



Policy Name: Behaviour, Exclusion & Positive Handling

Governor’s committee responsible: FGB/Behaviour & Safeguarding

Link Governor: n/a

Status and Review Cycle: Statutory 2 years

Ratified by Governors on: September 2025

Next Review Date: September 2027

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1. Policy Statement

Chiseldon Primary & Nursery 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, exclusion, and positive handling 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.

2. 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.
- To build Chiseldon Primary & Nursery School that is underpinned by our values.

3. Chiseldon’s Values

We encourage children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions, and choices. Older pupils are encouraged to care and support younger ones both inside and outside the school building. We aim to have a positive caring ethos and provide challenging well-planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts. Our school values gives us the HEART of Chiseldon, which are:

Honesty, Equality, Accountability, Respect, Trust

As members of our community, we also adhere to the three rules:

‘Inspiring, achieving, enjoying,’ which can be applied to a variety of situations and are taught and modelled explicitly.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Relentless routines and visible consistencies that all children and staff follow are based on the work of Paul Dix and his book, ‘When the Adults Change, everything changes.’ Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

4. Non-Negotiables

Consistency is crucial for our children. It is the consistency that builds safety as pupils feel safe in knowing what to expect. Consistency is what all staff provide at Chiseldon and includes:

- Being relentlessly positive and remaining professional if confronted by challenging behaviour.
- Always redirect learners by referring to school rules.
- Monitor behaviour using agreed systems.
- Never walk past learners who may be behaving inappropriately.
- Notice and acknowledge every child, every day.
- Engage and challenge children in all lessons.
- Talk children through sanctions calmly.
- Address the root issue, not the secondary behaviour.

Our Rules	Visual Consistencies	Over and Above Recognition
1. We are inspiring	1. Daily meet and greet	1. Recognition boards



2. We are achieving 3. We are enjoying	2. Persistently catching children doing the right thing 3. Picking up children who are failing to meet expectations 4. Actively engaging with children during playtimes 5. Praising children in public, reminding them in private. 6. Consistent language	2. Housepoints 3. Headteacher's Award 4. Exemplary Attitude to Learning from HT – Gold Coins 5. App messages home 6. Show adults your work
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Stepped Approach to Behaviour

Stepped boundaries – use child's name, child level, eye contact, deliver message	
1. Reminder of the rule.	A reminder of the three simple rules (I, A, E) & delivered privately where possible.
2. Check understanding of the rule (Warning given & message home)	<p>A clear verbal caution delivered privately (where possible), making sure that the pupil clearly understands their behaviour and clearly outlining the consequences of their actions.</p> <p>Consequence is 5 minutes off of break or lunch or kept behind for 5 minutes at end of school day. This should be a reflection time – what has gone wrong and how can I put it right.</p>
3. Reminder using prompts (2 nd warning & message home)	<p>This is now in breach of our code of conduct for our children and therefore the clear consequences for their actions.</p> <p>Consequence for this is 15 minutes taken from playtime or lunchtime or 10 minutes at the end of the school day (parents MUST be notified on the APP as soon as you give the warning). Children will reflect on their behaviour and what is going to change. This is to be recorded in their MyHappyMind Journal (adaptations for neurodiverse children if they do not want to write, record it (video or speaking), talking to an inanimate object).</p>
4. Timely reflection (3 rd warning & therefore partner class).	<p>This is a time of reflection and should think about the question in 5 as these will be discussed with the class teacher upon return. The reflections are not working and therefore, partner class is needed.</p>
5. Restorative Time (follow-up, repair and restore).	<p>Questions</p> <ul style="list-style-type: none"> • What happened?



<p>a. These are the questions children should be given for journaling.</p>	<ul style="list-style-type: none"> • What were you thinking when this happened? • What have you thought about since? • How did the other people feel? • Who was affected? How? • What should we do now? • How can we do things differently?
<p>6. Parental conversation – CT/DHT meeting with parent.</p>	<p>This is a meeting to discuss the actions that have led to this point to try and reflect on the behaviour and stop this from escalating.</p>
<p>7. Suspension</p>	<p>This is a meeting with the HT to talk about suspension. This could be in school suspension or external suspension. This will be decided by the Headteacher before the meeting with a clear rationale for their decision.</p>

Swearing and physical violence towards staff will not be tolerated on the school site. If a child uses bad language and a member of staff hears this or the pupil hits a member of staff, the child WILL receive a fixed term suspension.

5. Recognition Board

'The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you want does,' Paul Dix (When the Adults Change, Everything Does).

Therefore, we have introduced our recognition boards. We strongly believe in explicitly teaching behaviours we want to see and celebrating positive behaviour often. Recognition boards will be evident in all classes, including the HTs office. At the start of the week, the board is blank, and the teacher writes up the week's target. When a child meets the target, their name goes on the board. The aim is to get everyone's name on the board by the end of the week. Children cannot be removed once they have been placed on the board.

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.



Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, spreading rumours, teasing, trying to make someone 'come out' over their sexual orientation, reference to their sexual orientation.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, any messages, videos

7. Roles & Responsibilities

The Governing Body

The governing body/Safeguarding & Behaviour Committee is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The governing body/Safeguarding & Behaviour Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body/Safeguarding & Behaviour Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently



- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using Arbor
- Setting up and using the recognition board
- Using the Behaviour outline guide to help with implementing this policy
- Using the language that has been agreed throughout the school.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

8. Rights

These should be displayed in all classrooms

Children's Rights	Children's Responsibilities
<ul style="list-style-type: none">• Right to feel safe (we are enjoying)	



<ul style="list-style-type: none"> • Right to learn (we are achieving) • Right to be treated with respect (we are inspiring) 	<ul style="list-style-type: none"> • To listen to the teacher and do the tasks set by them • To respect others • To behave themselves and follow the school's 3 rules.
<p>Teacher's Rights</p> <ul style="list-style-type: none"> • Right to teach • Right to have support from other staff, governors, parents and other agencies • Right to adequate teaching resources and good working conditions • Right to be treated with respect 	<p>Teacher's Responsibilities</p> <ul style="list-style-type: none"> • To respect all children and develop their self-esteem • To provide a suitable, stimulated and adapted curriculum • To make explicit the expectations of behaviour as defined in this policy • To provide a pleasant, stimulating, and well organised classroom/school.
<p>Parent's Rights</p> <ul style="list-style-type: none"> • To be kept informed about their child's progress, including positive and negative behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school, investigated and resolved as necessary. • To appeal to the headteacher/governors, and beyond to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably (parents must follow the complaints policy for this bullet point). • To appeal against a decision to suspend their child, first to the headteacher, then to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<p>Parent's Responsibilities</p> <ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of the school staff. • To help ensure that their child follows reasonable instructions by school staff and adhere to school rules (see above). To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEND related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the DHT and HT or other school staff, if requested, to discuss their child's behaviour.

9. Rewards – positive behaviour

We will always reward positive behaviour before highlighting any negative behaviour. Pupils will be rewarded with:

- Praise



- Recognition boards
- Housepoints
- Headteacher's Award
- Exemplary Attitude to Learning from HT
- HTs Wall of Fame
- App messages home
- Show adults your work

10. Sanctions – negative behaviour

We will always say to the children first of all: 'Is this how we... at Chiseldon Primary & Nursery School. Thank you for listening'

We believe that all sanctions must be on the day and that we start the next day afresh with a clean slate.

- We will always follow the 4 stepped approach – see above
- Missing break/lunchtime/and up to 10 minutes at the end of the school day.
- All sanctions will have a reflection time and journaling to help with mental health
- Sending pupils to a partner class
- Completing work during break/lunchtime or at home
- Referring to DHT or HT
- Pupil Contract
- Pupil Report

11. Off-site Behaviour

Sanctions maybe applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. When a pupil is still in uniform and misbehaves in a way that brings the school's name into disrepute.

12. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

13. Physical Restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property



Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment
- Be recorded and reported to parents – this should be noted on CPOMS as this represents a bound book.

14. Confiscation

Any prohibited items (knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, vapes, fireworks, pornographic images) **found in pupils' possession will be confiscated.** These items will NOT be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's 'guidance on searching, screening and confiscation.'

15. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

17. Positive Handling & Physical Interventions

Positive Handling is defined as 'the full range of Team-Teach strategies used to de-escalate, diffuse, and divert in order to prevent violence and reduce the risk of injury to staff and clients' (Team-Teach Workbook 2009).



Positive Handling is a broad spectrum of risk reduction strategies. Restraint is only a small part of the framework.

Positive handling is a generic term meaning 'managing someone's conduct in a positive way'. It also includes touching – see Acceptable Touch Policy

Many Team-Teach techniques focus on controlling the arms just above the elbow. As a rule the hands and arms are neutral zones. Physical interventions should be 'necessary, reasonable and proportionate'. They are never used for compliance and are not intended to apply pain or dominance on the subject. A reasonable response involves choosing an option which reduces rather than increases the risk.

On rare occasions accidental injury of a child can occur during a struggle e.g., finger-tip bruising. This is unfortunate but sometimes occurs – especially given the nature of children's reactions to biomechanical disengagements e.g., pulling a teacher's hair or sweater.

Types of acceptable interventions and the accurate demonstrations are best shown on the Team-Teach website: www.team-teach.co.uk .

Examples include:

- Shoulder holding
- 'Caring C's' to guide a child
- Arm linkages for older children
- Disengagements i.e., children grabbing someone's hair, throat, clothing etc.

Staff should avoid sitting children on their laps, hugging, excessive hand holding (which may cause issues with 'favouritism') etc

Team Teach language: Guide, hold, support, secure, escort, draw forward, ease away, helping hug, cradle hug

18. Acceptable Touch

At our school, this is our acceptable touch policy. This means that as a member of staff you can physically guide, touch, or prompt pupils in appropriate way at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch pupils and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to hold pupils for a variety of reasons, but in general times we would normally do so for either comfort or reward. We may also need to physically touch, guide, or prompt pupils if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the pupil's shoulders. This



discourages 'front on' hugging, and the adult's hands on the shoulder limits the ability of the pupil to turn themselves into you. This can be done either standing or sitting.

Handholding

We recognise that pupils sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move pupils, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This can be done by the adult holding their arm out, and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupils for a little security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting

At our school we discourage lap-sitting. Pupils should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a pupil attempts to sit on your lap, explain to them that this is not what we do here and ask them to sit next to you if it is appropriate.

At times, pupils may, in crisis or distress, hold you in a way which is not described as above (e.g., 'front on' or hug/lap sitting'). If this should happen, please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be to record and monitor the number of times the pupil is doing this to staff to see whether this is a 'controlling' behaviour, or whether the pupil is displaying distressed behaviour regularly.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the pupils that we care for, this does not mean that you must touch pupils, and it should be realised that some pupils will not want to be touched. Please respect this.

We also have our handling policy on restrictive intervention; please ensure that you are familiar with this.

Staff have a 'Duty of Care' towards pupils in their care. Therefore, if a pupil is likely to be a risk from harm if you do not physically intervene in an emergency, you must act. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

Parents/carers will be made aware of this policy when their child is admitted to this school. If you have any questions or would like a further discussion regarding this policy, please speak to the Head Teacher at the earliest available opportunity.

19. Monitoring Arrangements

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the safeguarding and behaviour committee on the effectiveness of this policy. If necessary, the Headteacher makes recommendations for further improvements.



This behaviour policy will be reviewed by the headteacher and full governing board/safeguarding and behaviour committee every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board/safeguarding and behaviour committee every year.

20. Links with Other Policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Walking to and from school policy
- Mobile phone policy

21. Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others



- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing body every two years.

22. Appendix 2: The House System

The House System

Allocation of Houses

Policy updated: September 2025



The school is divided into four houses: St. George (red); St. Patrick (green); St. David (yellow); and St. Andrew (blue). Children shall be allocated a house when they start Nursery, join the school in Reception, or when they join the school at a later stage. Where possible children of the same family will be allocated the same house (unless they request otherwise) whilst ensuring that the number of children is fairly balanced between each house. Every child will be given a coloured badge that represents its house – if this is lost it can be bought for 80p from the office.

Captains and Vice Captains

At the end of the academic year Y5 children (who will be going into Y6) will be given the opportunity to complete an application to nominate themselves as Captains or Vice Captains. The SLT team will interview children who have completed the application process.

The SLT will decide on the final Captain and Vice Captains after consultation with the class teacher. The Captains and Vice Captains will wear a badge to show their position in the school. Captains and Vice Captains will be expected to:

- Bring their House into assembly quietly and sensibly.
- Sit at the front of their house at assembly (on a red chair) and encourage good behaviour from their house.
- Be an example of exemplary behaviour and attitude.
- Help in the dinner hall on Fridays.
- Stand at the front of Friday's sharing assembly with their flag.
- Help on reward days
- Organise House competitions.
- Be a buddy to younger children in their House.
- Propose and represent ideas from their House ideas that will improve the House System.

Captains or Vice Captains whose behaviour or attitude is not a good example to others will be asked to stand down from the captaincy or vice captaincy.

Awarding House Points

Any member of staff can award House Points to any child, at any time and for any reason if they are following the school's values and behaviour policy (see achievement types and points). Going above and beyond. An APP message is sent home to parents informing them that their child has received house points.

Each week there will be a school value that is being highlighted and announced in Monday's assembly. If children are seen to be trying to demonstrate this value, they will receive 10 house points.

The Headteacher can also award a Golden House Point. This is for consistently demonstrating an exemplary attitude to learning. These will be awarded when the headteacher walks around the classrooms and have a value of 20 house points. Again, a message is sent home from the HT.

House points will also be awarded for participating in or winning House Competitions. These will be set with each competition.

Recording House Points



All house points are recorded on Arbor and an app message is always sent home to celebrate the children's achievement.

Houses will be displayed in the hall with a running total updated each week so that children can see which house is in the lead.

Rewarding Winning Houses

The House Captains and Vice Captains will stand at the front of Friday's assembly with their flags ready to celebrate the win. There will be a weekly, termly, and annual winner, as well as an annual award.

Weekly Award: At the end of each Friday assembly the weekly winners will be announced. The captain and vice-captain will raise their house flag on the flagpole at the front of the school. Their reward will be to have their lunch first on the following Friday and select the play area that playtime.

½ Termly Reward (October, February, May): these will be given when the House reaches the following amount of points during a term:

- More than 1000 points – 15 minutes extra playtime on the first dry playtime of the next week.
- More than 2000 points – all the children will receive a pencil in their House colour.
- More than 3000 points – non uniform day on the following Friday.

Termly Awards (December, April): The house who has earned the most points over a term will be given the choice from the following rewards. The Captains and Vice Captains will choose the award. The choice of different awards given to the children will be dependent upon staffing availability, weather, and financial constraints.

1. Watch a DVD on the big screen with choc ices/ice lollies and popcorn.
2. Have a crafts and computers afternoon with biscuits and juice.
3. Afternoon of outdoor play with biscuits and juice.
4. School Parliament to decide this one.

Annual Award (July): The House who has earned the most points over the year shall ... (this will be decided yearly by School Parliament, after discussion with class councils.

When the winning House are being given their rewards, it is important that the children who are not involved are participating in normal classroom activities and not anything that could be interpreted as a 'treat.'

Consultation with Pupils

Every year the School Parliament will be given the opportunity to review the rewards and propose new rewards.

Meeting Behaviour and Attitude Standards

The expectation is that children and adults will be loyal to their House and try their best to earn points for their House by displaying good behaviour and attitudes. If children are consistently getting



warnings and are consequently not contributing points to their House, then they will be temporarily removed from their House.

An individual behaviour plan will be drawn up with SLT, CT, Parent, and child with clear targets. Once they have met the targets, they will be able to re-join their house.

23. Appendix 3: Behaviour Outline

Our rules		
We are inspiring	We are achieving	We are enjoying
Adult consistencies		



Meet/greet/say good afternoon, everyone.	Calm conversations – no shouting	Noticing every child
Methods of recognition		
Housepoints	Recognition board	Sharing Assembly
Routines		
Excellent presentation	Excellent conversations	Excellent transitions
Stepped Consequences	Restorative Questions	Quality Work
<ol style="list-style-type: none"> 1. Reminder of the rule (1 of 3) 2. Check understanding of the rule (warning given Arbor & message home) 3. Reminder using prompts (2nd warning Arbor & Message) 4. Timely reflection (3rd warning & therefore partner class to think) 5. Restorative time (follow-up, repair & restore) 6. Parental conversation – CT meeting with parent. 	<ul style="list-style-type: none"> • What happened? • What were you thinking when this happened? • What have you thought about since? • How did the other people feel? • Who was affected? How? • What should we do now? • How can we do things differently? <p>For younger children who find these questions difficult, it may be helpful to role play and use 'imagine' as a starting point.</p> <p>In other situations, using a scale of 1-10 can help.</p>	<ul style="list-style-type: none"> • Layout – date, ruler etc • Sharing & applying content requirements • Effort/presentation
Adult prompts		
<ul style="list-style-type: none"> ○ Every choice has a consequence. You have two choices, if you choose to make the right choice, great, this will happen. If you choose to make the wrong choice, this will happen. I'll leave you to make the decision. ○ Do you remember yesterday when you... (something positive) that is who I want to see today. ○ I do not like your behaviour because it is dangerous and disruptive. I know that you are fantastic and can stop this and succeed. ○ I am not leaving; I care about what happens. You are going to be brilliant. ○ What do you think the poor choices were that caught my attention? ○ What do you think you could do to avoid this happening again? ○ This is not like you to ... <p>The main one:</p>		
Is that how we... at Chiseldon? Thank you for listening.		