



KNIGHTSBRIDGE SCHOOL

Behaviour and Discipline Policy

This policy was prepared with reference to guidance: DfE Guidance Behaviour in Schools (Feb 2024), The Equality Act 2010 and Keeping Children Safe in Education (2025). The school recognises its duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2014 to have arrangements in place to safeguard and promote the welfare of pupils.

This Behaviour and Discipline Policy is made available to all parents of pupils via the parent portal, on the school website and, on request, in writing from the school office. This policy applies to the whole school, including the EYFS. The Head of EYFS, is responsible for behaviour management in the EYFS. It should be read in conjunction with the *Anti-Bullying Policy, Child-on-Child Abuse Policy, Physical Restraint Policy* and the *Safeguarding: Child Protection Policy*.

1 Introduction

1.1 At Knightsbridge School, staff, parents and pupils work together to create a happy, secure and stimulating learning environment which reflects the KS Code, promoting self-discipline, social awareness and high standards of behaviour.

1.2 Our policy provides equality of access and opportunity for all pupils to respond to all areas of school life to the best of their abilities, with understanding and acceptance of individual differences and respect for all in line with British values.

1.3 Our guiding principle, through the KS Code, is to help our children gain self-confidence, self-esteem and motivation in order to prepare themselves to participate fully in the next stages of their education and adult life, with a focus on the positive, through praise and encouragement.

1.4 Discipline and good order are essential for successful learning. Naturally, some of this policy deals with intervention and support, however, the best discipline is self-discipline.

1.5 Pre-emptive pastoral care, clear expectations, good organisation and assertive behaviour management should reduce problems, but when they occur, a clear consistent and effective response is needed. It is recognised that there will be variations in staff acceptance and tolerance of children's behaviour in class

depending on the nature and content of the lessons, and age and stage of children. However, acknowledging and reinforcing good behaviour over admonishing bad is the approach taken throughout the school. Through regular discussions at meetings, the school endeavours to ensure that members of staff apply standards consistently and fairly.

1.6 Pupils are expected to follow the behaviour policy in school and on all activities, trips and visits outside the school premises. Parents and pupils should also be aware that this policy may apply to behaviours outside of school, for example when pupils are online at home or when travelling to and from school in school uniform.

2 Aims

2.1 We aim for the behaviour and discipline policy to promote good behaviour throughout the school and ensure that it is closely linked to the KS Code so that all children will:

- be tolerant and understanding of the feelings and needs of others;
- develop a responsible and independent attitude towards their roles in the community and to be accountable for their actions inside and outside the school;
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour;
- contribute to a safe environment where all can be listened to and treated fairly;
- be able to know and understand what is expected of them inside and outside of their learning environment;
- understand that bullying is unacceptable;
- teach pupils that actions and choices have consequences;
- allow pupils to develop and demonstrate positive abilities and attitudes;
- foster self-discipline and pride of performance and conduct through praise and reward;
- enable all staff to be consistent in their approach to behaviour management whilst allowing them to use their professional discretion;
- involve parents in the life of the school including children's behaviour;
- develop greater independence supported by staff and clear guidance and expectations;
- be able to learn and achieve safely and happily.

3 KS Code

- I will remember to walk fast and not to run.
- I will remember to treat others as I would like to be treated myself.
- If I have any worries, I will talk to an adult I trust.
- I will remember that giving and sharing are the best feelings in the world.
- I will try not to let others feel lonely.
- I will try to always be fair and honest and to seek to forgive.
- I will remember how lucky I am and to do my best at everything.
- I will say nothing that will be hurtful to others.
- I will respect others and their possessions.
- I will try to do something creative every day.

- I will remember to strive for a healthy body and a healthy mind at all times.
- I will remember to recycle, reduce and reuse.

4 Strategies

4.1 All members of the school must agree with the expectations of behaviour. All members of staff are made aware of bullying, including child-on-child abuse and behaviour management through staff induction, INSET and regular discussions at staff meetings.

4.2 An effective school behaviour policy requires close partnership between parents, staff and children, so parents should receive a clear explanation of the schools' ethos before they choose the school, and a description of the schools' behaviour and discipline policy at the curriculum evenings at the beginning of each academic year.

4.3 Parents can assist in these aims by:

- discussing the KS Code with their child, emphasising their support of the statements and assisting with their enforcement through role modelling;
- attending parents' evenings, parents' functions and by developing good relations with school;
- knowing that learning and teaching cannot take place without sound discipline;
- remembering that staff deal with behaviour problems patiently and positively;
- recognising that school is a place where mistakes can be, and are, made and that children should increasingly take responsibility for their own actions as they develop;
- supporting the school in upholding high standards of behaviour and discipline;
- ensuring that technology and social media use is monitored at home.

4.4 Pupils are made aware that home and school are working in partnership in order to foster and promote good discipline, teachers:

- actively look for the positive;
- praise, give positive feedback and reward good behaviour;
- reinforce examples of correct behaviour wherever noted - in the children themselves, in books, in related incidents (news), through drama;
- provide clear, consistent expectations of behaviour.
- raise awareness of bullying including child-on-child abuse and what constitutes a low level concern and inappropriate sexual behaviour (name calling, touching, groping, misogyny).

4.5 The Life Skills programme and regular structured form time are used to promote positive behaviour. In the EYFS, there is a focus on Personal, Social and Emotional development (PSED), especially "managing feelings and behaviour". This is one of the Prime learning areas in EYFS and links in to all the other Early Learning Goals.

4.6 Positive behaviour is underpinned by praise and reward which is, in turn linked to the House system. This provides a structure for recognising positive behaviour (and sanctions).

4.7 The reward system involves a whole school house point system known as '*Supers*' – positive house points and '*Subs*' (which are only used in the Senior School) – negative house points. Many *Supers* should be given each week as against very few *Subs*. The two must be seen as distinct and separate. Senior children are responsible for ensuring that staff record supers in their diaries and these are submitted weekly to their House Tutor for recording on iSAMs for the House Race. Junior and Foundation stage children earn and record supers through the sticker system and classroom chart which are transferred regularly to the online data system. EYFS and Junior children with the top super scores for the week are given a gold badge to wear.

4.8 ***Subs* should only be used for Senior School children.** These are recorded in iSAMs and are shared with the Head of Section and Form Tutor. Detentions are awarded for multiple subs by the Head of Section. Subs are monitored by the Head of Section and detentions awarded where appropriate. In the Junior school, the class teacher is able to remove minutes of break time as a sanction for negative behaviour. The Junior school operates a 'behaviour weather' chart system in each classroom. In the EYFS, there is a step chart to success. Each classroom in Reception has a 'step' chart which is displayed clearly with all the children's names or faces. Throughout the school week children will be moved up the ladder - the positive reasons why will be shared with the class and parents verbally. The child's name/face will then be moved to the Gold Star which is at the top. On the Friday at the end of the day (end of the full week), all children will start back again on the first step. This gives the children a full week (sufficient time) to get as far up the step ladder as possible before the Friday (last day).

4.9 These systems, **Senior and Junior School Behaviour (including EYFS) and Consequence** (see **Appendix A1 and A2**), should be explained to the children at the beginning of the year and reiterated regularly. Behaviour and Consequence Ladders will be clearly displayed in all classrooms.

4.10 Class/subject teachers or house tutors are expected to deal with Level 1A, 1B and Level 2 (see **Appendix A1 and A2**) behavioural issues, with support from Heads of Section if required. Level 2 behavioural incidents should be notified to the Head of Section but Level 3 behavioural incidents should be dealt with by the Head of Section and those at Level 4 or above by the Head. Low level incidents should be tracked by the Head of Section as repeated poor behaviour may indicate bullying, child on child abuse or potentially a child protection issue.

4.11 Incidents at level 2 or above should be recorded in CPOMS and flagged as 'Behaviour'. These are reviewed by the Section Head and added to the behaviour

log which is reviewed termly by the SMT, Head and SLT. Section Heads are responsible for identifying any patterns in the logs each term.

5 EYFS and Positive Interventions

5.1_ We make a distinction between three types of behaviour that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children, according to their age and developmental maturity taking into account the impact that a special educational need or disability may, in some circumstances adversely affect 'normal' childhood behaviours.

These behaviours are:

a. Inconsiderate behaviour

This includes behaviours such as: taking toys from another child, not waiting for a turn, pushing, being uncooperative, disrupting a game, hitting out against another. They are characterised by developmental immaturity whereby children are not at the stage where they are able to manage frustration or anger themselves, may not have the language (including children presenting with EAL) to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.

b. Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage physically hurt or say something hurtful to another child, especially if their emotions are high at the time. It is not helpful to label this behaviour as 'bullying' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. It may also be 'mimicked' behaviour, observed in another child or adult. Some children may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end that is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.

c. Bullying

We take genuine cases of bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt or cause hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This is rarely the case for children under five.

5.2 Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as 'Superhero' and weapon play. Some children appear preoccupied with these themes,

however, their behaviour is not necessarily a precursor to bullying, although it may be inconsiderate, or even hurtful, at times and may need addressing using a range of strategies. For some children, 'Superhero' and weapon play may be a method through which they gain temporary confidence and control. It is important to note that, between the ages of 0-5, children cannot distinguish between fantasy and reality presented in TV programmes, films and computer games. Responses to this behaviour, therefore, need to be considered in this context.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. Some children's excitement and deep involvement may on occasion cause them to overstep the boundaries of acceptable behaviour. This will be managed appropriately, by adult intervention so that the child is taken out of the situation and made aware of what is and is not acceptable.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

5.3 Use of rewards and sanctions in the EYFS

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult expectations in order to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions must be carefully considered before applying.

Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate help to reflect on what has happened. If behaviour toward an adult is physically abusive, violent or otherwise unacceptable and distressing, adults should enlist the support of another team member to both support the child and to enable 'time out' away from the situation. Such behaviour is documented and reported to parents on the same day

6 Recognition and Reinforcement of Good Behaviour & Rewards

See Appendix B – Criteria for Winning Awards

6.1 Children throughout the school will be encouraged to become more independent using guidance set out in the EYFS, Junior and Senior School Independence Ladders. Teachers will explain the expectations at the beginning of the year and reiterate them regularly. Independence Ladders are discussed regularly in EYFS (and shared with parents) and Juniors and given to Senior pupils. Behaviours and sanctions are displayed in all classrooms in the Behaviour Ladders. For Juniors, these state what the sanction will be for each type of behaviour and at what level. As pupils move from one section of the school to another, they are informed, for example at the beginning of the year in form time, about any changes in rewards and sanctions. In addition, as part of transition day, pupils in Year 6 spend

time in the Senior School in the summer term where all aspects of life in the Senior School are explained to them. Specifically, the Head of Seniors or Head, addresses Year 6 pupils and emphasises the changes in sanctions that can be given in Year 7 compared to Year 6, particularly with regard to subs and detentions.

6.2 The EYFS and Junior School award system is based on positive reinforcement of good behaviour and immediate visual rewards and team building. In addition, teachers are able to have his/her own in-class system of rewarding their children such as a star chart, marbles in a jar, a credit system and/or stickers, but these should be linked to the KS code and school aims at all times.

6.3 Senior School pupils will be given a diary, and supers will be recorded in this. Subs are recorded on iSams and the senior behaviour log. Children's well-being will also be monitored during life skills lessons. The senior school diary has methods for star breathing, the ruler method and also top tips on methods for managing stress. These will be covered in the first form period of the year, as well as being revisited throughout the year in life skills lessons.

6.4 Should a child receive three subs, the Head of Seniors will be informed and a detention will be given. Detentions can be given for academic, pastoral or behavioural reasons. Parents will be notified should this occur. After school detentions require parents and the pupil to be given 24 hours' notice.

6.5 In the Senior School, each pupil will be assigned to a Form Tutor Group. This group will meet weekly to review supers and subs, academic progress, weekly achievement, targets and any other pastoral issues. The Form Tutor will be responsible for designated children within the Tutor Group and will write their Tutor reports.

6.6 The recognition and reinforcement of good behaviour and rewards in the Senior School is organised into a system of three levels as outlined in **Appendix B (criteria for winning awards)**, comprising:

Supers (Level 1) – given out singly for a range of academic, behavioural or attitudinal criteria reflecting the ethos of the school.

Commendations (Level 2) – given singly on a weekly basis for a wider range of activities and conduct and achievements. There are also weekly awards in EYFS, Juniors and Seniors.

Knight of Knightsbridge (Level 3) – given for outstanding work or performance in an academic, sporting or artistic field. KofK may also be awarded for outstanding service to charity or to the school or wider community. These are awarded at the discretion of the Head.

Informal praise and rewards, given with the reason for this (e.g. email to parent, simple asides in public or private, display of work)

6.7 End of Term Assemblies

In Nursery, End of Term “Busy Bee”, “Super Star” and “Sunshine” prizes are awarded. In Reception and Year 1 - 6, class prizes for Effort and Achievement. Subject prizes are also awarded for Reception, Year 1 - 6 across all subjects for the Junior School. In the EYFS and the Junior School, the Head of Section will decide the winners in consultation with the class teachers.

In the Senior School, class prizes for effort and achievement are given at the end of each term. Subject prizes are also awarded at the End of Term Assembly. The Head of Senior School will decide the winners, subject to meeting and discussion with staff.

6.8 Annual Prize-giving

There are cups available to be awarded for a wide range of activities and strengths. Nursery and Reception Prize Giving takes place separately at the end of the Summer Term where prizes and shields are awarded. Year 1 to 11 enjoy prize giving together, with winners in each year and each subject as well as cups (for Senior School children) and plaques for Junior school children, and awards for all-rounders and special achievements.

6.9 House Competitions

There are a variety of House Competitions throughout the year. Normally these will include Sports Day and other music, sporting and team events.

In the Senior and Junior School, as well as competing against each other, the supers are collated by house and house averages are calculated. This is a cumulative competition. Each week, the total number of average supers for each house are announced and the top super winners for each house are announced in assembly and the House captain collects the cup for the week. These are reported in the weekly newsletter. In Reception to Year 6, top supers winners from each house are awarded a gold badge. At the end of each term, there is a gold badge winners' celebration.

6.10 Junior Supers and Senior Supers are counted at the **end of each term** and a cumulative total is used to find the House Cup winners for each term.

6.11 At the End of Term Assembly, the term's winners receive the House Cup and will have a fun party with their House Parents. The house competition adds to the incentive as well as promoting loyalty and support for one's House.

7 Pupil Sanctions

7.1 When considering sanctions, it is important the pupil understands fully that it is the behaviour which is not acceptable, and not the pupil as a person. A clear distinction must be made. It is also important to ensure that punishments are proportionate to the offence, and should enable children to make reparation where possible. Sanctions should be used in line with the age of the child and should consider any issues related to special educational needs or disabilities. Children are

made aware that they are responsible for their own actions and that breaking the rules or inappropriate behaviour will lead to sanctions.

7.2 No sanction will be degrading or humiliating. All staff should maintain a controlled and polite manner when dealing with difficult behaviour.

7.3 The sanctions set out below will usually, but do not necessarily follow, in order of severity.

7.4 *Initial strategies*

Pupils should be made aware of the offence and warned about the effect of their behaviour. Verbal correction and reprimand is sensible, moving beyond a look of reproach to a quiet word, a conversation after class or removal from the problem. Visual indicators for encouraging good behaviour will vary throughout the school according to age and stage beginning with the traffic light system in use throughout the Foundation stage and Junior School.

Children with SpLD will have additional mentoring and guidance from Learning Support and the School Counselling service (Place2Be) to ensure they have the support they need with any behavioural issues. Sanctions must take the child's needs into account.

7.5 *Structure*

Sanctions are divided into levels of severity, as per the Junior and EYFS and **Senior School Behaviour and Consequences** (see **Appendix A2**).

7.6 *Subs*

Subs may be given to senior school children exhibiting unacceptable behaviour, which may be disruptive, rude, disobedient, dangerous, show disregard for others and their property. They may also be given for poorly completed, missing or late homework, or a failure to respond to warnings about conduct in the school. A child should normally be given a warning to explain that the behaviour is unacceptable and a chance to improve. Should the same behaviour be repeated a sub will be issued. In certain cases, a sub may be given outright especially where the safety of others or disrespect are involved. In every case, the child must be told that they have been given a sub and why. The sub must be recorded in iSAMs with clear details of why this has been issued. Form tutors and Heads of Section are informed by email once these have been entered. The Form Tutor monitors an individual's subs to ensure that appropriate action is taken. Form Tutors and Heads of Section should communicate at least fortnightly through 'Children Causing Concern' in team meetings regarding pupil behaviour and to ensure that low level concerns are being collated and monitored.

Some children will need to be seen by the Head of Section or Head to reinforce the teacher's sanctions. These should be used carefully.

7.7 *Detention*

If a child accumulates three or more subs in a week, they are automatically put into detention. Very rarely, a detention may need to be given without the warning system

and subs outlined above. There are both break and after school detentions which are supervised by a member of staff and takes precedence over squad training, clubs and pre-arranged appointments. Parents will be notified in advance and are expected to support the school. This will be explained to parents at the start of year curriculum evenings and in the relevant parent handbooks.

7.8 *Report Card*

For a child or children that are finding it difficult to respond to our expectations, adhere to the social rules laid down by the school, who are not performing to their potential in class due to a lack of effort, or who persist in low level disruption, it is possible to place them on a report card. This is intended to monitor behaviour/effort in class and at other times of the day. The child must take the Report Card (weekly or daily) to each lesson and have the Report Card graded and initialled by the teacher at the end of each period. A comment is written for each lesson. A weekly report card may be applied across specific areas of school life.

At the end of each day the Report Card must be signed by a member of the Senior Management Team and then be taken home to be signed by the parent.

7.9 Under the Equality Act 2010, children with special needs will have sanctions imposed which take account of their level of need. Pupils with SEND should have greater access to counselling and support.

8 **Procedures for Dealing with Persistent or Major Breaches of Discipline**

8.1 Major breaches of discipline may include:

- bullying;
- physical assault;
- deliberate damage to property;
- disruptive behaviour in class;
- vaping or bringing a vape into school
- bringing alcohol or drugs into school
- bringing a weapon or any item that could be used as a weapon into school
- stealing;
- leaving the school premises without permission;

8.2 Parents will be involved at the earliest possible stage if problems are persistent or recurring (see **Senior School Behaviour and Consequences Ladder** (see **Appendix A2**). If behaviour is such that further support is required, a pupil can be referred to Place2Be. In extreme cases, further help can be sought from other agencies, including an educational or behavioural psychologist, social care or the police.

8.3 Other procedures include the following:

- staff have the right to temporarily confiscate pupil's property where it is necessary for disciplinary reasons;
- a verbal warning from the Head or other senior member of staff, as to future conduct;

- a letter/phone call/email to parents informing them of the problems and arranging a meeting with them;
- a case conference involving parents and, where appropriate, support agencies;
- the child being excluded temporarily or permanently from school (see below).

9 Exclusion (Please see the Exclusion Policy)

9.1 The school reserves the right to exclude a child whose conduct, or parental conduct, (whether on or off the school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the school. Temporary (internal or external) or permanent exclusion is always at the discretion of the Head.

9.2 The sanction of temporary or permanent exclusion may be necessary in cases of severe and persistent bullying.

9.3 Parents are made aware that they may request details of the procedures as part of the School's Parent Contract.

10 Recording Incidents of Misbehaviour and Sanctions

10.1 Teachers should record details of misbehaviour incidents centrally with the Head of Section on the behaviour log **and** on CPOMS.

10.2 These details should include as a minimum:

- the date, names and year group of those involved and nature of the incident;
- action taken by the member of staff and the sanction imposed;
- whether further action or monitoring is required.

10.3 Incidents will be recorded on the behaviour (and bullying) log and monitored by SMT and SLT on a termly basis so that the effectiveness of the school policy can be assessed and any emerging patterns can be quickly identified. In the case of sexual violence and harassment, a separate log is kept.

11 Corporal Punishment and physical contact

11.1 It is forbidden to administer or threaten corporal punishment of any kind at Knightsbridge School. The school will not tolerate the use of corporal punishment on any young person.

11.2 Physical contact with children is outlined as per the school's Safeguarding policy. Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances (see Physical Restraint Policy), including dealing with disruptive behaviour, committing an offence, causing damage to property or averting immediate danger of personal injury (including to themselves). Such intervention will be recorded in the appropriate Sanctions Log and parents will be informed on the same day or as soon as reasonably practicable.

Any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, health condition or

Special Educational Needs (SEN) that the pupil may have.

12 Searching Pupils and the Belongings of Pupils

12.1 It may be considered necessary to search a pupil or their possessions where staff have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is: • knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or • to cause personal injury to, or damage to property of; any person (including the pupil) • an article specified in regulations: • tobacco and cigarette papers • fireworks; and • pornographic images and e-cigarettes/vaping.

12.2 Staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. If a pupil does not agree to a search then permission should be sought from the parents.

12.3 The Head, Members of the SLT and SMT, Section Heads and Assistants and members of the safeguarding team are the only members of staff authorised to carry out a search. All searches should be witnessed by a second member of staff and reported to the safeguarding team.

12.4 The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

12.5 Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

12.6 If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

12.7 In the event that the search involves a pupil and not their belongings it is vital that the following guidance is followed:

Only an authorised member of staff can carry out the search (see above);

The search must be carried out in an appropriate space and with a witness;

The member of staff carrying out the search should be of the same sex as the pupil;

The search should be carried out away from other pupils;

The search should be reported to the safeguarding team and logged;

The search can only extend to a pupil's outer clothing, pockets, possessions, desk or locker;

Members of staff should not require a pupil to remove any item of clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

12.8 A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Should this circumstance arise, the search must be reported immediately to the safeguarding team.

12.9 Under **no circumstances** are staff permitted to carry out a strip search. A strip search is a search involving the removal of more than outer clothing (defined above). Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

12.10 Whether or not any items have been found as a result of any search, staff should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, staff should follow the Safeguarding; Child Protection Policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping Children Safe in Education 2025. The safeguarding team will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

13 Confiscation of a Pupil's Property

13.1 An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting: • poses a risk to staff or pupils; • is prohibited, or identified in the school rules for which a search can be made or • is evidence in relation to an offence.

13.2 Controlled drugs must be delivered to the police as soon as possible. This includes substances where there may be any doubt as to whether they are controlled drugs or not.



13.3 Other substances which are not believed to be controlled should also be delivered to the police, or disposed of, if the member of staff believes they could be harmful.

13.4 Where a senior member of staff conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

13.5 If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Monitoring and Review

This policy is the responsibility of the Head and the SMT. They will take an overview of all incidents of behaviour and discipline within the school.

Reviewed by: Shona Colaço (Head)	Date: July 2025
Signed: 	
Approved by: Aatif Hassan	
Signed: 	Date: September 2025
To be reviewed annually	

Appendices attached:

- Appendix A1 Behaviour and Consequences EYFS
- Appendix A2 Behaviour and Consequences Juniors
- Appendix A3 Behaviour and Consequences Seniors
- Appendix B Criteria for winning awards
- Appendix C1 EYFS and Junior Independence ladder
- Appendix C2 Year 5&6 Independence Ladder
- Appendix C3 – Senior School Independence Ladder

EYFS Behaviour Ladder

Appendix A1

Behaviour	Consequence
Severity Level 1	
<p>Demonstrating inconsiderate behaviour</p> <p>No/ slow response to teacher request</p> <p>Running along corridor/ stairs</p> <p>Minor disruption in class</p> <p>Being rough with classmates</p> <p>Snatching toys from other children</p> <p>Throwing toys around the classroom</p>	<p>Verbal warning</p> <p>Unacceptable behaviour highlighted by teacher and explained to the child 1:1</p> <p>Adult to be at the child's eye level whilst discussing</p> <p>After one verbal warning *</p> <p>Discussion with the class teacher <i>why</i> the behaviour is still occurring in the classroom.</p> <p>*More than one verbal warning will be given to children in EYFS depending on the child's overall learning needs.</p> <p>Class teachers will use 'Social Stories' and PSED activities as a way of helping the child understand the behaviour and the impact and the resulting consequence where appropriate. Discussion with SENCO.</p>
Severity Level 2	
<p>Demonstrating hurtful behaviour</p> <p>Repeat of above while on amber traffic light</p> <p>Constant defiance towards an adult</p> <p>Pushing, kicking or hurting another child</p> <p>Rudeness inside or outside the classroom</p>	<p>If a child is not moving their way up the step ladder and bringing positive behaviour into their school day - discuss with the Head of EYFS.</p> <p>Class teacher and Head of EYFS to consistently reinforce positive behaviour within the classroom and around the child's peers.</p> <p>Miss time/move away from the activity</p> <p>Remove the child from the situation and speak to the children face to face height level.</p> <p>Discussion outside of the classroom away from peers on a 1:1 basis</p> <p>Visit to Head of EYFS- discussion about the KS code in relation to the behaviour and possible time out of the classroom</p> <p>Parents notified about behaviour</p> <p>Parents meet with class teacher and reassess situation</p>
Severity Level 3	

<p>Poor behaviour outside school on trips and visits Swearing or inappropriate language at an individual Fighting Constant unpleasantness to peers Constant inconsiderate or hurtful behaviour</p>	<p>Parents required to attend a meeting with of EYFS and class teacher An Action Plan may be drawn up and agreed by parent, pupil and class teacher. Class teacher and Head of EYFS to discuss plans with Head and SENCO. Head of EYFS monitors the child Weekly or daily behaviour chart or log introduced which is shared with the parents Meeting with Place2Be arrange as appropriate</p>
Severity Level 4	
<p>A repeat of level three Damage to property Bullying Constant inconsiderate or hurtful behaviour of a serious nature</p>	<p>Parents are required to meet with the Head, Head of EYFS and class teacher as and when appropriate. Meeting with Place2Be arranged Internal, Temporary or Permanent Exclusion may be imposed at the discretion of the Head.</p>

Appendix A2

Junior School Behaviour and Consequences Ladder 25/26

These behaviours and consequences are not intended to be a comprehensive list but are intended to provide guidance.

Behaviour	Consequence
Severity Level 1	
No/ slow response to teacher request Running along corridor/ stairs Minor disruption in class Lateness for lesson without reason Being rough with classmates Name calling including targeting any of the protected characteristics Poor attitude to school work	Verbal warning Unacceptable behaviour highlighted by teacher and explained <u>After one verbal warning*</u> Move to Grey Cloud then move to the Storm Cloud and then Thunder Cloud If a child reaches Thunder Cloud: a conversation with their teacher encouraging them to make better choices and move up the behaviour chart. Continual poor choices may result in break time being used to address poor choices and parents being contacted. *More than one verbal warning will be given to children
Severity Level 2	
Pushing, kicking or hurting another child Poor conduct – letting down the school Rudeness inside or outside the classroom	Time out/ break time being used to address poor choices with Head of Section - discussion about the KS code in relation to the behaviour and possible time out in office Parents notified about behaviour
Severity Level 3	
Poor behaviour outside school on trips and visits Swearing or inappropriate language at an individual including reference to any of the protected characteristics (racist, sexist, misogynistic) Fighting Unpleasantness to peers including online	Parents required to attend a meeting with Head of Junior School And class teacher An Action Plan may be drawn up and agreed by parent, pupil and class teacher. Head of Juniors monitors the child Weekly behaviour chart or log introduced Meeting with Place2Be arrange as appropriate Further support or education provided so that the child understands clearly why their behaviour is inappropriate

Severity Level 4

A repeat of level three Damage to property Anything considered by the leadership team to be either emotional or physical (child-on-child) abuse or targeting the protected characteristics Misuse of electronic media Continued poor behaviour or behaviour of a serious nature	Parents required to meet with the Head, Head of Junior School and class teacher as appropriate. Meeting with Place2Be arranged Further support or education provided so that the child understands clearly why their behaviour is inappropriate Internal, Temporary or Permanent Exclusion may be imposed at the discretion of the Head.
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NB Children may also be required to be 'On Report' (Daily or Weekly) for solely academic reasons.

Remember, if you feel you are struggling you can always talk with your teacher or Place 2 Talk to help solve difficulties you may be having.

**Appendix A3 – Senior School Consequence Ladder
Senior School Behaviour and Consequence Ladder 2025-2026**

Level 1A	
Behaviour	Consequence
<ol style="list-style-type: none"> 1. Poor classwork / homework 2. No equipment / incorrect equipment 3. Lost bag or homework diary 4. Poor conduct lining up (lessons, breaks, lunch) 5. Running in school 6. Chewing, eating or selling sweets/gum in school 	<p>1st instance: teacher conversation/warning and Form Tutor to be notified</p> <p>If work needs to be re-done, it can take place in a break/lunch time detention with the teacher or HOS.</p> <p>Teacher may give SUB* if necessary</p>
Level 1B	
Behaviour	Consequence
<ol style="list-style-type: none"> 1. Late to lesson without valid reason 2. Found out of lesson without valid reason/corridor card 3. No homework and no note 4. Incorrect uniform (if parents initially notified) 	<p>SUB*</p> <p>*3 SUBS in a week = detention and parents notified</p>
Level 2	
Behaviour	Consequences
<ol style="list-style-type: none"> 1. Unkindness to others (verbal and physical including online) 2. Rudeness in lessons or corridors (answering back, calling out, shouting) 	<p>SUB*</p> <p>Mediated meeting with Assistant Head of Senior School</p> <p>Parents notified by Class Tutor (possible)</p> <p>Break time detention (possible)</p> <p>Learning opportunity undertaken with guidance</p>
Level 3	
Behaviour	Consequences
<ol style="list-style-type: none"> 1. Repeated unkindness to others (verbal and physical including those targeting any of the protected characteristics and online) 2. Swearing at someone 3. Physical aggression 4. Theft 5. Vandalism 	<p>Class Tutor to send pupil to Head of Senior School</p> <p>Parents notified by Head of Senior School</p> <p>30-minute detention (break, or after school with 24 hours' notice)</p> <p>Constant class disruption after a verbal warning and sub from the classroom teacher will require a withdrawal from lesson. The student will spend the rest of the lesson in withdrawal with the leadership team and have a 30 minute behaviour detention and phone call home.</p>
Level 4	
Behaviour	Consequence
<ol style="list-style-type: none"> 1. Extreme incidents or repeat offences of the following: <ul style="list-style-type: none"> - Disruption - Swearing - Physical aggression - Theft - Vandalism - Misuse of mobile phones and internet enabled devices - Racism - Sexual misconduct - Anything considered by the leadership team to be either emotional or physical (child-on-child) abuse or targeting the protected characteristics - in person or online 	<p>Internal exclusion (withdrawal from breaks/free time and up to one day from lessons) at the discretion of the Head</p> <ul style="list-style-type: none"> - Withdrawal from trips/events as appropriate - Parents required to attend a meeting with the Head and Head of Senior School - On report for the week following any exclusion. Must be picked up from the Head of Seniors office each morning and returned at the end of the day.
Level 5	
Behaviour	Consequence
<ul style="list-style-type: none"> ● Repeat offence of Level 4 behaviours ● Possession of any prohibited substances or item: <ul style="list-style-type: none"> ○ Knives or weapons ○ Alcohol 	<p>Temporary exclusion 1-3 days (at discretion of the Head)</p> <p>On report for week following the internal exclusion. Must be picked up from the Head of Seniors office each morning and returned at the end of the day.</p>

<ul style="list-style-type: none">o Illegal drugs or associated paraphernaliao Stolen itemso Tobacco and cigarette paperso Fireworkso Pornographic imageso E-cigarettes/vaping	<ul style="list-style-type: none">- Parents are required to attend a meeting with appropriate Head of Seniors and Head- Action plan developed to help child meet expectations, feeding into report.- Permanent exclusion possible (at the discretion of the Head)
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*Persistent/Repeated poor organisation may result in a support plan being put in place.

Appendix B

Criteria for winning awards 2025-2026

Children should be encouraged to aim for '**all round achievement**' (in line with the ethos of the school), so that their efforts are recognised officially, and their references for the onward (senior) schools are thorough and represent the whole child.

Children of all levels and abilities can achieve the following awards, as follows:

Knight of Knightsbridge (Level 3)

Reward for outstanding achievement - academic, sporting or artistic, which shows that the child has achieved excellence, having gone 'above and beyond' (not simply relative to the child's previous performance). A Knight of Knightsbridge may be awarded in any area of school life and can be awarded to a child from any section of the school. The award aims to acknowledge achievement outside as well as in school and as such can acknowledge contribution to charity or the community.

In the case of pieces of work, teachers return the work to children and invite them to submit the piece to the Head of Seniors, Juniors or EYFS. If the Head of Section considers this worthy of a Knight of Knightsbridge, then it is submitted to the Head who will make the final decision and award the Knight of Knightsbridge in an assembly, normally at the end of term.

Normally parents are invited by the Head to attend the assembly where the Knight of Knightsbridge is awarded.

Any child nominated for a Knight of Knightsbridge award who has received this award once, can have bronze, silver and gold bars added to their Knight of Knightsbridge Medal – one for each subsequent award.

Commendations (Level 2) - Seniors

These are awarded weekly to up to one child per year group, in Friday assembly.

They are awarded at the discretion of the Head of Seniors, on the advice of staff. These are awarded relative to the child's performance – going above and beyond the child's usual standard. They can be used to recognise a broad range of outstanding qualities. Children may self-nominate or nominate one of their peers on the basis they fulfil one of the following:

Academic achievement - sustained progress in a particular subject over three weeks – measured in attainment grades (e.g. Approaching to Meeting, Meeting to Exceeding)

Three or more 'excellents' in any written work over a week.

Academic effort – sustained effort over three weeks in a particular subject or by an increase in effort (2 to 1, or 3 to 2)

Integrity and generosity – contribution to something from which there is no obvious personal gain (e.g. charity work, assistance with younger pupils or peers)

Demonstration of curiosity about the world beyond school

Independence in learning or completion of a project

Leadership and Initiative – decision-making, responding to a situation in a way which is admirable

Teamwork and co-operation – working to a high level with others

Above and Beyond – consistently outstanding conduct and community spirit

Weekly Award (Level 2) - Juniors

These are awarded weekly to at least one child per class, in Friday assembly.

They are awarded at the discretion of the Head of Juniors, on the advice of staff. These are awarded relative to the child's performance – going above and beyond the child's usual standards.

Academic achievement - sustained progress in a particular subject

Academic effort – sustained effort over in a particular subject

Integrity and generosity – contribution to something from which there is no obvious personal gain (e.g. charity work, assistance with younger pupils or peers)

Demonstration of curiosity about the world beyond school

Independence in learning or project completion

Leadership and Initiative – decision-making, responding to a situation in a way which is admirable

Teamwork and co-operation – working to a high level with others

Above and Beyond – consistently outstanding conduct and community spirit

House Points (Level 1)

Academic achievement and effort: a high standard of work and especially effort, beyond the usual expectations of that child, can be positively reinforced by awarding a super. Undertaking a task or duty with enthusiasm or efficiency may also warrant a super. The children should be punctual, polite and courteous. This should be expected and the school will praise and may at times reward this.

Conduct: outstanding good manners – holding open a door – standing aside, showing courtesy towards another, which is noticed by staff and brought to a meeting.

For Juniors: There is a supply of generic stickers to award children, as well as “KS 1 Super” stickers. This gives class teachers the opportunity to monitor and record the areas in which children are excelling.

No more than two House Points may be given to any individual for a single piece of work or task.

House Points are collated weekly. Each term when the children achieve a total of more than 100 supers, a gold certificate is awarded and these are recorded by Head of Section or class teacher/class tutor in iSAMS.

Informal Rewards

- simple asides of praise, either in public or private
- brief comment in passing to parents
- examples of good work/effort being displayed around school
- sending a child with their work to another teacher, Head of Section or to the Head who may write to the child acknowledging their hard work or achievement
- written letters/emails home

Class Awards

There are occasions when staff will give special whole class awards for particular reasons, but these do not count as individual commendations.

Appendix C1

EYFS and Junior (Nursery - Year 4) Independence Ladder In and Outside of the Classroom 2025 - 2026

*The following grid lists what each child/group of children should be able to do independently, by the time they **finish** the designated year group.*

	Academic	Organisation	Personal Development
Nursery	<ul style="list-style-type: none"> -Share toys/ask other children to use toys sometimes involving support from a teacher -Initiate conversation with familiar adults/peers 	<ul style="list-style-type: none"> -Follow two step instructions -Select resources with help -Carry out small jobs for teacher <i>e.g.</i> put away pencils 	<ul style="list-style-type: none"> -Separate from main carer with support -Use bathroom independently -Lead the line if asked to. - Shake hands and say 'Good Morning' to familiar adults
Reception	<ul style="list-style-type: none"> - Ask for help when needed - Put name on work without prompting - Concentrate and persevere for the required amount of time - Complete all homework, although not compulsory, to highest ability - Reading record completed throughout the week (parents to remember to add comments and to sign) - Act upon feedback from the teacher - Persevere with wanting to be the best they possibly can be - If you make mistakes - children understanding that is how we learn - we learn from our mistakes 	<ul style="list-style-type: none"> - Change shoes and put on own coat - Put belongings back into their bag before dismissal time - Get changed/dressed (after schools clubs) - Wash hands and go to toilet independently - Empty book bags and place books / homework in appropriate trays - Empty water bottles and add to the box - Collect and return snacks to/from kitchen - Eat snack during continuous provision without being prompted - Children to self regulate their hunger with the fruit bowl in the morning - Select and return resources independently during activity time -Select and return resources independently during lessons and during self-selective tasks 	<ul style="list-style-type: none"> - Remember to say please and thank you - Use a knife and fork correctly - Line up and walk sensibly around school -Separate from main carer without support - Shake hands and say 'Good Morning' to adults on the door - Shake hands and say 'Good afternoon' to adults on the door - Put seatbelts on - Cut up food at lunchtime - Pour water into their bottle at lunch time - Self regulate their emotions and understand different social situations - Be the same character (act the same way) with any staff member in the school - Support our peers when they do well (assemblies, awards, achievements)
Year 1	<p>Review Reception targets</p> <ul style="list-style-type: none"> Name and date on all pieces of work - 3 before me 	<ul style="list-style-type: none"> - Be responsible for belongings and handing in reading record. 	<ul style="list-style-type: none"> - At start of each day walk upstairs independently - Walk on the right hand side of the stairs.

	<ul style="list-style-type: none"> - Make corrections to work when directed - Know and refer to Personal learning targets 		<ul style="list-style-type: none"> - Walk quietly and sensibly to games in pairs - Line up sensibly without being asked.
Year 2	<ul style="list-style-type: none"> - Review Year 1 targets - Name and date on all pieces of work - WALT written if not typed by teacher - 3 before me - By the end of Autumn term, most children should underline the date and WALT - One number per square when writing in Maths exercise books 	<ul style="list-style-type: none"> - Select and return resources independently - Be responsible for own belongings, requiring no reminders 	<ul style="list-style-type: none"> - Walk to games in pairs quietly. - Line up sensibly without being asked.
Year 3 - 4	<ul style="list-style-type: none"> - Review Year 2 targets - Be able to read timetable and know which lessons are next - Respond to wishes without prompting - Be responsible for reading, marking and answering wishes - Edit and correct work without prompting - Read and follow instructions independently - Be able to rule margins and underline neatly - Be able to independently log into a school Chromebook - Be able to independently log into a computer in Computing lessons 	<ul style="list-style-type: none"> - Tie shoelaces 	<ul style="list-style-type: none"> - Ride a bike - Swim the length of a pool - Be able to move around school quietly without being escorted by TA/Teacher - Be responsible for unpacking and packing school bag and games kit
Year 5-6	See Appendix C2		

Appendix C2: Independence Ladder Years 5 & 6 in preparation for the Senior School

How close are you to reaching your independence goals?

Uniform and Sport Kit	<p>I always come to school wearing the correct uniform and sports kit. I always remember to wear my blazer to assembly and important school events. I can clean and polish my shoes. I pack my sports kit myself and check that I have brought the items I need. I can use a checklist to help remind myself of the correct clothes and equipment. After changing, I put my clothes neatly into the bag.</p>
Bag	<p>I make sure I am carrying what I need for the day ahead. I unload unnecessary items so that my bag is not too heavy. I carry my own bag and sports kit to and from school.</p>
Equipment	<p>I bring the correct equipment to all of my lessons. I check to see if my pens and glue are running out before they do and replace them quickly. I take very good care of school equipment, such as the Chromebook, always remembering to return and plug it in at the end of the day or when I have finished using it.</p>
Locker	<p>My locker is neat and tidy. I get rid of old papers and litter regularly. I have timetables stuck up inside so that I can keep track of my lessons and homework. I go to the locker in the morning and afternoon to change my books. I can check room timetables carefully to see if they are free to enter to get to my locker.</p>
Homework and study skills	<p>I use my diary to plan my week, carefully recording homework and other 'to-dos.' If I have missed a lesson or homework, I am sure to catch up. I use recommended methods of revision (such as 'look, cover, write, repeat') to recap my learning from the week. If I am unsure about something, I take responsibility to try and find out about it by looking for more information, e.g. a textbook.</p>
Break and lunch	<p>I make sensible, healthy choices for lunch. I am grateful and don't waste food. I remember my table manners. I take responsibility for helping to clean and tidy the table I was eating at. I always play nicely with others at break times. I take the initiative to organise and play games e.g. board games, with others.</p>

Independence Habits

To be able to reach these goals, do you have these good habits and attitudes? Can I....

1. Plan & prioritise – I can make decisions about what is more or less important at a certain time and can list the steps of how to complete a task.
2. Organise – create routines to keep track of things.
3. Manage time – allocate enough time to tasks and work within time limits/ meet deadlines.
4. Be flexible – in the face of obstacles, I can think of other ways to achieve my goal
5. Persist – have a goal and stick to it
6. Reflect – be able to look back on an event and learn something from it
7. Control – I can think before I act and resist the urge to act impulsively.
8. Remain calm – I have strategies for helping when emotions overtake me
9. Sustain attention – I can stay focused on the task even if it is boring or I am tired
10. Motivate – I have a positive attitude and start tasks without delay

Appendix C3: Independence Ladder Senior School 2025/26

How close are you to reaching your independence goals?

Uniform and Sport Kit	I always come to school wearing the correct uniform and sports kit. I always remember to wear my blazer to important school events. I can clean and polish my shoes. I pack my sports kit myself and check that I have brought the items I need. I can use a checklist to help remind myself of the correct clothes and equipment. After changing, I put my clothes neatly into the bag.
Bag	I make sure I am carrying what I need for the day ahead. I unload unnecessary items so that my bag is not too heavy. I carry my own bag and sports kit to and from school. I check my bag first thing in the morning to ensure I have everything I need to learn.
Equipment	I bring the correct equipment to all of my lessons. I check to see if my pens, highlighters and glue are running out before they do and replace them quickly. I take very good care of school equipment, such as the Chromebook, always remembering to return and plug it in at the end of the day. Chromebooks are only used for school work, not playing games. I have my reading book with me every day.
Locker	My locker is neat and tidy. I get rid of old papers and litter regularly. I have timetables stuck up inside so that I can keep track of my lessons and homework. I go to the locker in the morning and afternoon to change my books. I can check room timetables carefully to see if they are free to enter to get to my locker.
Homework and study skills	I have my planner on my table during every lesson. If I have forgotten my planner, I will inform my tutor in the morning. I use my diary to plan my week, carefully recording homework and other 'to-dos.' If I have missed a lesson or homework, I am sure to catch up. I use recommended methods of revision (such as 'look, cover, write, repeat') to recap my learning from the week. If I am unsure about something, I take responsibility to try and find out about it by looking for more information, e.g. a textbook. I ensure that I keep on top of my prep work and I inform my teacher if I feel overwhelmed.
Break and lunch	I make sensible, healthy choices for lunch. I am grateful and don't waste food. I remember my table manners. I take responsibility for helping to clean and tidy the table I was eating at. I always play nicely with others at break times. I take the initiative to organise and play games e.g. board games, with others. If I have permission to go out for lunch, I will represent the school well and return to school at the set time, ready to learn.
Trips and Travel to/from School	When out of school, I will be a proud ambassador for KS. I will be polite and respectful to members of the public and ensure the safety of my peers.

Mindfulness	I understand that my mental health is important. If I feel overwhelmed or under pressure, I ask for help. I help my peers when they are struggling and I understand that everyone is on their own mental health journey. I will take time for myself when needed and take advantage of the great mindfulness sessions run at school such as yoga.
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Independence Habits

To be able to reach these goals, do you have these good habits and attitudes? Can I....

1. Plan & prioritise – I can make decisions about what is more or less important at a certain time and can list the steps of how to complete a task.
2. Organise – create routines to keep track of things.
3. Manage time – allocate enough time to tasks and work within time limits/ meet deadlines.
4. Be flexible – in the face of obstacles, I can think of other ways to achieve my goal
5. Persist – have a goal and stick to it
6. Reflect – be able to look back on an event and learn something from it
7. Control – I can think before I act and resist the urge to act impulsively.
8. Remain calm – I have strategies for helping when emotions overtake me
9. Sustain attention – I can stay focused on the task even if it is boring or I am tired
10. Motivate – I have a positive attitude and start tasks without delay