



# Oxbridge Lane Primary Behaviour Policy

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Policy prepared by (name and designation)	Amy Blackburn Headteacher
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## Policy statement

Oxbridge Lane Primary School 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### **'The trickiest learners**

Working with the most 'damaged' learners demands patience, guile and cunning. It means that you need to go to them, to meet them where they are and show them the way. Sitting on a pile of high expectations and waiting for learners to climb up to reach you might meet the needs of some teachers. It doesn't meet the needs of the child. It would be very easy to declare that everyone regardless of their individual needs must follow the same rules in your classroom. Yet working with learners who struggle to keep control requires a more flexible approach. Everybody needs to accept that at different times you will make decisions that may not appear fair but are in the best interests of individuals. You can differentiate your management of behaviour just as you differentiate your teaching. Being fair does not mean being equal.'

(Paul Dix 2016)

### **1. Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **2. Purpose of the policy**

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

- Recognise behavioural norms

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

## Three is the magic number

### How will staff behave ?

1. Staff will respect all pupils, parents, visitors and members of the community.
2. Staff will be ready, organized and prepared to teach the children at Oxbridge Lane.
3. Staff will keep children and adults safe.

### 3 Rules

1. Be respectful
2. Be ready
3. Be safe

### All staff, every day

1. Consistently model respectful, safe and ready behaviours.
2. Recognize and praise good behaviour that is 'over and above'.
3. Follow the steps in the behaviour policy – refusing to give attention and importance to poor conduct

### Middle leaders

1. Consistently model respectful, safe and ready behaviours.
2. Support staff in dealing with poor conduct by coaching through/ modelling the steps in the policy.
3. Recognize and praise positive behaviour that is 'over and above'.

### Senior leaders

1. Consistently model respectful, safe and ready behaviours.
2. Support staff in dealing with poor conduct by coaching through/ modelling the steps in the policy.
3. Recognize and praise positive behaviour that is 'over and above'.

### 3 key ways to recognise conduct that is 'over and above'

1. Verbal praise
2. Recognition boards
3. Letter/ postcard/ phone call home.

## Consistency in practice

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, faculty and senior management level. Never 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.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- 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 learners rather than marketing slogans

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

### **All staff**

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Recognise positive behavior by using **Recognition board** throughout every lesson.
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 learners.
8. **Never ignore** or walk past learners who are behaving badly.

### **Middle leaders**

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

Middle leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted

- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

### **Senior leaders**

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

Senior leaders will:

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

## Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.



'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are hardest to reach. Each classroom has a recognition board that has all of the names of the children below it, a positive behavior is shared with the class by the teacher at the start of each day. The teacher will actively look for opportunities to spot children meeting this behavior expectation and move their name onto the recognition board. If all children within the class get their name onto the recognition board a class point is awarded. Class points are then added together and when 10 have been achieved a class reward, that has been voted for by the class, is given. Rewards can include additional PE lessons, additional Computing time, additional art time etc.

Additional individual rewards can also be achieved to recognize behaviour that is over and above.

### School level

1. Phone call home from leader
2. Postcard home from Headteacher
3. Mention in assembly

## Classroom level

1. Verbal praise
2. Recognition board
3. Phone call from class teacher.

## Managing behaviour

### Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners 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 your 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. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption. Oxbridge Lane Primary School uses a behaviour pathway script to ensure a consistent approach to behavior management.*

## Behaviour Pathway Script

### BEHAVIOUR PATHWAY

Staff will follow the Behaviour Pathway when faced with behaviour which does not meet the expected standard.

1. Redirection
2. Reminder
3. Caution
4. Time out - in class
5. Time out - out of class
6. Partnership
7. Restorative Conference

Steps	Actions
	Learners 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
1) Redirection	Talk to the child (not recorded) I noticed that you chose to (Behaviour). This is a reminder that you need to follow the three school rules. You now have the chance to make a better choice. Thank you for listening. Walk away and do not engage in in any responses.
2) Reminder	Reminder – I noticed that you chose to (Behaviour). This is the second time I have spoken to you. This is a reminder that you need to follow the three school rules. Remember when you (previous example of positive behaviour). You now have the chance to make a better choice. Thank you for listening. Walk away and do not engage in in any responses.
3) Caution	Caution – I have noticed that you are continuing to (Behaviour). You need to speak to me at the end of the lesson for a restorative conversation. If you continue with this behaviour you will need to take a time out. Walk away and do not engage in in any responses
4) Time Out - in class	<p>Time Out - I have noticed that you have chosen to (behaviour). You need to have a time out (designated area). I will come and speak to you. I liked it when you (previous positive behaviour). Hold a restorative conversation. Record this on CPOMS as “poor behavior”.</p> <p>Learners should only stand outside classrooms if they need to cool down and/ or diffuse a situation. In general five minutes should be enough.</p> <p>If the step above is initially unsuccessful, walk away to give take up time. If child continues to not comply move to step 5</p>

	<p>Staff will always deliver sanctions calmly and with care.</p>
<p>5) Time out - out of class</p>	<p>I have noticed that you have chosen to (behaviour). You now need to take a time out away from class. Instruct the child where the timeout will take place and with who, provide work for the child to complete. I will come and speak to you later. Time out of class will be completed with an appropriate member of staff dependent on the child.</p> <p><b>A good Reparation meeting is often structured in 5 steps:</b></p> <ol style="list-style-type: none"> <li>1. What's happened?</li> <li>2. What were your choices at the time?</li> <li>3. Who else was affected by your behaviour?</li> <li>4. What have you thought since?</li> <li>5. How can we make this right now?</li> </ol> <p><b>Refocusing the conversation</b></p> <p>When learners try to argue, shift the blame, or divert the conversation you can either:</p> <p>Calmly and gently repeat the line you have been interrupted in This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...</p> <p>Use an appropriate refocusing line to bring the conversation back to the script.</p> <p>This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.</p> <p>Learner Adult</p> <p>'It wasn't me' 'I hear what you are saying...'</p> <p>'But they were doing the same thing' 'I understand...'</p> <p>'I was only...' 'Maybe you were....and yet...'</p> <p>'You are not being fair' 'Yes sometimes I may appear unfair...'</p> <p>'It's boring' 'Be that as it may...'</p> <p>You are a ..... (name calling) 'There may be some truth in that....'(with follow up served cold!)' or 'I am sorry that you are having a bad day</p> <p>Out-line'</p> <p>If the conversation is becoming unproductive what line will you leave on? I use: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your conduct. I know that when I come back we can have a polite, productive conversation."</p> <p>For a regular offender:</p> <ul style="list-style-type: none"> <li>• Discussion with Senior leader/SENCO/Head Teacher</li> <li>• Parents informed of withdrawal by teacher or Team Leader/ SLT</li> </ul>

	<p>depending on nature of incident.</p> <ul style="list-style-type: none"> <li>• Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.</li> <li>• Referral to multi agencies i.e. Ed Psych etc.</li> </ul> <p>If behaviour improves return to class after completing time out. If not or if child refuses, move to Step 6</p>
<p>6) Partnership</p>	<p>Partnership</p> <p>Meeting with parents and member of SLT</p> <ul style="list-style-type: none"> <li>• Involvement of all necessary agencies.</li> <li>• Consider EHA.</li> <li>• Meeting with parents/child.</li> <li>• Clear/realistic targets for behaviour agreed (maximum of three).</li> <li>• Clear rewards/consequences identified for success/failure (including possible exclusion).</li> <li>• Daily feedback to child, weekly feedback to parents.</li> <li>• Record meeting on CPOMs.</li> </ul> <p>Discuss both the consequences for the learner if they do not meet the required actions and the positive outcomes for everyone if their conduct improves.</p> <p>Possible consequences</p> <p>Internal Exclusion</p> <ul style="list-style-type: none"> <li>• Parents informed.</li> <li>• Child has no contact with own class or classmates.</li> </ul> <p>Fixed Short Term Exclusion (up to 5 days per term)</p> <ul style="list-style-type: none"> <li>• Parents informed by letter.</li> <li>• Upon return to school, parents and child meet with Deputy Headteacher/ Headteacher to explicitly communicate expectations for behaviour and consequences.</li> <li>• Behaviour Support Plan to be put in place.</li> </ul> <p>If this is unsuccessful move to step 7</p>
<p>7) Restorative conference</p>	<p>(Headteacher) Fixed Short Term Exclusion (up to 5 days per term)</p> <ul style="list-style-type: none"> <li>• Parents informed by letter.</li> <li>• Upon return to school, parents and child meet with Deputy Headteacher/ Headteacher to explicitly communicate expectations for behaviour and consequences.</li> <li>• Behaviour Support Plan to be put in place.</li> </ul> <p>(Headteacher) Fixed Long Term Exclusion (up to 45 days per year).</p> <ul style="list-style-type: none"> <li>• Parents, Chair of Local Governing Body, LA informed.</li> <li>• Upon return to school or if reinstated child stays on Contract or PSP</li> </ul>

for a minimum of eight weeks.

(Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair of Local Governing Body, LA Officer informed.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

**Serious Breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and payback

Every effort will be made to encourage and support a change in the learner's behaviour.

All of these matters will be confirmed in writing and recorded on behaviour plans/ CPOMs.

## Use of Reasonable Force

Oxbridge Lane's approach to the use of reasonable force.

As a school we use the DfE Guidance 'Use of Reasonable Force – Advice for head teachers, staff and governing bodies'. (Published 2013)

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury, or if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- All members of school staff have a legal power to use reasonable force (defined as 'using no more force than is needed')
- In addition to the general power to use reasonable force staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items, such as weapons, alcohol, illegal drugs, stolen items, tobacco or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

## EXTREME BEHAVIOURS

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke behaviour plans that detail:

- Strategies at each point of arousal
- Expectations of behaviour
- Scripts
- Key adults
- Rewards and sanctions
- Exclusion
- Restraint

In extreme cases, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort.

The school will record all behaviour incidents on CPOMs. The Headteacher/Safeguarding Lead will keep records of SLT involvement, positive handling and exclusion. Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with a member of SLT.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange regular meetings. We may also refer particular families to social care if we feel there is also a child protection issue.

To further support these children we are aware of these principles and use these when creating individual plans:

### The Relationship Principle

The extent to which a child sees an adult as a 'secure base' will influence the trust they give, the connection they seek and the compliance they show (particularly 3-8yrs).

### The 'Stress Principle'

Children's state of 'stress' constantly fluctuates - as stress rises, children will use (helpful or unhelpful) behaviours that aim to make them feel safe'.

### The Positive Reinforcement Principle

When a child experiences a positive consequence for a behaviour they are more likely to repeat it (particularly 3-8yrs).

### The Attention Principle

Children repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

### The Consequence Principle

A consistent consequence will begin to reduce or weaken a behaviour.

### The Learning Principle

If discipline is focused on learning from mistakes, children experience your hope for them. If discipline is focused on punishment, the action will 'shame or fame' a child, undermining the other principles.

Children 'misbehave for a wide variety of reasons' Principle!

When dealing with an episode of extreme behaviour, adults should consider:

- Safety of the child
- Safety of others

Only when a person/people are unsafe will we act to restrain or remove people.

### UNACCEPTABLE BEHAVIOURS

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited quickly through our Stepped Boundary System to be dealt with by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, all adults can deal with these types of behaviour.

Unacceptable Behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance/ rudeness to any adult
- Persistent taunting, teasing and bullying
- Stealing
- Spitting
- Swearing

### PHYSICAL ATTACKS ON ADULTS

At Oxbridge Lane, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for support if needed. Staff who defend themselves will have the full support of the leadership team and the local governing body, as long as their actions are in line with our policy and do not use excessive force. Staff who have been trained in Physical Restraint should restrain a child, but can be assisted by an appropriate adult who does not have the training if necessary.

All staff should report incidents directly to the Headteacher or Safeguarding Lead and they should be recorded. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Together: everyone matters, everyone succeeds

### EXCLUSION (FIXED TERM and PERMANENT)

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions.

### PARENTS' ROLE

Active parental involvement is welcomed and appreciated:

- To ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead.

- To pick up children on time.
- To understand and reinforce the school language as much as possible.
- To share in the concern about standards of behaviour generally.
- Support the work of the school as they seek to support the whole family.
- Parents to be told of deteriorating behaviour if the situation warrants it.

#### APPLICATION

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when special rules need to be applied, i.e. the dining room, play times, but the same principles of promoting good behaviour through the policy will always apply.

#### MONITORING AND EVALUATION

The policy will be monitored to check effectiveness by SLT at least once a year and reported back to the local governing body. SLT will also monitor the visible consistencies around the school and the use of language and personal follow-up.

Records will to be kept by the senior leadership team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

#### Oxbridge Lane BEHAVIOUR BLUEPRINT

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our Behaviour Blueprint sets out the rules, relentless routines and visible consistencies that all children and staff follow. Our Blueprint is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely through the Recognition Board, this makes good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'over and above'. Children are praised publicly and reprimanded in private.

#### Rules

The school has three simple rules which can be applied to a variety of situations and are taught and modelled explicitly:

- Be ready: I will help myself and other to learn.
- Be respectful: I will respect the building, staff and other pupils.
- Be safe: I will look after myself and others.

#### Visible Adult Consistencies

These are the visible behaviours exhibited by staff which are consistent and can be expected by children. Through these consistencies adults will build respectful relationships with pupils.

- Children are greeted in the classroom daily by their teacher. This enables everyone to start the day on a positive. SLT and support staff will also meet and greet children at the gate or in other areas of school.
- Staff will be calm, consistent and fair in their treatment of children and colleagues. Adults in school will not shout at children or become emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will pay first attention to the best conduct and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

#### Over and Above Recognition

Children will be recognised for their good behaviour.

- Children's names will be moved onto recognition boards when they have exhibited target behaviour for that day. The aim is for the whole class to get on the board and it should feel like a team effort. A child's name will not be removed from the board once it is on. The target should be chosen to reflect a behaviour which the class need to practise.
- Certificates/ postcards will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.
- Class reward system-each time the whole class achieves success by getting all the children's names on the recognition board in one day they will receive a point. Points will be traded for a pre-agreed whole class reward eg DVD, extra PE lesson, extra break, games lesson, computer time etc.

#### Relentless Routines

The routines which will be consistently used around school will be used to ensure all pupils are clear on how they will be expected to behave by all adults.

- Pupils and adults will be expected to walk as they move around school.
- When adults in school require the attention of the class they will raise their hand. The pupils will respond by raising their hand and giving the teacher their full attention. This will ensure a quiet and calm classroom where the teacher can address of pupils at the same time.

### Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom and is taken directly from this full behaviour policy. It includes microscripts for each step to ensure consistency in language and predictability for pupils which in turn results in all children being treated fairly. Staff should use a gentle approach, use child's name, get to the child's level, make eye contact, deliver the message and get out of the conversation to allow take up time. Adults should not respond to any secondary behaviour which is being used as a distraction from the initial behaviour or being used to escalate the situation.

### Restorative Conversations

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix, 'When the Adult Changes, Everything Changes'

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil to not only ensure the relationship between them remains positive but also to teach the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. For the youngest children questions should be used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences.

We also understand that for some children following our behaviour expectations are beyond their developmental level, in this case, these children will have bespoke behaviour plans which may include rewards to reinforce positive behaviour.



