious breach of the school's Positive Relationship Policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.</p>
	<p><i>*Partner class notes:</i></p> <p><i>When a child is sent to another class that class teacher will not engage in any in depth conversation with them about their inappropriate behaviour.</i></p> <p><i>On return to class, it will be the responsibility of the child's own class teacher to engage in discussion about appropriate, inappropriate behaviour and expectations. The child will return to class and be put back on the green board, 'ready to learn.'</i></p> <p><i>Our parents have said:</i></p> <ul style="list-style-type: none"> • <i>"I like the visual nature of it and how it encourages children to take charge of their own learning."</i> <p><i>Our children have said:</i></p> <ul style="list-style-type: none"> • <i>"It's good because if someone is making wrong choices we can see who and give them help."</i> • <i>"I am always on green and ready to learn. I want to be on blue where I have made impressive choices!"</i> <p>The table above is not an exhaustive list but provides a guide for children, staff and parents in the implementation of this policy.</p>

Break and Lunchtime Systems

Examples of inappropriate behaviour choices	Consequence
Disruption Not following instructions	Informal reminder (via non verbal gesture or quietly and privately as possible)
Verbal Aggression Inappropriate use of playground equipment	Children move down behaviour system in classroom
Continued inappropriate behaviours	Children move down behaviour system in classroom
Deliberate and unprovoked physical aggression	Instant sanction – child to be removed from the playground to a member of SLT or a Phase Leader Next lesson to be completed in another classroom (refer to *partner class), work to be provided by own class teacher. Child to be escorted to the partner class. Recorded on CPOMS. Parents informed by class teacher.

Two referrals or instant sanctions to a partner class in a week	Class teacher and phase leader meeting with parent and child to establish <i>behaviour diary</i> . Reviewed with parent daily for two weeks with a view to improve behaviour. Individual behaviour needs identified.
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After this 'partner class' stage the consequences system outlined above will be followed. It may be appropriate if a pupil is particularly finding behaviour at lunchtime an issue that they may need to be collected and taken home for the lunch period. This will be done in consultation between the parent/carer and Headteacher.

Rewards at Break and Lunchtimes

- The children can be rewarded using the staged system at these times. Staff may move children to blue or red
- House tokens will be given for behaviour that is 'above and beyond' the expected
- Midday assistants/TA's can reward children with stickers at lunchtime
- On a Friday each Midday assistant/TA will make one child a VIP – this will be announced in Friday assembly. They will sit on the VIP table at lunchtime and have special treats

Exceptions - Supporting Children with specific behavioural needs

The school recognises its legal duty under the Equality Act 2010 to prevent children from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Inclusion Lead will work with teachers to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from the LA Inclusion Team, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Children may be supported via 'my plans' or 'individual behaviour plans'. Whilst Bredbury Green recognises its duty of care towards the needs of the child it also recognises its duty of care towards all children across school and the adults supporting children's learning.

Reasonable Adjustments

Where there is repeated sanctions or warnings for the same behaviours, we would seek to understand the trigger points for these behaviours and support the child to understand what these triggers are and how we can act proactively to reduce these repeated behaviours from happening. With the triggers known and understood, we can work to pre-empt the behaviours by modifying some practice e.g. structuring playtimes etc. Whilst the sanctions will not change the timeframes for issuing these or the level of restorative approach may be modified to support the child.

For pupil's with identified SEN and/or disabilities the same expectations in this policy apply but we recognise that there may need to be increased support or intervention. An individual provision map will be used for pupils for whom their SEN and/or disabilities cause them to display challenging behaviour.

Team Teach

All members of staff are aware of the regulations regarding the use of force by teachers and Bredbury Green follows the SMBC Care and Control Policy regarding restraints, guides and holds. Selected staff updated their training in November 2021.

Staff will only intervene physically using reasonable force to:

- physically separate children fighting
- keep a child safe if they are at risk of hurting themselves or others
- remove a child from a classroom where learning is being significantly disrupted and they refuse to leave

Incidents of 'Team Teach' are always used as a last resort and applied using the minimum amount of force, for the minimum amount of time possible and used in a way that maintains the safety and dignity of all concerned. Restraints, guides and holds will only be used if it is felt reasonable, necessary and proportionate to do so. Team Teach is never used as a form of punishment, it is recorded on CPOMS and reported to parents and carers. This is also reported to governors in the Headteacher's termly report.

Restorative Approaches (How children can solve their own difficulties)

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

At Bredbury Green, children resolve difficulties with the support of an adult who acts as a mediator who ensure that the turns are taken, that children stick to the steps, that they listen to each other and are encouraged to maintain eye contact.

Communication with parents

Parents and Carers should be informed of behaviour issues on the day they have occurred, in line with our policy, conversations should take place in private to ensure confidentiality. CPOMS should be completed to record details of the meeting, these are then shared with phase leaders.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Supporting Policies

All aspects of this policy work in conjunction with a number of other school policies including: Safeguarding, Anti-bullying, Attendance, ICT Acceptable Use, SEND offer etc.

Safeguarding and Child-on-Child Abuse

In line with the Safeguarding, Child-on Child Abuse and Anti-bullying Policies they seek to keep our children safe from the harmful behaviours of others, both physically and mentally. These behaviours will not be tolerated and will be thoroughly investigated to understand: what behaviours have taken place, any motives or additional circumstances which may need to be factored into the nature of the sanction. The level of sanction will also consider if these behaviours are targeted or repeated over time. The ways in which this is reported and managed, including support for both parties, are outlined in the Child-on Child Abuse, Anti-bullying and/or Safeguarding Policies.

Recording 'suspensions' and 'permanent' exclusions

The Headteacher keeps a record of any child who is suspended, or who is permanently excluded on SIMS. It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently. These are reported to governors in their termly report. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Homophobic or Racist Behaviour

(Refer to school's Equal Opportunities policy)

Incidents of anti-social behaviour, racist or homophobic name calling are considered to be very serious and will always be acted upon quickly. Parents of the victim and perpetrator are contacted and incidents are recorded on CPOMS and reported to the academy governing board.

Drug, alcohol-related and incidents involving weapons

It is the policy of Bredbury Green that no child should bring any drug (including vapes and cigarettes), alcohol or any object which can be deemed to be a weapon, legal or illegal, to school. If a child will need medication during the school day the parent or carer should notify the school and complete medicine forms in school for the medication to be brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or teaching assistant who will sign to confirm they have witnessed the medication being taken. Over the counter items such as cough lozenges are not allowed in school.

Prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, vapes, tobacco, cigarette papers
- Fireworks
- Pornographic images

Bredbury Green will take very seriously misuse of any substances such as glue, other solvents and alcohol. The parents or carer of any child involved will always be notified. Any child who deliberately brings substances into school will be given a suspension and social care will be informed. If the offence is repeated, the child will be permanently excluded, and the police will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and social care will be informed. The child will not be readmitted to the school until a parent or carer of the child has visited the school and discussed the seriousness of the incident with the head teacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these, to other children for money, the child will be permanently excluded from the school. The police and social care will also be informed.

Searching Pupils and Confiscating Items

The Education and Inspections Act 2006 authorises members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school. It is our priority to ensure that pupils are in a safe and secure environment when they are in our care and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

The Headteacher or a member of staff authorised by the Headteacher can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of

prohibited item.

Staff can use their discretion to confiscate, keep or destroy any item found provided it is reasonable in the circumstances. If any item is thought to be a weapon it must be passed to the police. The Education Act 2011 allows staff to seize an electronic device to examine data or files on the device if they think there is good reason to do so. This data or files may be erased before returning the item if they believe there is good reason to do this.

Monitoring and Review

With support from governors, this policy will be reviewed and monitored through school self-evaluation activities. It will be reviewed annually in consultation with pupils and staff or in light of any legal or guidance changes.

Pupil Voice (Focus group of 5 Year 6 pupils): Autumn 2023

HT: "What is behaviour like at our school?"

"Behaviour is controlled."

HT: "What do you mean by controlled?"

"I mean the behaviour chart is a way of disciplining."

"Behaviour is good because lots of people want to move up."

"Blue is good, wow is really, really good." "When you move down, you always get a warning."

HT: "Is there anything we can do to improve the system?"

"No I don't think so. If you hurt someone on purpose you go straight to partner class, that is right."

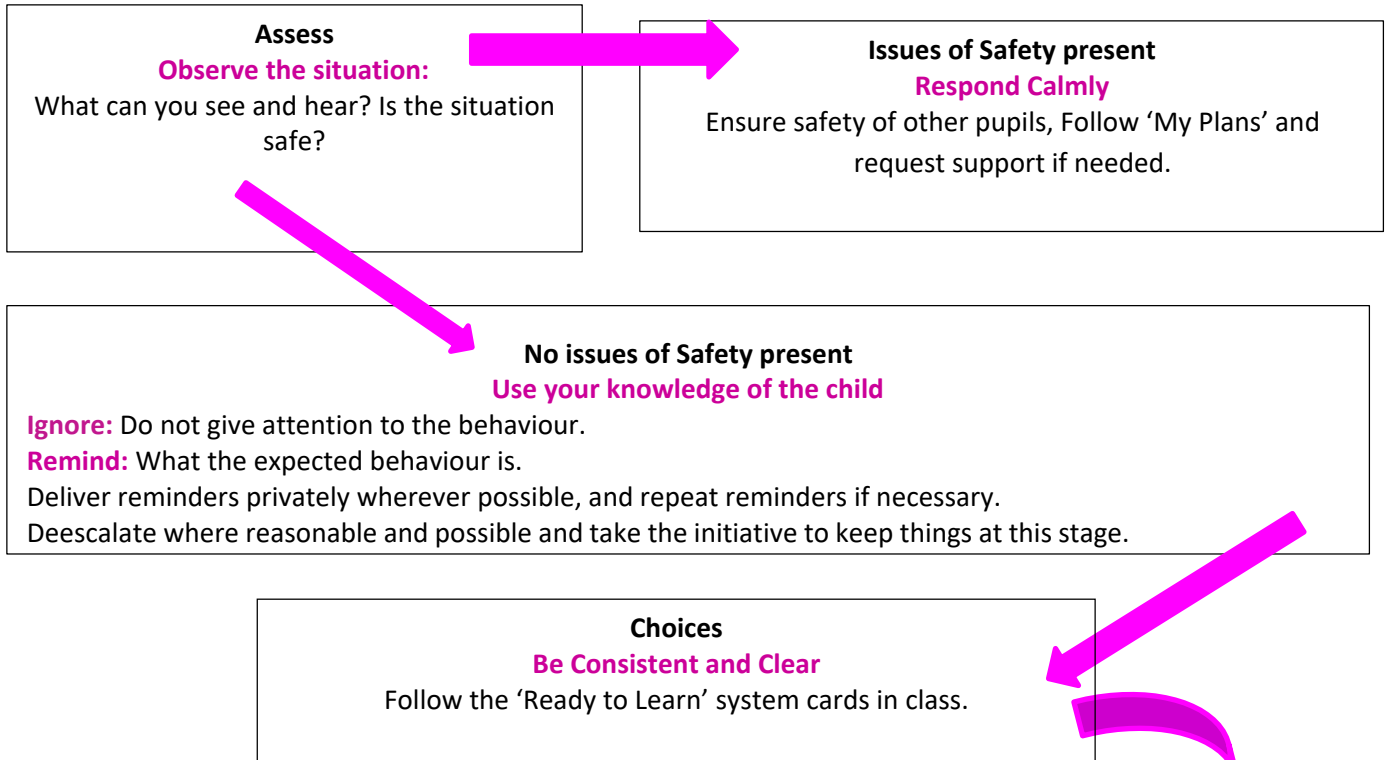
"I have lots of mates in other classes so I'm not bothered."

HT: "What would work instead?"




"Isolation in a room, like the rainbow room."

"That sounds like detention. We couldn't do that, they do that at High School, it's a bit harsh for primary. I think partner class is fine."

How to respond to inappropriate behaviour



What we will see:

	<p><u>This is what will be seen:</u></p> <ul style="list-style-type: none"> • personal space – are you too close? Does the child have the space they need? • body language – are you calm? Are you sure you're not intimidating the child? • height difference – have you crouched down? Are you at the correct line of sight?
	<p><u>This is what will be heard:</u></p> <ul style="list-style-type: none"> • choices being offered • calm and kind tone of voice • time given, so the child can think, reflect and respond. • Non accusatory language
	<p><u>This is what will be felt:</u></p> <ul style="list-style-type: none"> • calm and supported • respected and cared about • understood and valued

Building positive relationships:

The reminder

A reminder of the expectations for learners delivered privately to the learner (a gentle approach, personal, non-threatening, side on, eye level or lower). The staff member makes them aware of their behaviour (which rule it is not following and that if it continues they will be moved to the yellow board, refer to previous good behaviour/learning as a prompt for the desired behaviour). The learner has a choice to do the right thing, the adult will move away from the child, allowing them time to decide what to do next.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. They will be moved to the yellow board – this is not an action that needs to be drawn to the attention of the whole class.

Phase leaders will:

Listen - Staff to share behaviour logs, conversation sheets and concerns, accepting support and suggestions.

Liaise –Evaluate what is in place? Discuss what could be introduced? Use the strengths within the phase team, and expertise of others.

Learn – Respond to self-reflection, move forwards, and strive for improvement. Be proactive in professional development sharing best practice.

Headteacher and Deputy Headteacher will:

Oversee – Decisions made by phase leaders and any sanctions for more serious behaviours.

Organise- Distribution of staff, resources and skills to support strategies and interventions put into place.

Opportunities – Provide time and support for staff to share ideas and feedback on training, strategies and interventions.

