

## Amesbury Behaviour Policy



Signature  
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Date: September 2021



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Board of Governors

Date: September 2021

## BEHAVIOUR AND SANCTIONS POLICY

This policy has been developed in accordance with the principles outlined in the DfE guidance 'Behaviour and Discipline in Schools (2016)'. This policy applies to all pupils in the school, including those in EYFS.

### **Duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these:**

This policy provides a framework within which behaviour at Amesbury is managed. However, given that every child is different there needs to be flexibility in the way the policy is administered. This is particularly true for children with special educational needs/disabilities. For example, a child with special educational needs in Year 4, who forgets to bring a book to class, will be managed differently to a scholar in Year 8 who regularly comes to class without his/her books. All members of staff need to exercise professional judgement when administering this policy, taking into account the individual needs of the child.

Please refer to the Special Educational Needs and Disability Policy.

### **Support systems for pupils:**

Behaviour management is most effective when it fully integrated into the school's fabric. This is what we aim to achieve at Amesbury. Of critical importance to this is the quality of relationships that exists between members of staff and the pupils. Teachers, teaching assistants and non-teaching members of staff all play a really important role in shaping and managing behaviour. However, the school has a support system which provides a clear structure and identifies roles and responsibilities within the school community. This support system includes:

- Weekly tutor periods
- Weekly school/year group assemblies
- Weekly chapel
- Class teachers /Form tutors work closely with Heads of Section
- Weekly pastoral Common Room meetings
- Termly Education Committee Meeting (SLT and Governors)
- Input from school psychologist

Please also refer to Safeguarding Policy, Pastoral Care Policy, Supervision of Children Policy, Anti Bullying Policy.

## **Liaison with parents and other agencies**

The primary place where learning and discipline occur is in the home. School looks to support this but it is unrealistic to expect that every family's discipline framework will be identical to that of school. Therefore, the relationship between teachers and parents, especially tutors/Year Group Pastoral Leaders and parents, is crucial as a medium through which to explore perspectives and work out mutually what is best for each individual child.

Good school/home communication is essential to the effectiveness of this policy. It is important to remember to communicate 'good' news as well as concerns about behaviour. Day to day communication will be through the class teacher/tutor. However, more significant issues will be handled by the Heads of Section. The Deputy Headmaster (Pastoral) will only become involved with parents in matters which are considered 'serious'. Whenever possible, communication should be face to face or via a phone call rather than e mail.

Communication with other agencies is important. The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand. Reports are read by the Head of Learning Support and by the school's clinical psychologist and where necessary individual behaviour strategies are the communicated to the Common Room.

**Please refer to:** Safeguarding Policy, Parent Handbooks, Communications Policy

## **Managing pupil transition between departments and future schools:**

Good sharing of information and communication between teachers is critical to providing appropriate support to each individual child and ensuring their long term development whilst at Amesbury and beyond.

Considerable thought is given to the composition of new classes/tutors groups during the Trinity Term, ensuring a good balance of gender, educational needs and a mix of different 'personalities'. Academic and Pastoral information is passed on, both verbally through face to face meetings and through the written records on CPOMS.

During the second half of the Trinity Term there is a 'Moving on Morning'. New children and their parents are invited to attend.

The Head writes a confidential report on every child leaving Amesbury which is sent to his/her futures school.

Please refer to Parent Handbooks, Future Schools Guidance Document, Confidential Reports

## 9a

### **Disciplinary action against pupils who are found to have made malicious accusations against staff.**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. The school will follow the Surrey procedures for managing allegations against staff and any disciplinary action against a pupil who is found to have made a malicious accusation against a member of staff.

Please refer to Safeguarding Policy

### **General Statement**

We strive to create a positive caring learning environment which encourages children to develop a sense of responsibility towards themselves and others.

We know that low esteem affects behaviour, learning and relationships and that children thrive on praise, recognition and respect. However, this does not mean that negative behaviour can be ignored. Limits are set which are there to protect the safety and the rights of all. The youngsters in our charge must be encouraged to, and ultimately, actually respect these limits.

Our aim is to teach children to choose responsible behaviour and in doing so to raise self-esteem, increase their success within school across the curriculum and help them to become caring and responsible members of our community.

Traditional discipline and reward systems worked primarily by 'controlling' the behaviour of the pupils, i.e. they used external motivators to get pupils to behave how the teachers wanted them to behave. In more recent times research has shown the key to good behaviour is good child-teacher relationships and the fostering of *internal* motivation in the child. Of course sanctions are still required at times and boundaries must be clear or children flounder. But when relationships are good the pupils will *want* to behave well and *want* to repair things if they have crossed a line – in which case external motivators will be needed less.

This policy is built on the following key principles:

- Everyone is in relationship together in this community, and relationship (rather than control, or simple transfer of information) is the primary vehicle through which people learn and grow and change.
- Children's value comes not from what they can do and how well they can do it but *who they are* – all are inherently valuable individuals with unique personalities, gifts, and talents.
- Underpinning all of what we do is the sense people *can* change – the hope of positive development, but of course we are not expecting perfection.

## 9a

- Children have a certain amount of free will and need to be charged with a certain amount of responsibility for their own behaviour. At the same time, they are very much products of the family and sub-cultural systems in which they have grown up, thus sometimes they may have very little control over certain aspects of their behaviour. These dual sources of influence on behaviour need to be born in mind with every individual child. When a child has made a deliberate wrong choice for personal gain it is right that they should have this shown to them so that they can learn and take the opportunity to change. But when they have made mistakes over which they have little control they need us to help them unpack what has happened and learn from it, without judging. Children are neither machines who have no freedom of choice, nor mini gods and goddesses who can do no wrong.

### **Corporal Punishment**

- The School is responsible for managing children's behaviour in an appropriate way. The school does not use any form of corporal punishment, nor is the threat of any such punishment permissible. Nor must any threat of punishment be made which might adversely affect, a child's well-being.
- The school takes all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where such care is provided. The School recognizes that a failure to meet this requirement is an offence.

### **Physical Intervention**

- A person will not be taken to have committed an offence, where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour is absolutely necessary.
- The School keeps a record of any occasion where physical intervention is used, and parents and / or carers are informed on the same day, or as soon as reasonably practicable.

## **1. Rewards**

### **General Principles**

- Develop a culture of positive language and feedback.
- Be specific so the child understands exactly what it is you are rewarding.
- Always look for opportunities to reward hard work and effort (not just attainment).
- Look for opportunities to reward positive attitudes such as cooperation, helpfulness, open-mindedness, respect, a sense of justice and a commitment to those who are weaker.
- Rewards should usually be used to celebrate success rather than as an incentive for success.
- Rewards may be used to celebrate the absence of poor behaviour when a child is working on controlling an aspect of his/her behaviour.

## 9a

- Whenever possible the child should be involved in the process of rewarding. Children should be encouraged to reflect on their own attitude/work and consider whether or not a reward is appropriate.

### **Positive Behaviour Strategies (Early Years/Years 1 and 2)**

- Children will be praised for positive behaviour.
- Adults will model positive behaviour.
- Set routines for certain activities (e.g. story time, meal times, tidying up, and getting ready for play) will be fostered to allow children to gain an understanding of the expectations of their behaviour.
- Children will be prompted to follow expectations. Teachers will expect to gradually reduce the number of prompts over time.
- Stories and songs will be used as a strategy for encouraging/supporting positive behaviour.
- Adults and children will agree a set of clear guidelines/boundaries for the class group.
- Adults will be consistent with their expectations.

### **System of Rewards Early Years/Years 1 and 2**

#### **Rewards**

- A sticker may be awarded for positive attitude/attainment/behaviour.
- When a child is awarded a sticker they may be given a marble which they place in the form jar. The teacher may sometimes give the whole class a marble to reinforce positive class behaviour. Once the jar is full the whole class is given a treat (e.g. Golden Time).

### **System of Rewards Years 3-8**

The following skills/attitudes have been identified as important in the pupils' development:

- Collaboration
- Commitment
- Community
- Curiosity
- Leadership
- Perseverance
- Reflection
- Research
- Risk Taking

## 9a

These skills/attitudes are rewarded through the platform, Class Dojo.

Class Dojo Points are reviewed by pupils with their tutors on a bi weekly basis, during tutor periods. Particular skills/attitudes can then be identified and targeted for further development. It is particularly important to identify the child who is regularly not receiving Dojo Points so we can then establish the reason for this and put in place an appropriate plan.

Parents are able to review and monitor Dojo points and so are able to support the school in their child's development.

## 2. Reprimands

### General Principles

**Appropriateness** - reprimands must be appropriate to the age group, and must always recognise the value of the individual child, and be a positive step towards his/her development.

**Flexibility** - every situation needs to be treated individually, but in a context of consistent boundaries which are obvious to all children.

**Immediacy** - pupils shouldn't have to wait for discipline to come into effect. Ideally they should be able to 'start each day afresh'.

**Good Communication** - with parents, other staff, and children themselves.

**Meaningful** - we won't just give children random things to do as punishments – the sanction will make sense to them – it will have some connection to what they have done.

**Redemptive** – no punishment for punishment's sake, but with the aim of bringing about something positive in the child (even if it is making them understand there are consequences for crossing boundaries). We will aim always to preserve the child's dignity and avoid shame.

**Hopeful** - we will always maintain hope that change can happen and not give up on a child.

**Reflective** - children should be encouraged to reflect on their behaviour/attitude.

## **Managing Inappropriate Behaviour**

### **Possible strategies for managing classroom/playground behaviour in EYFS/Years 1 and 2**

- Behaviour is ignored / child is distracted.
- The child is spoken to requesting they stop the behavior. Teacher explains exactly what it is they need to stop doing and why.
- Remove the child from the situation. Change location/activity & potentially engage the child in an adult-led task.
- If the behaviour persists a verbal warning will be given to the child, explaining that if the behaviour does not stop he/she will be moved to the parallel class for 'time-out'.
- The child will be taken to the parallel class by an adult, where they will spend a short period of 'time-out'.
- Persistent inappropriate behaviour will lead to the involvement of the Head of EYFS or Deputy Headmaster (Years 1 and 2). Parents/carers will be contacted and a meeting set up.
- Head of Early Years/Deputy Headmaster (Years 1 and 2) refers child to Head.

### **Possible strategies for managing classroom/playground behaviour in Years 3-8**

- Ignore behaviour / withdraw attention.
- Brief stern request to stop if appropriate.
- Approach child for quiet word, if circumstances allow.
- Move child's location / change partnership or grouping.
- Staying behind afterwards to talk.
- Remove child from room if absolutely necessary.
- Subject teacher refers child to form teacher/tutor for review of behaviour. Form teacher/tutor will discuss with Head of Section and an appropriate course of action will be agreed.
- If considered appropriate a child may be put 'On Report'. Specific targets are agreed between Form teacher/tutor, Pastoral Leader, pupil and parents. The Report Card is completed by the teacher and pupil for each lesson and reviewed by Form Teacher/tutor, Pastoral Leader and pupil at the end of each week. Children are encouraged to take 'ownership' of the process and are expected to reflect on their attitudes and behaviour.
- Pastoral Leader refers child to Deputy Headmaster for discussion of behaviour. May ask for parent meeting.
- Deputy Headmaster refers child to Head.



# 9a

## **Low level disruption (Year 3-8)**

### **Expectations**

- There is an expectation that children will arrive on time for class with the correct books/equipment
- Children will choose to follow instructions given by the teacher, both in the classroom and around school (playground, assembly, chapel, assembly)

### **What happens if these expectations are not met?**

A child may be given a W1 for the following:

- Antisocial behaviour
- Appearance
- Distracting learning
- No prep/laptop/reading book
- Repetitive issue
- Unkind behaviour

W1s are recorded using Class Dojo. As always, we do need to exercise professional judgement when giving W1s, taking into account the needs/age of individual children.

Where a W1 is issued, a sanction is applied. This is usually missing some of their breaktime.

W1s are reviewed weekly by tutors and Heads of Section and any child receiving regular W1s will be raised at the weekly Friday Staff Meeting and an appropriate plan of action will be implemented.

Repeated misbehaviour in the same lesson could result in a member of SLT being summoned.

Typically, a verbal warning will be issued to give the child an opportunity to make a good choice and change his/her behaviour. However, in some circumstances it is acceptable to give a W1 without issuing a verbal warning.

For serious misbehaviour (one off or repeated) it may be appropriate for a child to work in isolation for a period of time. The child will be supervised by a member of the Common room. This punishment can only be authorised by the Head.

### **Arriving for class without necessary books/equipment**

Arriving to class without the necessary books/stationary disrupts the start of the lesson. He/she will be given a warning which will be recorded on Class Dojo. Class

## 9a

Dojo will be closely monitored by the tutor/Head of Section Year and if a pattern develops then an appropriate plan will be made and implemented.

It is very important that teachers are sensitive to the age/needs of the individual children. This is particularly true of children in Years 3 and 4..

### 3. Roles and Responsibilities

#### The Role of All Staff

Common Room and support staff all have a responsibility to make the school a good place to be and to be role models to the pupils in terms of their attitudes and behaviours. The example set by staff and their relationship with the children is a crucial element in the formation and development of the children's own attitudes, standards and behaviour. All staff need to be aware of the influence their behaviour can have on the children. The way staff speak to children and about children is reflective of what they believe about them. Staff should therefore not be flippant or problem-focused but rather positively contribute to a culture that is hopeful and strengths-focused, yet realistic. All staff have three key responsibilities in this aspect of school life:

- a) To provide appropriate social models within the school. This means that our behaviour should reflect the values that we expect of the children.
- b) To see that the Behaviour Policy is consistently implemented. This means that we all need to be committed to the smooth running of the school community.
- c) To be fully conversant with all other relevant school policies, in particular safeguarding and anti-bullying.

#### The Role of Subject Teachers, Form Teachers/Tutors

Subject teachers are responsible for implementing the behaviour policy within their classroom. Form teachers/tutors must be informed of any problems relating to work or behaviour and along with the subject teacher and Pastoral Leader develop a positive, solution focused strategy.

The form teacher/tutor has a very significant and important role in the implementation of this policy. The form teacher/tutor acts as a guide and confidant to his/her tutees and therefore, has a unique opportunity to influence behaviour/attitudes. This relationship will naturally develop as the form teacher/tutor spends time with his/her tutees.

The form teacher/tutor is also the first link between parents and the school. He/she must do all in his/her power to develop a rapport of mutual understanding via telephone, e-mail and face to face meetings. It is very important that 'good news' is communicated to parents and the form teacher/tutor should actively seek opportunities to congratulate/celebrate success with parents.

If there is an issue at school that is easily and quickly sorted the form teacher/tutor must be proactive and make contact with the parents to let them know what has happened and how the issue has been resolved. If the issue is more complex the form teacher/tutor will inform the Head of Section and together they will agree an

## 9a

appropriate plan of action. It is essential that the form teacher/tutor/ communicates all significant concerns to the Head of Section.

There is a Staff Meeting every Friday morning, where pupils can be discussed and strategies developed, additional factors (which may affect behaviour or learning) may be revealed and collective decisions made. The form teacher/tutor will play an active role in these discussions.

### **The Role of Head of Section**

This is a middle management role. The role of the Head of Section is to oversee and develop pastoral care and pupil wellbeing within the Year group, providing effective leadership to both tutors and pupils. He/she gets to know the children within the year groups so that children receive the best possible pastoral care. The Head of Section acts as a point of contact for Form Teachers/Tutors and parents for any significant pastoral matters. He/she also works closely with the Deputy Headmaster in order to co-ordinate the pastoral life of the school and the personal wellbeing of the pupils. The Head of Section is also responsible for developing a sense of Year group identity, in collaboration with tutors and pupils. He/she therefore has a key role in setting expectations and managing behaviour.

### **The Roles of the Head of EYFS & Deputy Headmaster**

These roles are pivotal. The Head of EYFS must be kept informed of any concerns within the Department, whilst the Deputy Headmaster maintains a watching brief. The Head of EYFS and the Deputy Headmaster meet on a weekly basis to discuss any concerns. In Years 1-8 the Deputy Headmaster has a direct responsibility for the pastoral care and wellbeing of the children and should be informed of any concerns, usually through the Pastoral Year Group Leader. Both the Head of EYFS and the Deputy Headmaster provide support and guidance to staff, maintain discipline and ensure that decisions are made wisely and without prejudice.

The Deputy Headmaster chairs the Friday Common Room meeting and will become directly involved as required. He is also responsible for the regular monitoring of the effectiveness of this policy and making recommendations to the SLT.

### **The Role of the Head**

The Head is responsible for ensuring the Behavioural Policy is consistently and fairly implemented throughout the school and to reports to Governors on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all the children in the school.

The Head supports the staff by implementing the policy and by setting the standards of behaviour.

## 9a

The Head has a formal weekly meeting with the Deputy Headmaster when areas relating to the behaviour/wellbeing of the children can be discussed.

The Head is the only member of staff granted authority by Governors to exclude a child. No other member of Common Room has the right to do so or even to threaten to do so. Exclusion is a last resort prior to expulsion. A child may be excluded for a variety of reasons. Typically, their general behaviour may be poor, and in spite of the normal disciplinary procedures being invoked there is little or no change. Exclusion may also be a response to a single serious act.

Exclusion may go hand in hand with a requirement from the school that a child receives expert guidance outside of school, otherwise his/her place will be forfeited.

Although the more straightforward response may be to expel a child for poor behaviour, it is important to work with the parents of the child concerned and to find the right balance between protecting the school community in general whilst endeavouring to support the excluded child.

There is no set limit to the number of exclusions and/or the length of time a child is excluded (this may extend from a single day to a more prolonged period). However, under normal circumstances it would be unlikely that a child would be excluded more than twice before parents were instructed to remove the child from school.

A child may be expelled (required to leave the school permanently) due to their general behaviour being poor and which in spite of normal disciplinary procedures being invoked, showing little or no sign of improvement, or for a single particularly serious act.

The Head is the only member of staff allowed to expel a child, and this only after consultation with the Chairman of Governors and/or Governor Responsible for Pastoral Issues. No other member of Common Room has the right to exclude a child or to threaten to do so. Parents have an automatic right of appeal to the expulsion via the governing body.

### **The Role of Parents**

We expect that parents will support their child's learning and co-operate with the school. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the manner in which their child has been treated, they should initially contact the Pastoral Year Group Leader who may seek advice from the Deputy Headmaster. If the concern remains, they should speak to the Head.

### **The Role of the Governors**

The governing body has the responsibility of overseeing this policy and reviewing its effectiveness. The Head has the day to day authority to implement the behaviour policy, but the Governors may give advice to the Head on particular issues.

## 4. Record Keeping

The school keeps a record of rewards and sanctions through Class Dojo. Dojo Points/sanctions are reviewed on a weekly basis by the Head of Section and the Deputy Headmaster.

A centralised register of sanctions imposed for serious misbehaviour is kept by the Deputy Headmaster so that patterns of misbehaviour can be identified. Serious misbehaviour is defined as behaviour which leads to the direct involvement of the Deputy Headmaster/Head. The record includes the pupil's name, Year Group and the nature of the offence and the sanction imposed. This register includes exclusions, major detentions and disciplinary meetings with parents. The Head keeps a record of any pupil who is suspended for a fix-term, or who is expelled.

## 5. Monitoring and Review

The Behaviour Policy is reviewed annually by the Deputy Headmaster. The Deputy Headmaster reports to the Head on the effectiveness of the policy having evaluated and analysed feedback from teachers, pupils and parents and the data recorded on School Base. This process of monitoring and review takes place throughout the year, culminating with a formal review during the Trinity Term, the outcome of which is fed into the school's development plan.

**This policy should be read in conjunction with Safeguarding and Anti-Bullying.**

### Appendix 1

#### The use of reasonable force to control or restrain children

1. The Head may authorise all teachers and other people, (e.g. teaching assistants) in the school, to use reasonable force to restrain pupils.
2. Where necessary, force can be used to control or restrain pupils. (Physical contact with pupils may also be appropriate or necessary in other circumstances.)
3. Categories where reasonable force might be used include:
  - i. prevention of injury to anyone
  - ii. prevention of damage to property
  - iii. maintenance of good order and discipline.
4. There is no legal definition of reasonable force but the following criteria have been established for guidance:
  - i. if the circumstance of the incident warrants it.
  - ii. the degree of force must be in proportion to the circumstances.

## 9a

- iii. the age, understanding and sex of the pupils.
5. Minimum force should always be used but never as a punishment.
6. Force that should not be used includes:
  - i. any hold that might restrict breathing
  - ii. kicking, slapping or punching
  - iii. forcing limbs against joints
  - iv. holding by the hair or ear
  - v. holding face down on the ground
7. Any incidents must be reported immediately to the Head of EYFS/Deputy Headmaster and a written record of the incident must be made within 60 minutes giving details of the following:
  - i. pupils involved
  - ii. time
  - iii. location
  - iv. staff/adults involved
  - v. context
8. Complaints from staff, parents, and pupils should be directed to the Deputy Headmaster immediately. He will decide whether the complaint has substance and what course of action needs to be taken.

## Appendix 2

### Practical Guidelines

#### DO

- ◆ Criticise the behaviour not the child.
- ◆ Draw attention to examples of good behaviour
- ◆ Lead by personal example.
- ◆ Take time to investigate a situation in detail.
- ◆ Expect good behaviour, be surprised by bad behaviour.
- ◆ Be quick to reward and slow to reprimand.
- ◆ Demonstrate self-control with all children. The most rewarding children often require an extraordinary amount of support and patience.
- ◆ Be consistent in all aspects of discipline
- ◆ Avoid the use of whole form punishments.
- ◆ Avoid the use of aggressive language in dealings with the children.
- ◆ **Really**, listen to all sides in any given dispute.
- ◆ Admit mistakes and apologise for them.
- ◆ Seek advice from colleagues if you find a particular child, or group of children difficult to manage.
- ◆ Move a child to the front of the form: this can be very effective.

# 9a

## DON'T

- ◆ Jump to conclusion based on previous experience of a child.
- ◆ Rush to a decision.
- ◆ Expect children to accept things that you would not accept yourself as an adult i.e. public criticism
- ◆ **Issue Lines:** the writing of lines as a punishment is often justified in the form: 'You have wasted my time, so I will waste your time'. As time-wasting is not a quality we wish to encourage, lines are not to be issued.
- ◆ **Ever use Whole Form punishments:** these are ineffective and unfair.

## MAYBE

- ◆ **Sending a child out of the form room:** In the Preparatory School (Y3-Y8) temporary removal of a child from a form (no more than two minutes) may be useful for making a point or for calming a situation down. However, this means that a child is technically unsupervised. Staff must make sure that a child is always visible. Prolonged or repeated removal is not acceptable under any circumstance. Any child who cannot be contained in the form room must be referred to the Deputy Headmaster or Head. It is not acceptable under any circumstances to instruct a child in Y2 or below to stand outside of a classroom.
- ◆ **Loss of play-time/lunch-time/recreational time:** It is acceptable to 'sin-bin' a child at break for five/ten minutes if they have been misbehaving during break.
- ◆ It is not acceptable to take away **multiple** breaks from a child, for a misdemeanour in form or at break i.e. "Right I've warned you and now you're going to miss all your breaks for the next year!"

## Summary

The bedrock on which a school builds an effective policy on reward and discipline must be a community-wide emphasis on mutually respectful relationships. They provide the context within which both discipline and reward have true power to change children for the better. In addition, there needs to be a good understanding of how children are motivated internally, not just externally, and a clear commitment to building children up through the use of rewards and discipline, not just obtaining desired behaviour. This will increase self-determination in the children and ought to lead to better behaviour, better outcomes in the form room, and a policy that rarely has to come out of the filing cabinet.

A good policy is also practical. Teachers, especially those new to the school, need not only to have the autonomy to use their own style and intelligence when rewarding/disciplining a child, but also a clear framework behind them for when sanctions are necessary to address unwanted behaviour.