



Behaviour and Wellbeing Policy

FOREST VIEW SCHOOL

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Ethos and Vision

At Forest View School, our aim is for all pupils to:

- Learn free from disruption
- Feel safe and secure
- Develop into confident, respectful and resilient individuals

Our behaviour system is rooted in our core values:

- **Kindness** - How we treat others.
- **Resilience** - How we respond to challenge and keep going.

These core values form the golden thread that runs through every aspect of school life and are brought to life through our school identity. We believe that children who follow our rules are well-behaved and make the best learners.

At Forest View children become Fearless Venturers.

“Try, learn and lead the way”

A Fearless Venturer:

- Shows kindness to and helps others
- Demonstrates resilience when faced with challenge
- Looks after the environment
- Learns from mistakes
- Takes pride in doing their best
- Reflects and improves

Relationships

Positive relationships underpin all behaviour at Forest View.

Staff:

- Build trusting relationships with all pupils
- Use the **Establish – Maintain - Restore** approach
- Ensure every child has a trusted adult
- Support children through calm, consistent responses
- Work within the guidelines set out in the Safer Working Practices document

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

We recognise that:

- Behaviour is a form of communication
- Children may need to be explicitly taught behaviour
- Past experiences (ACEs) impact behaviour

Part 1: Supporting pupil well-being

Responsibilities (refer to CP policy for more information)

- All Forest View staff have a pastoral responsibility for the school's pupils. This includes promoting a nurturing, stimulating and safe school environment. Further to this general responsibility, all staff are in a position to counsel, advise and safeguard individual pupils who find themselves in times of vulnerability.
- Similarly, school staff have a responsibility to liaise with the parents of pupils with whom they are directly involved (e.g. in the role of class teacher).
- In addition to the roles of all school staff, the school's CP team work to meet the pastoral needs of those pupils least able to meet the above objectives. This work includes using counselling skills with pupils with emotional needs, promoting constructive parenting skills with parents and sign posting families to relevant agencies and support.
- The CP team also work to liaise with outside agencies (e.g. health, social care) to draw on all available expertise to meet the pastoral needs of pupils.
- The CP Team keeps confidential records of their involvement with individual pupils and the minutes of their meetings.
- In cases where there is a Child Protection concern, the CP team will log these concerns with the Family and Children's Services Help Desk (Social Care).

Mechanisms

- There is a clear and straight forward system for school staff to notify the CP team of pastoral concerns about individual pupils.
- The CP team meet at least every term to discuss current concerns and are in regular contact with each other at other times. At these meetings they will review ongoing pupil involvement and prioritise caseloads.
- Where appropriate the CP team feedback relevant pupil information to relevant school staff.
- Members of the CP Team will receive training relevant to their work (e.g. Child Protection, safer recruitment).

Pastoral Support

Where a member of staff raises a concern about a child (whether this be due to behaviour, well-being, school attendance or another reason) the school's pastoral support team will assess the pupil and decide if any package of pastoral support needs to be put in place for the child.

The school uses a step-approach to supporting children's pastoral needs:

Tier 1: Class level support

This will be a pastoral support intervention that is run by classroom staff and may include (but not limited to) the following:

- Extra circle time activities
- More regular check-ins with a child
- Giving them time with adults to discuss worries or concerns
- Peer mentoring
- Social groups
- Time with a school pastoral support worker
- Attending breakfast club or being given a morning snack in class
- Attending after school clubs

Tier 2: School program support

This will be a pastoral support intervention that is run by a member of staff who has completed specific training or has a qualification in a specific area. Programs that the school can currently deliver include:

- ELSA
- Drawing and Talking
- Talk Boost
- Volcano in my Tummy
- Build Happy
- Circle of friends
- Talkabout
- Time to Talk
- Counselling
- Mood Monsters
- ELP
- Therapy Dog

Tier 3: External support

If the school feels that it cannot meet the needs of a pupil through one of its school led pastoral support interventions then it may seek to use an external agency or professional to support a child. This may include (but not limited to):

- The Advisory Teaching Service
- Educational Psychologists
- Talk Well
- Breathe
- Equine Therapy
- Young Carers
- Young Minds Matter
- CYPS
- Paediatrician
- Early Help
- Social Care

Growth Mindset

The school uses Growth Mindset approaches to support and promote well-being and behaviour. Research suggests that those with fixed mindsets are 58% more likely to develop mental health problems such as anxiety, depression and aggression. Those with a Growth Mindset can have the ability to better cope with anxiety and stress than those that do not and it can reduce cases of depression and anxiety.

Part 2: Supporting Pupil Behaviour

At Forest View we reward in public and sanction in private.

The school aims for all children to:

- Learn free from disruption
- Feel safe and secure
- Develop into confident, respectful and resilient individuals

This is achieved through our Fearless Venturers Framework and our sanctioning system. Rewards and sanctions are given consistently by all members of staff using the criteria detailed below. It is important to note that rewards and sanctions are given 'appropriate to the child' and can depend on their aptitude or age. Staff will have developed a positive relationship with every child so that they can recognise a 'good piece of work for that child' or recognise where a child may need additional support.

'Behaviour for Learning' is:

- positive – the teacher/adult emphasises expectations, not negative behaviour;
- centred on effective relationships between pupils, and pupil and teacher/adult;

- values and rewards behaviour which maximise pupil learning;
- sets attainable targets for behaviour, based on individual pupils' circumstances;
- relevant and applied to all pupils at all stages.

At Forest View we:

- Reward in public, sanction in private
- Maintain a 5:1 positive to corrective ratio
- Offer a fresh start every lesson and every day
- Prioritise calm, respectful interactions
- Focus on effort rather than outcome

Behaviour Expectations: Fearless Venturers Framework

All behaviour is taught and recognised through four key expectations:

Ready

- Prepared with equipment
- Focused and listening
- Making safe choices

Respectful

- Showing kindness and good manners
- Helping others
- Respecting the school environment

Relentless Effort

- Trying hard
- Persevering when learning is challenging
- Learning from mistakes

Aspiration

- Setting goals
- Reflecting on learning
- Acting on feedback

These expectations embed and extend our core values of Kindness and Resilience and our other school values of Tolerance, Honesty, Courage, Cooperation and Invention.

Rewards System: Fearless Venturers

Acorns (Daily Recognition)

Children receive **Acorns** for demonstrating:

- Ready
- Respectful
- Relentless Effort
- Aspiration

Acorns are awarded for:

- Positive behaviour
- Effort in learning
- Demonstration of school values
- Improvement and progress

Golden Leaf

- **12 Acorns = 1 Golden Leaf**
- Recorded and shared with parents
- Celebrated in class and assemblies

Golden Leaves recognise:

- Consistency
- Positive contribution
- Sustained effort

Golden Leaves can be exchanged for a number of different rewards

The school prioritises meaningful rewards, including:

- Leadership roles (tech helper, PE leader, reading buddy)
- Supporting younger pupils
- Enrichment opportunities
- Reading experiences
- Class rewards (shared achievements)

Material rewards are limited and used alongside experiences.

Celebration Assembly

Celebrates:

- Fearless Venturers of the week
- The school's values
- Effort and progress
- Achievements inside and outside school

Pupils are celebrated for their effort, character and growth.

Children who are recognised in the celebration assembly have their achievements shared with parents through the school's learning platform.

Responding to Behaviour

Behaviour is addressed through a clear and consistent stepped approach, always in private.

Core Principles:

- Calm and respectful
- Focus on reflection
- Opportunity to improve
- Dignity maintained

Stepped Approach

1. Reminder

- Quiet prompt
- Linked to expectations
- "Remember, a Fearless Venturer shows respect..."

2. Warning

- Clear explanation
- Time to adjust behaviour

3. Reflection (Short)

- Brief conversation
- Restorative questions:
 - What happened?

- Which value was affected?
- What will you do next time?

4. **Missed Play / Extended Reflection / Time Out**

- Structured discussion
- Logged where appropriate

5. **Removal**

- Move to another class or supported space
- Reset focus

6. **Escalation**

- SLT involvement
- Pastoral support
- Parent communication
- Logged on MyConcern with actions

7. **Serious Consequences**

- Internal exclusion
- Suspension/exclusion (where necessary)
- Logged on MyConcern with actions

8. **Restorative Practice**

Following all incidents:

- Relationships are repaired
- Reflection is supported
- Expectations are reset

Every child receives a **fresh start**.

SEND and Individual Needs

For pupils requiring additional support:

- Individual behaviour plans are created
- Support is personalised
- Plans follow the Gloucestershire graduated pathway
- Parents are fully involved

However, it is important to note that while the school can make reasonable adjustments to support individual pupils, the behaviour policy applies to all pupils at all times.

Behaviour Beyond the Classroom

The school's expectations apply:

- In school
- On trips
- In the community
- Online

Pupils are expected to represent Forest View positively.

Serious Behaviour and Safety

The school will act where behaviour:

- Puts others at risk
- Causes significant disruption
- Involves harm or unsafe conduct

This may result in:

- Removal from class
- Internal exclusion
- Fixed-term suspension
- Permanent exclusion

The school will always act in line with statutory guidance.

Removal from the Classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff
- The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide but will not normally be for more than one full school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. Senior leaders will request that the pupil's class teachers set them appropriate work to complete.

Senior leaders will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Temporary Suspension and Permanent Exclusion

A fixed term exclusion or a permanent exclusion from the school will be applied in the following circumstances:

1. When a pupil is a significant danger to himself/herself.
2. When a pupil harms a pupil/s or is a significant danger to other pupils.
3. When a pupil harms a member of staff or is a significant danger to staff.
4. When a pupil wilfully damages school property.
5. When a pupil persistently disrupts the education of other pupils.
6. When a pupil is found using drugs, alcohol or a weapon on the school property or has these on their persons.
7. Other exceptional circumstances where it is no longer appropriate for the pupils to be a member of the school community.

In these circumstances the school will follow the exclusion guidelines as provided by the Local Authority and Department for Education.

During a period of school suspension, school staff will also review any plans in place and put in place a reintegration plan for when the child returns. As soon as possible after a child returns from a suspension, they will have a session with a member of the school's pastoral support team. They will also have the opportunity to discuss the reasons behind the suspension with a member of the school's leadership team.

SEN Individual Education/Behaviour Plans

There will be some pupils for whom, at some time during their school career, strategies above and beyond the whole school behaviour policy will be necessary to meet their behavioural needs. The school will always seek to work alongside the children's parents/carers to develop any plan that is needed.

- Any plan that is written will be done so in line with Gloucestershire's graduated pathway and will include pastoral support and other strategies for supporting the child and, where appropriate, the wider family.
- Some pupils, for various reasons, may find the managing their own negative emotions challenging. These pupils may require support to express these negative emotions in more appropriate ways.
- In line with Part 1 of this policy, the school will work to ensure the well-being of individual pupils. In many cases, this work will impact positively on pupil behaviour.
- Where a teacher has significant concerns about a child's behaviour, the SLT and pastoral support team needs to be alerted.
- Following observation and discussions with key staff, the SLT or member of the pastoral support team will put a Behaviour Management Plan in place and consider whether the child should be placed on the school's SEN Register.
- Arrangements will be made to discuss the school's concerns and behaviour management plan/risk assessment with the parents.
- The Assistant Head for Inclusion will also consider involving the school's Educational Psychologist for advice or other services, as appropriate.
- The school's pastoral support team also offer support with social skills which may form part of the behaviour management plan.
- A space to calm down may be used following parental agreement to give the child the opportunity to remove themselves from a difficult situation.

For pupils for whom the above whole school behaviour policies are insufficient to manage their behavioural needs, individualised behaviour strategies are employed. These are recorded on the pupil's target passport or on a Behaviour Support Plan following advice from external professionals. Children may also have de-escalation or behaviour contracts written to support management of behaviours within school.

- These plans will be targeted at specific aspects of a pupil's behaviour.
- Usually, these plans will reward pupils for meeting specific behaviour target.
- Where appropriate, and in line with Section 1 of this policy, the school will work to meet any emotional needs that may be causing inappropriate behaviour.
- Plans will be discussed with the individual pupil.
- Plans will be reviewed at least three times twice a year at the pupil's Structured Conversation review meeting with parents and, where appropriate, pupils.
- Plans will be reviewed if a child is suspended from school for any length of time.

Social, Emotional and Mental Health (SEMH) Needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted

through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Searching and Banned Items

If a child is suspected of bringing one of the listed items to school then staff are able to search a child or their belongings to see if they have that item, without a parent's consent. Where a child needs to be searched a same sex member of staff will be used and the child will not be asked to remove any item of clothing except for an outer piece of clothing such as a coat.

Members of staff will always ask a child to present the suspected item and will only search a child or their belongings if there is just cause to. Staff should seek support from a member of the SLT before doing this. Children should be present while their belongings are searched and parents should be made aware of all instances of searching a child or their belongings. All searching incidents should be recorded on the school's reporting system.

Banned items include:

- Weapons, eg. Knives
- Alcohol
- Illegal drugs
- Stolen goods
- Smoking/Vaping products
- Pornographic images and materials
- Fireworks
- The use of mobile phones during the school day.
- Anything that has been, or is likely to be, used to cause injury or commit an offence;
- Anything that has been banned in school under the school rules.

Use of Mobile Phones

Forest View School is committed to maintaining a calm, safe and focused learning environment. In line with the Department for Education's *Mobile Phones in Schools* guidance (updated January 2026), the school operates a strict no-use mobile phone policy for pupils throughout the entire school day.

General Expectations

- Pupils must not use, access, see or hear mobile phones at any point during the school day, including:
 - lessons
 - lesson transitions
 - breaktimes and lunchtimes
 - any movement around the school site
- Forest View School is a mobile-phone-free environment by default, and any departure from this principle is by exception only.

Handing in Devices

To ensure full compliance:

- All pupils must hand in their mobile phone (and any other smart device with similar functionality, e.g., messaging, notifications, audio/video recording) to staff at the start of the school day.
- Devices are stored securely and may only be collected at the end of the day.
- Phones must remain switched off before hand-in and must not be switched back on until pupils have left the school building.

This approach is supported within the DfE guidance as a valid implementation method for ensuring a phone-free environment.

Searching, Confiscation and Behaviour Management

Where necessary, and in line with the school's Searching, Screening and Confiscation procedures, staff may:

- ask a pupil to present their phone if it has not been handed in
- confiscate a phone that has been used or seen during the day
- apply sanctions in accordance with the Behaviour Policy

Inspectors will evaluate whether pupils and staff understand and follow the mobile phone expectations consistently.

Exceptions

In exceptional cases, the school may allow pupils to bring a mobile phone for specific safety reasons (e.g., travel to and from school, diabetes management). However:

- phones must still be handed in on arrival
- they must not be used on the school site during the school day.

- any exceptions must be agreed in advance with the school and may take SEND, disability or safeguarding needs into account

Communication with Parents and Carers

The school will:

- communicate this policy clearly to parents, carers and pupils
- expect full support from families to maintain a phone-free environment

Child on Child Abuse

The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school promotes open and honest interactions between staff and pupils. We aim to make pupils feel at ease by talking to staff and to report any concerns that they may have. The school also encourages those that witness child on child abuse to report their concerns to a member of staff.

Staff have a duty to report and respond to all instance of child on child abuse. Where there are ongoing concerns behaviour support or bullying plans may be put in place to support all those involved. The school's stepped approach to sanctioning children will be used to deal with incidents the first time that staff become aware. However, if severe enough staff may go straight to enforcing higher level sanctions or putting in place support plans.

Sexual Abuse and Harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Restrictive Interventions and Reasonable Force

Introduction and Philosophy

The use of restrictive interventions, including reasonable force and seclusion, can significantly impact pupils, staff, and parents. Our school aims to proactively minimise the need for such interventions through early support, prevention, and de-escalation. This policy ensures staff know how to use these interventions safely, appropriately, and lawfully when necessary to keep the school community safe.

Terminology

- **Restrictive Intervention:** An umbrella term for physical and non-physical actions aimed at preventing, restricting, or subduing a pupil's movement.
- **Reasonable Force:** Using no more force than is necessary for the shortest amount of time possible.
- **Seclusion:** A non-disciplinary safety measure where a pupil is confined alone and prevented from leaving.
- **Significant Incident:** Any incident where the use of force goes beyond appropriate physical contact.

Legal Framework and Power to Use Force

All members of school staff have a legal power to use reasonable force. Force may be used to prevent a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils.

Unacceptable Uses of Force: It is illegal to use force as a punishment. Pressure must never be applied to the neck, throat, or abdomen, and holds that affect breathing are strictly prohibited.

Minimising the Need for Intervention

We employ whole-school strategies to reduce the need for force, including:

- Creating a classroom environment that supports all pupils.
- Training staff in effective communication and empathy for de-escalation.
- Developing trust-based staff-pupil relationships.
- Utilising Behaviour Support Plans for individual pupils with identified needs, co-produced with parents.

Seclusion

Seclusion is only used as a safety measure for pupils experiencing high levels of emotional dysregulation, not as a disciplinary response.

- The pupil must be supervised at all times.
- The space must be safe and non-threatening.
- The intervention must end as soon as the immediate risk of harm has reduced.

Recording and Reporting (Statutory Duties)

Recording: Every significant incident of force or seclusion must be recorded in writing as soon as practicable, ideally the same day. Records must include:

- Names of involved staff/pupils and the pupil's SEND status.
- The date, time, location, and duration.
- A brief account of why the intervention was necessary and what de-escalation was attempted.

Reporting to Parents: Parents must be notified of any significant use of force or seclusion as soon as practicable (ideally the same day). This includes:

- Providing a written account of why the intervention was necessary.
- Detailing the type of force used and any injuries sustained.
- Inviting parents for a follow-up discussion to repair relationships and review support plans.

Post-Incident Support

Following an intervention, the school will:

- Provide medical assessment and treatment for any injuries.
- Hold a follow-up conversation with the pupil and staff member, ideally facilitated by a person not involved in the incident, to facilitate reflection and repair relationships.
- Provide support for any pupils who witnessed the incident.

Oversight and Review

The Governing Body will regularly interrogate data on restrictive interventions to identify patterns, ensure disproportionate use is not occurring (specifically regarding SEND or protected characteristics), and implement improvements to practice.

New pupils

Pupils who are new to the school are taught about the expectations of the school and the behaviour systems from their class teacher and TA. They are also appointed a peer mentor who will show them how the system works and key school routines.

Any child who is returning to school following a long period of absence or due to a period of suspension will be reintroduced to the behaviour system, including all of its expectations by a member of staff known to them.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.
- Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:
 - Could negatively affect the reputation of the school.
 - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
 - Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Monitoring

- Staff apply the system consistently
- Leaders monitor behaviour trends
- Governors receive regular reports
- Training is provided annually

Appendix 1

What Fearless Venturers Do



Fearless Venturers:

- Take pride in what they do
- Are kind to and help others
- Keep trying when learning is hard
- Learn from mistakes
- Listen and follow instructions
- Walk calmly around school
- Take care of the environment
- Speak respectfully
- TRY, LEARN AND LEAD THE WAY

Appendix 2: Staff Prompt Sheet

Praise (be specific):

- “Great resilience — you kept going.”
- “That’s fantastic resilience.”
- “I can see real effort there.”
- “That was a kind choice.”

Correction:

- “I need you to be ready.”
- “That’s not respectful — try again.”
- “What would a Fearless Venturer do now?”

RESTORATIVE QUESTIONS

- What happened?
- Which value did this affect?
- What will you do differently?

SANCTIONS (PRIVATE ALWAYS)

1. Reminder
2. Warning
3. Reflection (short)
4. Missed play
5. Removal / support

✓ Stay calm

✓ Give time to correct

✓ Always follow through

NON-NEGOTIABLES

- Reward in public, sanction in private
- 5 positives : 1 correction
- Fresh start every lesson
- Do not over-focus on negative behaviour
- Notice EVERY child

REMEMBER

- We are not just managing behaviour.
- We are building character through kindness and resilience