



Icklesham Church of England Primary School and Nursery



Let Your Light Shine

Headteacher: Paula Robinson B.Ed (Hons), NPQH

Our Vision

We are a school built on Christian foundations where every individual is celebrated as unique. We aspire to be curious, compassionate, tolerant and active in a diverse world. We gather together to build a community that finds each person's gifts and nurtures them that their light may shine. We hold a vision of success for all.

Let Your Light Shine before others that they may see your good deeds and glorify your Father in Heaven. Matthew 5:16

Behaviour Policy

Policy to be approved by	Full Governing Body
Policy review schedule	Annual
Policy last reviewed	October 2024
Policy ratified and adopted by the Full Governing Body / SLT (delete as appropriate)	1 st October 2024
Policy due for review	October 2025

This Policy applies to:

- the whole school, including EYFS (Nursery and Reception), along with all the activities provided by the school including those outside normal hours
- All staff (teaching and non- teaching) and volunteers working within the school

This behaviour policy is linked to the following policies and documents and should be read with:

- Online safety Policy
- Anti- Bullying Policy
- RSE Policy
- Child protection and safeguarding policy
- Special Educational Needs and Disability (SEND) Non- Discrimination Policy
- Personal, Social, Health and Economic Policy
- Spiritual, Moral, Social and Cultural Policy
- EYFS Curriculum
- Educational Visits and Offsite activities policy
- The School website. Facebook Page and prospectus (available online via www.ickleshamcp.e-sussex.sch.uk)

Availability

This policy is made available to staff, parents and pupils via the school website, a paper copy can be sent on request from the school office. Staff have access to this policy via the staff drive.

Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by the Headteacher, Senior Leadership Team and relevant subject leader.

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well in line with our vision and values. Our vision states that we hold “A Vision of Success of All” and we are a caring community, whose values are built upon joy, forgiveness, justice, service, love, courage, perseverance, excellence and forgiveness. The school’s behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. All children are treated fairly and the behaviour policy is applied in a consistent and age appropriate way. This school has a zero-tolerance approach to child-on-child abuse. The school rewards good behaviour, as it believes this will develop an ethos of kindness and co-operation. This policy is, therefore, designed to promote good behaviour, rather than merely deter anti-social behaviour. Where behaviour does not meet these high standards a restorative process is employed in order to best promote our values for the school. To put it simply; Be in the Right Place, at the Right Time, doing the Right Thing.

Rewards

We praise and reward children for good behaviour and upholding the vision and values of the school in a variety of ways:

- Teachers and other adults praise children whenever possible all members of staff give children house points. In Reception and KS1 these are given additionally as Class Dojo. We have four houses, Church, Oast, Orchard and Windmill (known as Blue, Green, Red and Yellow). House point totals are collected weekly from each class. The winning house each week is recognised in Celebration Assembly.
- Each week, two children from each class are rewarded with a class “Let your Light Shine” award certificate for either demonstrating our school values in their behaviour or in their work. The certificates are presented in our weekly celebration assembly.
- The Peggy Austen “I can and I will” Cup is presented annually at the Leavers’ Service in church to a year six pupil who has been an outstanding example of perseverance and determination throughout their school life.
- The Pauline Higgs “Aspire, Believe and Care” Award is presented annually at the Leavers’ Service in church, to a pupil in year 6 who has been an outstanding example of Aspire, Believe and Care.
- The “Let Your Light Shine” Award is presented annually at the Leaver’s Service in church, to a year six pupil who has demonstrated an outstanding endeavour in school.

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we follow the procedure below. We may also ask them either to move to a place nearer the teacher, or to sit on their own if this is helpful.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will speak to him or her privately. If a child misbehaves repeatedly, the child works outside the classroom in a time out space away from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- Where there is an incident or disagreement between children a process of mediation is used where appropriate.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. This may mean the teacher will remove the class to a suitable alternative space.

- If a child threatens, hurts or bullies another child, the incident is recorded and the sanctions are used. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child (see Anti-Bullying procedures).
- All members of the school understand that behaviour is a form of communication. Therefore time is taken to listen until we really understand the child. This includes listening to parents and carers views and any particular difficulties a child may be experiencing so that a suitable approach can be planned.
- In some cases, including where a child is vulnerable and or has special educational needs, an individual plan is put in place to support the child and secure good choices in line with this policy over time.

We always praise positive behaviours and our ethos is to hold these high expectations at all times. We have a clear procedure for dealing with inappropriate behaviour.

Where behaviour falls below expectations, the following procedures are used:

In Class:

Nursery:

- A short time out is given away from the main group, which is followed by a conversation with an adult to explain what they have done. They are encouraged asked to apologise either verbally or through signing.

Foundation Stage:

- A five minute time out of class learning activities is used for the child. The adult will talk to the child about why the behaviour was wrong and what is expected of them. **The adult will listen to the child until they really understand.** The child will then re-join the class and participate in the learning taking place. This practise is repeated if further inappropriate behaviour occurs. Repeated incidents (3 per week) with an individual will lead to a member of the schools leadership team (SLT) speaking to the child involved and the teacher speaking to the child's parent. Where specific needs are identified an individual behaviour plan may be introduced for the child. This plan aims to meet the child's needs and may sit outside this behaviour policy. Whenever possible, individual behaviour plans are in line with this policy.

Key Stage 1 and 2:

A five minute time out and conversation with the class teacher is used throughout the day. **The adult will listen to the child until they really understand.** An incident that occurs before break time will result in a five minute timeout on the Time Out Bench in the playground. Their class teacher will bring the child to the bench after a conversation between the child and teacher to explain why the behaviour was wrong and the teacher on duty made aware. **The adult will listen to the child until they really understand.** The teacher on duty will let the child know when they are able to leave the Time Out Bench. Incidents of inappropriate behaviour

occurring after break but before lunch, will mean that children in Key Stage 2 will spend five minutes of their lunch break with their class teacher to discuss their behaviour. **The adult will listen to the child until they really understand.** During the afternoon, the five minute time out will occur during the 'Regular Run'. If inappropriate behaviour occurs before the end of the day, the class teacher will speak to a parent at home time. Repeated incidents (3 per week) with an individual will lead to a member of the schools leadership team (SLT) speaking to the child involved and the teacher speaking to the child's parent. Where specific needs are identified an individual behaviour plan may be introduced for the child. This plan aims to meet the child's needs and may sit outside this behaviour policy. Whenever possible, individual behaviour plans are in line with this policy.

In Playground

- A verbal warning
- Time Out Bench for 5 minutes
- For repeated incidents or more than five minutes SLT are informed via a yellow form. "Yellow forms" are completed by the member of staff who is informed of, or witnesses the behaviour. The children involved are given time to explain in an agreed break time and then the member of staff will apply the appropriate sanction and complete the form. The form is then passed to the Class Teacher and then the Headteacher/ SENCO to be filed or followed up.

Extreme poor behaviour will result in;

- Isolation – pupils working on their own or taken to SLT for an agreed period of time and at least until the next 'natural break'
- The class teacher will send for a member of the SLT if the child is being aggressive or violent, or swearing and follow the planned strategy for the rest of the class, which may involve removing the class to another space.
- Staff are clear that behaviour is a form of communication and will always strive to listen until they really understand. This includes listening to parents and carers views and any particular difficulties a child may be experiencing so that a suitable approach can be planned.
- In some cases, including where a child is vulnerable and or has special educational needs, an individual plan is put in place to support the child and secure good choices in line with this policy over time.
- Safeguarding concerns will be recorded on My Concern and communicated to parents.

- Planned behaviour strategies for individual pupils are co-constructed for each pupil between school, pupil and parent and are recorded in an agreed Individual Behaviour Provision Plan and Risk Assessment. There may be external agencies involved, and if so the external agency will work with the school, pupil and parents and carers to develop strategies. A one-page Pupil Profile will be used to give key information to all staff to ensure all adults follow the plan for the child. This will include a photograph of the child and will be held in the staffroom.
- Sent to the headteacher –**The headteacher will listen to the child until they really understand.** The headteacher will promote a vision of success for the pupil including; putting things right, a sanction, and a plan to make sure it doesn't happen again.

The Headteacher / SENCO will also follow a set procedure for moderating and monitoring a pupil's behaviour

- Headteacher/Class Teacher and pupil discuss behaviour; they agree and set targets for improvement.
- Develop an individual one- page Pupil Profile
- Mediation will take place if appropriate.
- Parents notified by email or telephone and included in discussions.
- Behaviour/Report Book/Card may be used to monitor behaviour.
- All staff informed.
- Pupils receive support from the SENCO and/ or external agencies where appropriate.

If behaviour does not improve then additional strategies may be employed, such as:

- "Time Out" – A quiet place to cool/calm down.
- The pupil may be set work by the class teacher and work in isolation while supervised by staff.
- Receive support from external agencies. (ESBAS, CAHMS, Family Support)
- In extreme cases a pupil would be suspended. N.B. exclusion of pupils is very rare and would only be used where the behaviour is in serious breach of the Behaviour Policy and when all other support strategies have been tried. See exclusion procedures and point 7.
- In the case of a child in Nursery, who is not yet at statutory school age, a discussion will take place between the headteacher, Nursery Manager and parents and carers to ascertain if a nursery place is appropriate for the child's stage of development and readiness for nursery. Should the child's behaviour indicate that they are not yet ready for nursery, sessions may be reduced or delayed.
- In extreme cases where there is continued aggression, violence or swearing, and all other measures have been tried, a nursery place may be withdrawn.

Class Charter

At the beginning of each academic year the class teacher discusses the school rules with their class. In addition to the school rules, each class also has its own Classroom Agreement, which is created by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour or repeated poor behaviour, the class teacher discusses these with the whole class at an appropriate time, e.g. circle time.

Classroom Management

Teachers will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Class Agreement
- Develop positive attitudes with pupils, which may include:
 - Greeting pupils in the morning/ at start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting afresh
 - Having a plan for dealing with low level disruption
 - Using positive reinforcement

The role of the class teacher and teaching assistants

It is the responsibility of class teachers and teaching assistants to ensure that the school rules are enforced in class, and that their class behave in a responsible manner during lesson time and when moving around the school. The staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher and teaching assistants treat each child fairly, and enforce the classroom code consistently. The teachers and teaching assistants treat all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on an 'Antecedent, Behaviour, Consequence, Different Plan' form (ABCD form) and then My Concern system if deemed appropriate following a discussion with a member of the Senior Leadership Team (SLT) or the Designated Safeguard Lead (DSL). In the first instance, the class teacher and teaching assistant deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher. The class teacher, SENCO and headteacher liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. We hold a vision of success for every child in line with our values.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school 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 supports staff to record incidents of misbehaviour on My Concern. The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified. We hold a vision of success for every child in line with our values.

The role of the safeguarding team

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

It is the responsibility of the safeguarding team and SENCO to monitor behaviour through any concerns raised by class teachers through My Concern. This will allow the team to provide specific advice for individual children. This may result in an individual Behaviour Provision Plan with a linked Risk Assessment and one-page Pupil Profile.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. Each September parents, teachers and pupils are given a home school agreement that details the expected behaviour. We expect parents and carers to support their child's learning and to cooperate with the school, as set out in this policy. We try to build a supportive dialogue between home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions as set out in this policy, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, followed by the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. The Complaints Policy is available on the school website.

The role of governors

The governing board has the responsibility of setting down these general guidelines on standards of 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. The headteacher must take this into account when making decisions about matters of behaviour. We hold a vision of success for every child in line with our values.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school, specifically online bullying outside of school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Anti - Bullying procedures

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Adults in school understand that behaviour is a method of communication. Adults will listen to pupils until they really understand. See our Anti-Bullying Policy

Physical restraint

Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. All incidents are logged and monitored by the Headteacher.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others

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

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will 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 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 to create the plan and review it on a regular basis.

Fixed Term Suspensions and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.- see ESCC Guidelines and Procedures. Only the headteacher (or the teacher in charge) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for

up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body will form an appeals panel which is made up of between three and five members. This panel considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and the appropriate medical form completed at the school office. Medication 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 the designated adult worker. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed-term suspension and police and social services will be informed. If the offence is repeated, the child will be permanently excluded, and the police and social services 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. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a suspension. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. 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 pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Pupil 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 behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the headteacher and governing board annually.

Links with other policies

This behaviour policy is linked to the following policies and documents:

- Online safety Policy
- Anti- Bullying Policy
- RSE Policy
- Child protection and safeguarding policy
- Special Educational Needs and Disability (SEND) Non- Discrimination Policy
- Personal, Social, Health and Economic Policy
- Spiritual, Moral, Social and Cultural Policy
- EYFS Curriculum
- Educational Visits and Offsite activities policy
- The School website and prospectus (available online via www.ickleshamcp.e-sussex.sch.uk)

Appendix A: written statement of behaviour principles

We hold a vision of success for all and we listen until we really understand.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions

- Parents and carers are informed and included in discussions about behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix B

Behaviour Policy Approach

We hold a Vision of Success for all and we listen until we really understand.

We understand that behaviour is a method of communication. We listen until we really understand. We have found that, for the majority of children, a quiet word followed by the 'time out' bench if needed, is sufficient. Most children play well and respect adults in the playground. The following hierarchy of events should be used to enable all staff to be able to deal with any eventuality. During all stages children should be reminded that:
When things go wrong we have to do four things.

- 1) Listen until we really understand
- 2) Put them right (apologise, change behaviour, sanction, explain)
- 3) Think of how we can make sure it doesn't happen again (Think of a good game to play next time; remember not to use bad language).
- 4) Children will be supported to do the right thing.

Step One: Speak to the child calmly and ask 'Tell me' (what's going on)

Step Two: If there has been a genuine problem, attempt to resolve it with the children concerned. This may be an apology, or an agreement on some time apart/ to use equipment properly etc.

Step Three: Ask the child to have for a period of 'Time Out'. Followed by a 'Tell me' conversation with an adult who will listen until they really understand. This can be followed by a return to play/ work.

Step Four: If there is a refusal to have a time out children should be taken to a teacher.

Step Five: The teacher will try to ascertain what has happened and follow the steps.

Step Six: If a child has been wilfully rude to an adult, refused to do what was asked, or has injured another child or adult deliberately, a yellow form will be completed by the adult

Step Seven: If a child refuses Step Six the Headteacher will be called on to collect the child. The Headteacher and the class teacher will meet with the child and parents where appropriate. Some pupils may need some time to process events before embarking on stage 6. Providing the staff member feels the pupil can successfully return to class step 6 can be deferred to the next break.

There may be times when we need to go straight to step 7.

During all stages children should be reminded that:

When things go wrong we have to do four things.

- 1) Listen until we really understand
- 2) Put them right (apologise, change behaviour, sanction, explain)
- 3) Think of how we can make sure it doesn't happen again (Think of a good game to play next time; remember not to use bad language).
- 4) Children will be supported to do the right thing.