

# Millfields CE Primary School



## Promoting Positive Behaviour and Conduct Policy

September 2021

## **Our Mission Statement**

*"Within our school we help each child to aspire to their true potential in a happy and secure Christian environment."*

This policy outlines expectations for our children's behaviour. It extends to all members of our community. Good behaviour and self-discipline have clear links to effective learning. They are vital for children to carry with them both during and after their school years.

Staff adhere to a framework of restorative principles that help children recognise the importance of self-regulation and good behaviour. It echoes our core values with an emphasis on mutual respect, a partnership approach to managing poor conduct and dynamic interventions that support staff and children.

Millfields CE Primary School community values diversity and seeks to give everyone in school an equal chance to learn, work and live – free from the action, or fear, of racism, discrimination, or prejudice. We work together to develop the potential of all children and establish a community that is just and fair for everyone who works at or visits our school.

At Millfields CE Primary School we value good behaviour in the classroom and elsewhere to promote the school as a learning community and ensure safe and effective learning environments. The highest regard is given to quality relationships between adults and children.

We seek to develop independent young people who are self-disciplined and who are able to self-regulate and manage their behaviour.

Governors will contribute fully to school life, acting as critical friends and supporting the school in its development and ways forward.

## **Aims**

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour, we promote good relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility.

The key aims of this document are:

- To create a culture of exceptionally good behaviour:
- To ensure all children are treated fairly, shown respect and to promote good relationships.
- To use "affective language" which encourages the learner to engage positively and understand the impact of their behaviour.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good relationships and empathy for others.
- To ensure excellent behaviour is a minimum expectation for all.

## **Purpose of this policy**

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

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## **Standards of behaviour**

The school understands the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate children or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable children may face. Staff are trained to deal with behavioural issues as part of their continual professional development.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff must be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to check that children are using the school grounds respectfully and behaving appropriately. This will support the building of positive relationships outside the classroom.

We recognise that where individual children are engaging in continuing disruptive behaviour this can be as a result of mental health needs. If such needs are identified we will do all we can to ensure that the child receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of children with SEN and/or disabilities. Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children. An Individual Behaviour Support Plan will be used for children whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. We aim to combat bullying and other

harmful behaviour using, amongst others, preventative strategies through the active development of children's social, emotional and behavioural skills.

### **Consistency in practice**

- Consistent language; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour – Faith, Respect, Courtesy & Endeavour
- Consistent follow up: Ensuring 'certainty' at the classroom, middle and senior management level. Not passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Verbal praise, phone calls home and postcards for above and beyond.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referring to promoting appropriate behaviour that are accessible to all through icons, symbols and visual cues and interesting and creative signage.
- Consistent respect from adults: Even in the face of disrespectful children!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of children.

## **Working with Children**

Millfields CE Primary school expects all children to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other children or staff will not be tolerated. Children are ambassadors for our school including **when travelling to and from school premises**, and we expect them to act accordingly. Children are expected to follow school rules, listen and follow instructions. School work and homework should be well presented, completed to a high standard, and handed in on time. If children are struggling to meet the requirements of their workload for any reason, they should discuss this with their class teacher who will work with them to draw up a support plan.

All staff will:

1. Meet and greet children at the door of their classrooms.
2. Refer to The Millfields' Way of Faith, Respect, Courtesy & Endeavour
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all children.
5. Use a class recognition board to celebrate positive achievement towards a set goal.
6. Follow up every time, retain ownership and engage in reflective dialogue with children.\*
7. Never ignore or walk past children who are behaving badly.
8. \*PIP & RIP: praise in public; reflect, restore (and reprimand) in private.

## **Classroom/teaching space**

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff will praise the behaviour they wish to see; not spend time on negative. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Key steps and actions in tackling behaviour

- 1) **REDIRECTION** - a gentle encouragement a nudge in the right direction.
- 2) **REMINDER** - a reminder of the expectations (Faith, Respect, Courtesy, Endeavour) delivered privately. Repeat reminder if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
- 3) **CAUTION** - A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
- 4) **REPARATION STEPS:**

Low level disruption e.g. consistent talking/shouting out in class, getting out of seats, being disrespectful to adults, running in the long grass

- Short reflection sheet carried out with teacher or TA. Emphasis being placed on why these things are happening and what can be done to stop them from happening again.

More serious behaviours

Fighting, swearing, physically hurting an adult or another student, running away from an adult

- Assess the situation, is the child in a state of crisis? If so, use de-escalation strategies to calm them until they are relaxed.
- If two children are involved, decide where the best place is to carry out restorative practice e.g. inside in a classroom or outside. The aim of this session is to support the child in understanding the impact of their actions on themselves and others and for teachers to find out what triggered the behaviour and how to avoid this in the future.
- If restorative practice doesn't work. Use the longer reflection book.
- Apology letter to be carried out
- Parents to be informed and incident to be recorded on CPOMs
- Whenever Team Teach techniques are used (anything more than guiding the child) this needs to be recorded.

***A Serious Breach is an incident that may lead to a fixed term or internal exclusion.***

## **Unacceptable Behaviour**

Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in serious action and possibly exclusion, depending on the circumstances:

- Verbal abuse to staff and others.
- Verbal abuse to children.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on children.
- Bullying (including cyberbullying in any form which takes place both in and out of school).
- Damage to property with intent.
- Misuse of illegal or legal drugs.
- Theft.
- Serious actual or threatened violence against another child or a member of staff
- Sexual abuse or assault.
- Supplying an illegal or legal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.

*The Millfields' Way: 'When you have Faith, Respect, Courtesy and Endeavour you are the light of the World'*

*Faith*

- *Prayer time is valued and allows us to reflect on our own values and beliefs.*
- *We are committed to building a relationship with our local Christian community in order to strengthen our faith.*
- *We participate in collective worship as a whole school and in class.*

*Respect*

- *We always listen when an adult is talking.*
- *We respect difference and know we are all equal.*
- *We look after our equipment and share it.*
- *We look after our environment and never drop litter.*
- *We treat others as we would like to be treated ourselves.*

*Courtesy*

- *We follow instructions – first time, every time.*
- *We are polite and show good manners to everyone.*
- *We walk sensibly around our school.*
- *We stay safe online and outside school.*

*Endeavour*

- *We arrive at school on time, every time*
- We take part fully in lessons and show resilience.*
- *We wear our uniform with pride and have the right clothes for PE and playing outdoors.*
  - *We make sure we have the right equipment for all lessons.*
  - *We stand up to bullying of any kind.*

## **Rewards**

Excellent behaviour, which goes beyond the general high expectation, should be rewarded. Rewards and sanctions must be age appropriate and should reflect the level of behaviour. They must be attainable for all children and not just for a selected few. Rewards will normally be public praise for good behaviour, effort or recognition of quality work. Rewards will never be taken away from a child.

- Specific rewards include:
  - Name on the recognition board in the classroom.
  - Positive notes for good corridor, playground or classroom behaviour.
  - A written comment on work with specific points picked out for comment
  - An individual token award e.g. Sticker.
  - A visit to a more senior member of staff for positive commendation.
  - A public word of praise in front of a group, class, key stage or the school.
  - Public written acknowledgement through good worker assemblies.
  - School Certificates, formally presented.
  - Postcard sent home/phone call home
  - Afternoon tea/hot chocolate with headteacher and/or visitors

## **Restorative practice**

We want our children to understand that there are always consequences to our actions, therefore we have both positive and negative consequences, according to our behaviour choices. If a child makes a negative choice about their behaviour they will have some reflection time where they will be supported to think about their actions, how this affected others, and how they can make better choices next time. Children will always be shown the Millfields' Way for expected behaviour and this will allow them to make the right choice.

## **Working with Parents and carers**

Parents play a big part in ensuring that their children are responsible for their own behaviour in school.

We ask that all parents respect and support the school's behaviour policy and the authority of the school staff by:

- Building school life into a natural routine.
- Ensuring your child is at school on time, appropriately dressed, rested, and equipped.
- Encouraging your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, parents must provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

## **Equal Opportunities**

All activities relating to Behaviour Management will be delivered through the curriculum to all children irrespective of gender, race or ability. Instruction and support will be given at appropriate levels.

## **Bullying**

Millfields CE Primary School will ensure that all children feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and children.

The school practises a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to children what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying (including cyberbullying) does occur, the school will:

- Take it seriously.
- Act as quickly as possible to establish the facts.
- Record and report the incident using CPOMS; depending on how serious the case is, it may be reported to the Headteacher.
- Provide support and reassurance to the victim.
- Make it clear to the 'bully' that this behaviour will not be tolerated.

If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions.

- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used.
- Consider a fixed term exclusion in cases of repeated bullying.

Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical violence	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual unwanted physical inappropriate touching	Explicit sexual remarks, display of sexual material, sexual gestures, attention, comments about sexual reputation or performance,
Direct/indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **Disciplinary sanctions**

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline children. Millfields CE Primary School operates using the following disciplinary measures:

- Missed break times on the day of the incident. Follow up reparation meetings if this is not possible. Reflection sheets to be completed.
- Homework Support for non-completion.
- Formal Reparation Meetings.
- Supervised Attendance (internal exclusions).
- Fixed Term Exclusions/Permanent Exclusions.

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

## **Attendance**

Regular attendance at school is required by law, and Millfields CE Primary School takes attendance very seriously. There is a register taken in the morning before lessons and at the start of the afternoon lessons, and disciplinary action will be taken against any children who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's attendance policy.

## **Complaints**

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the Headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively.

## **Use of Force to Restrain Children**

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school has a room that can be used for Time Out (ELSA room), where children can go if they need time to calm down or if their behaviour is causing disruption to the learning of the other children. Please see KCSIE21 documentation for further advice and support. In some circumstances, staff may use reasonable force to restrain a child to prevent them (a number of staff are trained to use TeamTeach techniques):

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.

- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

### **Confiscation**

Any prohibited items found in children's possession will be confiscated. These items will not be returned to children. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

Power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Millfields CE Primary School Behaviour Policy – based on When Adults Change Everything Changes 2018 – Paul Dix Page 15 of 26

### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child. The school's special educational needs co-ordinator (Pamela Yates) will evaluate a child 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 specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external

agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil Transition**

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues 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 children transferring to other schools.

### **Malicious Allegations**

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the child in accordance with this policy. Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff) for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Fixed-term Exclusions**

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education. In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the child, other children or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person. Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

### **Permanent Exclusions**

It would be unprecedented for us to permanently exclude a child at Millfields CE Primary School. In the event that the school is not able to meet the needs of an individual child, we will always aim to work with the child and young person's family and the Local Authority to identify a suitable alternative placement for a managed move.

### **Multi Agency Support**

In the rare instances that children reach a level of fixed-term exclusion it is likely they could be categorised as SEMH (Children with social, emotional and behavioural difficulties) and have a level of high need. At this point or before, it would be appropriate to have a multi-

professional meeting, including the parents to discuss an Individual Support Plan (ISP). At this meeting, plans will be made to minimise possible permanent exclusion. Children with SEMH may have issues at home or a medical condition. These children can find it difficult to be praised, struggle to link consequences with actions, feel 'cornered' and react in an extreme way. Friendships and relationships are crucial for these children.

Some of the options for supporting a child with SEMH include:

- Temporary part-time timetables
- Access to support from our ELSA
- Support from a Teaching Assistant
- Adapting the curriculum
- Individually adapted rewards
- Providing responsibilities

Dealing with children with SEMH is always a balance between the needs of inclusion of the individual and the entitlement and welfare of others. It is crucial that we maintain a climate of support and understanding for the child, their family and the members of staff involved with them.

Links with other policies

This behaviour policy is linked to the following policies:

- KCSIE 2021
- School Safeguarding Policy
- School Attendance Policy

## **APPENDIX 1 General Procedures**

### **Lining up**

- ✓ Whistle is blown and children to stand still
- ✓ On the second whistle they are to walk to their designated lining up spots.
- ✓ If children are on the field, children to walk orderly to their playground spots
- ✓ A whistle may be blown to signal need for quiet in the lines
- ✓ Staff to meet the classes at their spot promptly and ensure lines are quiet before entering the school

### **Moving around the school**

- ✓ All children should enter and leave all rooms in an orderly fashion.
- ✓ Teachers will supervise corridors at any transition times.
- ✓ Everyone should walk at all times and keep to the right.
- ✓ Courtesy should be shown at all times.
- ✓ All teachers should greet children from all year groups, with uniform or behaviour reminders given where appropriate.

### **In the Classroom**

Teachers should discuss the Millfields' Way and how this applies to their classroom conduct.

Faith, Respect, Courtesy and Endeavour.

### **Routines should be in place for**

- ✓ Positively entering and leaving the classroom.
- ✓ Getting out and clearing away materials.
- ✓ Accessing the cloakroom.
- ✓ Getting changed for P.E.
- ✓ Getting the attention of the class.
- ✓ Wet play.

### **During Lunchtimes**

- ✓ Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play (Active Play)
- ✓ Build relationships with children by getting to know children's names.
- ✓ If a child tells, listen to them.
- ✓ Do not threaten disciplinary action straightaway.
- ✓ Hear both/all sides before taking action.
- ✓ Ensure that all children have a chance to speak and put their point of view.
- ✓ Decide on the course of action, using the right choices behaviour system and language

### **In the Hall**

- ✓ Children line up and enter and leave in silence, accompanied by their teacher.
- ✓ Uniform should be checked before going into the hall.

*Faith, Respect, Courtesy & Endeavour*

- ✓ 'Assembly order' lines are good practice and ensure that children who are likely to chat are not sitting together.
- ✓ During assembly, children should sit in silence unless asked to participate.
- ✓ If all teachers are not present, they should return before the end of the assembly and provide a reason for non-attendance.

### **On educational visits**

- ✓ Children should wear school uniform in so far as it is appropriate.
- ✓ Routines used in the classroom should be used when on trips or visits.
- ✓ Peer Mediators- The role of a Peer Mediator is:
  - ✓ To help include children who are on their own.
  - ✓ To help children who have hurt themselves.
  - ✓ To be friendly and caring to everyone.
  - ✓ To be approachable.
  - ✓ To encourage children from different year groups to mix.
  - ✓ To introduce and encourage playground games.
  - ✓ To support staff who are on duty.
  - ✓ To recognise and acknowledge appropriate behaviour.

## **Appendix 2 – Middle and Senior Leaders**

### **Middle Leaders**

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show unified consistency to the children.

### **Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the children.

Senior leaders will:

- Meet and greet children at the beginning of the day
- Be a visible presence around the site and especially at transition time
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders and teaching staff in managing children with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site.
- Take time to welcome children at the start of the day

### **Recognition and rewards for effort**

We recognise and reward children who go over and above our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be overestimated. It is the key to developing positive relationships, including with those children are hardest to reach.

### **Appendix 3 - Behaviour for excellent teaching and learning – One page summary**

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Millfields Way – [Faith, Respect, Courtesy & Endeavour](#) - must be displayed in each learning space and referred to in conversations around conduct.

#### **Consistencies**

- 1 Meet and greet at the door.
- 2 Model positive behaviours and build relationships.
- 3 Plan lessons that engage, challenge and meet the needs of all children.
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.
- 5 Refer to [Faith, Respect, Courtesy and Endeavour](#) in all conversations about behaviour.
- 6 Be calm and give take up time when going through the steps. Prevent before sanctions.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with children.
- 8 Never ignore or walk past children who are behaving badly.