



School Behaviour Policy

Category: Statutory	Approved by: Full Governing Body
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Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Equality Policy	

Our Christian vision

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

Our Ethos

Our aim is to create a school community where everyone feels welcomed, valued, safe and has a sense of belonging. During their time with us, we strive to support children in learning to be the best they can be: academically, socially, emotionally and spiritually. Our approach to behaviour places positive relationships and the development of a caring, nurturing and safe school environment at its centre. This approach is based on a scientific understanding of the neuroscience of emotional and social development and attachment research. We believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. Our aim is to enable all to flourish by instilling in pupils a set of values that promote positive behaviour, inclusion and a strong sense of community – these values are our Christian ROCK values: Respect, Optimism, Compassion and Koinonia.

We respond to behaviour in a way that teaches children to take responsibility for their own actions, and their impact on others, by learning to self-regulate, reflect and repair. Guided by our School Vision, we empower children by acknowledging that we all make mistakes and that this is part of learning, and when mistakes are made, we learn from them and we ‘put things right’. In this way, we strive to ensure that our children develop into emotionally literate, caring and hard working modern British citizens.

Our approach to behaviour is an inclusive one that recognises that some children will require support that is different to others in order for them to succeed. All staff treat children with unconditional positive regard where they are valued as unique individuals deserving of respect and acceptance. Regardless of challenges or differences, we maintain a positive and non-

judgmental attitude. We believe that all individuals possess the innate capability to succeed when provided with the right support, understanding, and opportunities. We acknowledge that for some children with complex needs, including those who have suffered trauma and those with unmet attachment needs, managing their own behaviour is extremely challenging and they may require additional support from external professionals to enable them to flourish in our school community. We also acknowledge that left unaddressed, challenging behaviour can have a significant impact on the whole school community and supporting the wellbeing of everyone, including staff, in dealing with this behaviour is vital.

This policy has been created in consultation with staff, governors and children. Parents can access the policy and we welcome their comments.

1. Aims and Objectives of this Policy

- a) To provide a consistent, whole school approach to behaviour where children understand what is expected of them and staff are confident, and supported in promoting positive behaviour and in dealing effectively with negative behaviour.
- b) To support a compassionate ethos based on positive relationships, where everyone works together to create a community that is underpinned by our Christian Vision.
- c) To create a positive, calm and safe learning environment where effective teaching and learning can take place.
- d) To nurture children's self-esteem and self-discipline so that they feel valued and believe in their ability to succeed.
- e) To ensure that the school is an inclusive place for all children, including those who are vulnerable, those with SEND and those who have experienced trauma or have unmet attachment needs.
- f) To provide an environment of equal opportunity where all children feel listened to, respected and have their needs met.
- g) To promote the notion of 'No Outsiders – Everyone Welcome' by ensuring that everyone treats each other courteously, respecting their ideas, valuing their individuality and listening carefully to what they have to say regardless of race, religion, gender and ability.

2. Responsibilities

Developing a culture of positive behaviour is the responsibility of the whole school community. The Headteacher's role is to determine the standard of behaviour acceptable to the school community. They have the overall responsibility for maintaining positive behaviour in the school, which will include making rules and provision for enforcing them.

The Headteacher will:

- Implement the school's Behaviour Policy and support other staff in doing so effectively.
- Take a lead in promoting a positive, nurturing ethos.
- Address behaviour considered to be dangerous in a prompt, open and transparent manner, to provide protection to all members of the school community.
- Monitor incidents of anti-social behaviour to identify trends or pupils of concern.
- Monitor attendance, punctuality and exclusions.

- Prevent bullying including bullying related to race, religion and culture, homophobia, sexism or sexual bullying, bullying of pupils with special needs or disabilities and cyber bullying.
- Record and report incidents of a serious nature.
- Provide termly updates to Governors on behaviour as part of the Headteacher's report.

The Headteacher also has the responsibility for issuing exclusions - either a suspension (fixed-term exclusion) or a permanent exclusion. The Chair of Governors and West Berkshire LA are notified of any exclusions immediately and the Governing Body are informed of exclusions on a half-termly basis within the Headteacher report.

Staff will:

- Follow the school's Behaviour Policy to create a positive, nurturing environment where children feel safe physically and emotionally and can learn effectively.
- Be a good role model at all times.
- Deal swiftly and fairly with negative behaviour to minimise the impact on other children.
- Ensure classrooms are calm and ordered places of learning.
- Recognise the differing needs of each individual child and provide teaching and learning that enables all to make good progress and to flourish.
- Liaise with the SENCo and/or Headteacher to support the additional needs of children with SEND.
- Record incidents of anti-social behaviour on CPOMS promptly and factually avoiding emotive language.
- Report progress and discuss any concerns about behaviour with parents.
- Seek help and support from senior leadership when necessary.

Children will:

- Follow the school rules.
- Complete work taking care to present it in line with our presentation expectations.
- Arrive at school on time, with the correct uniform and equipment, ready to learn.
- Show good learning behaviours, including listening and paying attention during lessons.
- Be responsible for, and organise, their own belongings.
- Remove jewellery (with the exception of watches and stud earring which must be removed or taped for PE), temporary tattoos, nail polish and make-up before coming to school.
- Know how to seek support and advice when needed.
- Learn how to take responsibility for their own behaviour and accept support in 'putting things right' if they make a mistake or behave in a negative way.

Parents/carers will:

- Respect and support the ethos, vision and values of our school.
- Work collaboratively with the school to support staff in reinforcing excellent behaviour and setting consistent expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Recognise and understand the context and need for equity in the school and the benefits it can have for all.

- Encourage their child to complete any work sent home.
- Ensure that their child has a good level of attendance and arrives punctually.
- Participate in discussions about their child's progress and be willing to discuss any concerns raised by the school.

Governors will:

- Support the Headteacher and senior leaders when reviewing and redeveloping school policies and procedures that relate to behaviour.
- Apply sound financial planning to ensure capacity for following the principles set out in this policy.
- Monitor, review and evaluate the Behaviour Policy.
- Monitor data on suspensions and exclusions by protected characteristics.

3. Christian 'ROCK' Values

Our Christian Vision is at the centre of everything we do. It is our belief that Woolhampton CE Primary School will be 'The Rock' - a safe and secure place that will 'enable all to flourish'. Our school is a place where, regardless of background or ability our children will flourish, and we will empower them to take responsibility within their communities and become courageous advocates for change. We will celebrate success and everyone will know what it feels like to achieve and be the best they can be.

By the time a child leaves Woolhampton CE Primary School they will have had the opportunity to become a valued member of a Christian community where they are loved and cared for. Everyone will have experienced a rich, varied and exciting curriculum, gaining the knowledge and skills to be resilient and thrive. We have identified four core Christian values that act as the tools that enable us to live out our Christian Vision:

Respect

We believe in upholding high levels of respect for all, where everyone is cared for, valued, appreciated and listened to. Our children learn to show respect by, treating others how we would like to be treated, by caring for the environment around them, by listening when others are speaking and understanding that although we are all different, we all have something valuable to contribute and we all belong.

Optimism (in biblical terms 'hope')

We believe that with perseverance and determination we can do it! Optimism doesn't mean pretending life is always wonderful: it means embracing reality. We accept that there will be bad days and we will make mistakes but we can learn from these. Optimism is about knowing where we are and how far we need to go. Sometimes we may need some support, but optimism can give us the motivation to get to where we want to go.

Compassion

We believe that compassion, kindness and care are at the core of good human nature and are the basis for successful futures and positive relationships. Compassion is about 'standing in someone else's shoes' and doing our best to help with kindness and without judgement.

Koinonia (community)

Koinonia comes from the Greek word meaning community or fellowship. At Woolhampton, we strive to ensure that everyone feels like they belong in our school community and that everyone knows that they have something valuable to offer. Guided by how Christians come together as a family, the members of our school family are interdependent: all are needed and valued and each person is important to the whole, no matter who we are.

We encourage all children to reflect on and articulate our Christian values. These are our motivation for valuing every child, inspiring us to strive for the best outcomes for each individual. These core Christian Values underpin our practice, guiding how we deal with day to day life.

4. Key Principles of our Approach

Our behaviour policy is guided by a relational approach to behaviour which incorporates restorative principles. The adults in our school consistently model the behaviours that we aim to teach. We believe that children need to learn not just *to* behave, but they to be supported and guided in learning *how* to behave. Whilst we do use external rewards and consequences to support this learning, ultimately the most powerful change comes about when children learn to self-regulate and manage their own behaviour. The key underlying principles of our approach to behaviour are:

a) Relationships, Routines and Boundaries

We believe that everyone has the right to learn in a calm and safe environment. High expectations, consistent routines and clear boundaries are underpinned by a set of clear rules that are linked to our Christian values. We ensure that the children understand these rules and the importance of adhering to them. Rules are most effective when children have formed positive relationships with staff and staff are then able to reinforce and develop the desired behaviours. By giving children unconditional positive regard, staff develop positive, trusting relationships where they manage behaviour without judgement and in a way that avoids feelings of shame. Incidents of negative behaviour are treated consistently and fairly using restorative principles which enable children to learn about the impact of their behaviour and how to behave differently next time.

b) Rewarding Positive Behaviour

At Woolhampton, our school Christian Values are clear about the characteristics of successful learners - we are: Respectful, Optimistic, Compassionate and Kind, and we do our best to make our School Community the best it can be. Positive behaviour that follows the school rules and demonstrates the school's Christian values is promoted, celebrated and reinforced unrelentingly. We have a strong focus on teaching and celebrating this positive

behaviour as a means of helping the children to learn how to be good moral citizens and successful learners.

c) Learning to Self-Regulate, Reflect and Repair

We are proactive in modelling and teaching children what good behaviour in our learning environment is and how individuals can learn to be successful learners. As part of this, children are taught the skills that will enable them to become increasingly emotionally literate with the ability to regulate their own emotions and resultant behaviours. This is explicitly taught through our PSHE curriculum, it is regularly reflected upon during acts of collective worship and it is consistently modelled by the adults in school. We have a whole school self-regulation approach that encourages children to monitor and understand how they are feeling at any given time. Children are taught to recognise when they are becoming emotionally dysregulated and they are taught age appropriate strategies that will enable them to re-regulated. If something goes wrong, children are supported by adults to engage in a restorative conversation where they reflect upon what happened and what the impact of their behaviour was on themselves and others, and they are guided in deciding what they need to do to repair what went wrong and to put things right.

d) Consequences for Negative Behaviour

Consistent boundaries are important in giving children a sense of security. When children cross boundaries or fail to follow the school rules, fair and consistent consequences happen. These consequences follow restorative principles and aim to support children in putting things right and learning how to manage their behaviour differently in future. When addressing negative behaviour with children, staff always do this in a discrete way that aims to reduce the potential for feelings of shame or damage to a child's self-esteem, which is always counter-productive. Exclusions are only used as a last resort.

e) Complex and Challenging Behaviour

Consistent routines and boundaries help people to feel safe, but some pupils need differentiation within an overall structure. We acknowledge that life events beyond the classroom and SEND can have a significant impact on a child and their ability to cope in school. We understand and teach our school community that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). A small number of children may require personalised behaviour support plans. Parents are always informed, and their input valued, when supporting a child with complex behaviour. We may also seek support from a range of external professionals.

Recording behaviour incidents on CPOMS

All staff record incidents of significant negative behaviour on CPOMS (significant is defined as those that involve a member of the Senior Leadership Team, or those where negative behaviour is occurring regularly). The CPOMS record is reviewed regularly by SLT and safeguarding leads and updates are provided to Governors at each Full Governing Board meeting.

5. Behaviour Management Strategies

We have a three tiered approach to behaviour management strategies:

- a) Whole school (universal) strategies that apply throughout the school and includes the use of rewards and sanctions.
- b) Strategies for those requiring higher level of support (secondary level)
- c) Strategies in response to intense need (tertiary level)

a) Whole school strategies (universal)

All adults work in partnership to model, reinforce and support our expectations. We have agreed upon a set of clear, simple school rules that reflect and support our school's Christian Vision and Values. These rules are displayed throughout the school and regularly referred to.

Our School Rules

"At Woolhampton, we are Respectful, Optimistic, Compassionate and Kind, and we try our hardest to make our School Community the best it can be."

- We take care of each other and our school.
- We work hard and try our best.
- We actively listen to adults and each other.
- We make sure that everyone feels safe and can learn.
- We stop and think about our behaviour.

High Expectations for Learning Behaviours

Good learning behaviours are crucial for a child to succeed. Adults set high expectations for learning behaviour to ensure that classrooms are calm and effective environments for all. Our curriculum has been carefully designed so that it meets the needs of all learners and whole school teaching and learning strategies ensure that all children are actively involved with the learning. We focus on the importance of 'active listening' as a key learning behaviour.

Active listen means attending to, and responding to the speaker, and being fully engaged in the learning. Active listening means:

- Everyone is ready to learn (equipment ready, no distractions)
- Everyone stops and listens when asked
- Everyone looks at the speaker
- Everyone takes part in the learning activities and is ready to respond if questioned

Responding to Positive Behaviour

Adults will consistently model positive behaviour and they will notice and respond with genuine praise when children behave in a positive way.

Use of Rewards

Rewards are used to promote positive behaviour that aligns with the school rules and demonstrates our school's Christian Values. When giving rewards, adults explain the specific

reason for awarding them to ensure that the children understand why they are getting them. Rewards are given with genuineness to maximise their effectiveness. Rewards include:

- Specific verbal praise and congratulation
- GEM* points leading to celebration time within individual classes (see below)
- Stickers, table points
- Notes of positivity which are sent home
- Work put on display
- Children's successes are shared with another adult in the school
- Public celebration of children's achievements e.g. during collective worship

***Gem Points**

Children can earn 'Gem Points' for positive behaviour. GEM points are collected within individual classes and contribute towards celebration time awards. Each class has an agreed Gem Point total that they have to collectively earn in order to achieve celebration time. Examples of celebration time include: a pyjama day, extra time at forest school, a games afternoon. Gem Points are award to individuals for specific behaviour, but the collective nature of the award is designed to encourage a supportive and collaborative approach within each class.

Responding to negative behaviour

It is important that children learn that behaving in a negative way will have consequences, both for themselves and those around them. We follow restorative principles when dealing with negative behaviour, thereby ensuring that children can learn from their mistakes without feelings of shame or damage to self-esteem. Our restorative approach aims to help children understand:

- the impact of their behaviour
- how they can 'put things right'
- what they can do differently next time

Consequences for negative behaviour

We understand that in order to be effective, consequences need to be consistent and fair. The aim of a consequence is to support the child in putting things right and learning how to behave in a different way next time. Consequences can also be used to protect the right of others to learn in a safe and calm environment e.g. removal of a child from the classroom. Consequences will reflect the individual situation, the severity of the incident and what is most likely to bring about effective change for the individual involved.

When a consequence involves loss of social time, or movement to another place in or out of class, the class teacher will have a reflective conversation with the child. This follows a set format see 'behaviour reflection sheet' (Appendix 1). This can be adapted to suit the age and understanding of the child. The aim is to explore what happened and the impact of this. The adult and child will together agree what has to happen next in order to put things right and what needs to happen differently next time.

Responses to negative behaviour include:

- Strategies that encourage positive behaviour (see Appendix 2)
- Prompts to engage in self-regulation strategies.
- Loss of social time for reflection and 'putting it right' e.g. by writing a letter of apology, completing missed learning, tidying up.
- Missed learning sent home to complete.
- Removal from classroom to enable others to continue their learning.
- Reflection time – restorative conversation with an adult.
- If severe, or regular incidents occur, parents will be informed.
- Meeting with a child's parent in school.
- Implementation of an individual behaviour plan.
- Involvement of external support e.g. Therapeutic Thinking Support Team
- Fixed term suspension
- Permanent exclusion

Behaviour at Social times

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills.
- To have the opportunity to interact, build tolerance and inclusion.
- For the enjoyment of positive play.
- To be healthy – to have fresh air, exercise and the opportunity to relax.
- For the opportunity to explore and play with adults and peers in a less structured, positive environment.

Staff supervising social times will have the same training and follow the same behaviour principles as apply throughout the rest of the day. Loss of social time is always a last resort as we recognise that break times provide essential 'downtime' and children who struggle with behaviour are often those who need these break times the most. However, to keep everyone safe it is important that boundaries and rules are consistently implemented. Where these are broken, the following consequences will be applied:

- Verbal reminder of school rules and the need to keep everyone safe
- Exclusion from a certain part of the playground for a limited period
- Timeout on the bench followed by reflective conversation with an adult
- Sent inside to a class teacher or member of SLT
- Loss of social time inside school for an agreed period of time

b) Strategies for those requiring higher level of support (secondary level)

At Woolhampton, we are aware that some of our children require an extra level of nurture and support. Where a child's fails to respond positively to the universal strategies outlined above and their behaviour continues to escalate, additional strategies will be implemented. These

will be decided upon as a result of discussions with the class teacher, teaching assistants, SENCo, senior management and if appropriate the child. Parents will be involved in discussions and kept informed of any concerns or additional support. Where concerns continue, referrals will be made to outside agencies.

In school provision includes:

Sensory breaks, access to 'quiet spaces', support with self-regulation strategies, in class support from teaching assistants, personalised timetables and curriculums, access to ELSA (Emotional Literacy Support Assistant), Drawing and Sand Play therapy, Lego therapy, social support groups.

Outside agencies from whom we seek support:

Therapeutic Thinking Support Team (TTST), Educational Psychologists, Emotional Health Academy, Emotionally Based School Refusal (EBSA), Child and Adolescent Mental Health Services (CAMHS)

Individual Behaviour Plans

There may, on occasion, be individual pupils who exhibit repetitive, challenging behaviours that relate to areas of need outlined in the SEN Code of Practice, or to traumatic life events outside of school. Children who regularly display challenging behaviour will have an individual Behaviour Support Plan that outlines their needs and the support that they require. This ensures that all adults working with individual children are fully aware of what their needs are and what to do if challenging behaviour occurs. These plans are shared with parents and regularly reviewed.

Dealing with challenging behaviour

When a child presents with challenging behaviour, we recognise that the child is often in crisis and in need of adult support. If there are other children present, they are removed to another area of the school to continue their learning elsewhere. If appropriate, they will be supported in understanding what has happened and why that child is in need of support. The child in crisis is given time and space to calm and re-regulate. All non-essential adults leave the area. A trusted adult(s) will remain nearby (but at a safe distance) and reassure the child that they are there when they are ready. A trauma informed, PACE approach will be used to support the child. The exact approach for each child will be outlined on their individual behaviour plan. Any restorative work will take place only once the child is fully emotionally regulated.

Staff will meet after any significant behaviour incident to de-brief and receive any support that they require. A member of the senior leadership team will be involved in the debrief and ensure that staff who dealt with the incident are supported. The debrief will focus on getting a greater understanding on what happened, identifying potential triggers for the behaviour and looking at what needs to change to avoid the behaviour from happening again in future. Further support from external agencies will be sought where appropriate.

Absconding from the school site

If a child absconds from the school site, the school will immediately contact the police and the child's parents. An adult will attempt to keep the child on site, but will not chase them as this may cause them to flee further. A child who presents a flight risk, will have an individual risk assessment in place.

c) Strategies in response to intense need (tertiary level)

Level 3 interventions are implemented with the support and guidance of outside agencies in response to complex needs of an individual that fall outside of the secondary level support on offer. This can include counselling/ mental health provision, a completely personalised curriculum taught outside the main classroom, or attendance at an alternative provision.

Physical restraint/ Reasonable force

Woolhampton school follows the DfE guidance 'Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies July 2013 (reviewed 2015)'

What is reasonable force?

- 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 either to 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- Where staff and pupils are in danger the first course of action will be to remove them to a place of safety. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible.
- The use of any reasonable force will be recorded on CPOMS and parents will be informed.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Section 93, Education and Inspections Act 2006

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- To remove a disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- To restrain a pupil at risk of harming themselves through physical outbursts.

There is no legal definition of when it is reasonable to use force and each case must be judged on its circumstances and those exercising the power to use force must also take proper account of any particular special educational need and/or disability (SEND). Reasonable adjustments will be made for disabled children and for children with special educational needs. However, if a child with SEND shows behaviour which is putting themselves at risk of personal injury or injury to others or damage to property – physical intervention may be used.

Parents will be informed about serious incidents when physical restraint is used. In deciding what is a serious incident, teachers should use their professional judgement and consider the pupil's behaviour and level of risk presented at the time of the incident; degree of force used; effect on the pupil or member of staff; and the child's age.

Exclusions and suspensions (refer to Exclusions Policy)

If a child's behaviour is very difficult to manage and/ or poses a serious threat to the wellbeing of staff/ children, or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to exclude a child (see separate exclusion policy). Exclusions can be in the form of internal suspension (working in another area of the school), external suspension (fixed term exclusion offsite for less than 15 days) or permanent exclusions. In such instances, the child's parent will be informed in writing of the reasons for the exclusion, length of exclusion, steps taken to avoid exclusion and how to appeal the decision. A reinduction meeting will be held with parents and the child at the first possible opportunity on their return to school. Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort.

Examples of behaviour that may result in an immediate fixed term suspension or permanent exclusion include:

- Physical assault against a pupil

- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Damage to school property
- Bullying
- Racist abuse
- Persistent disruptive behaviour to prevents others from learning

Appendix 1: Behaviour Reflection Sheet example

Woolhampton Reflection Record			
Name:		Class:	Date:
1	Story Telling 	• What has happened? • And next? • Tell me more... • Where did this happen? • When that happened what happened next?	
2	Thoughts and Feelings 	• How were you feeling when this happened? • What were your thoughts/what was in your head? • How were you feeling before? • How are you feeling now? • What do you think about it now?	
3	Impact – Who has been affected by this? 	• Who has been affected by this? • How have they been affected? • How have you been affected? • Has anyone else been involved? • What has been the hardest thing for you?	
4	Solution – What needs to happen now? 	• What do you think should happen now? • What do you think about what has been suggested? • How does that leave you feeling? • Are you okay with that? • Anything to add? • What will help you to move on from this? • What else needs to happen? • What could you do next time?	
Adult to add details of incident to CPOMS			

Appendix 2: Responding to Minor Negative Behaviour

Responding to Minor Negative Behaviour - Progressive Encouragement Strategies

