

# BRYN TIRION HALL SCHOOL

*Change by choice!*

## School Behaviour Policy

Reviewed December 2016

Reviewed October 2017

Revised November 2018



Bryn Tirion Hall School is committed to the UNICEF Rights Respecting School Award



# School Behaviour Policy

## Introduction

Within Bryn Tirion Hall School we aim to create an environment where each pupil can be comfortable and happy as possible. A happy learning environment is based on understanding, by all its members, of the kinds of behaviour that are expected and unexpected and the response they can expect when unexpected behaviour occurs. All staff should be aware that the majority of the pupils in our school have experienced failure, rejection and humiliation in the past and this will strongly influence their response to controls imposed on them whilst they are in our school.

## Aim of the Policy

The aim of this policy is to give clear advice and guidance on how to deal with behaviour that staff are expected to deal with at Bryn Tirion Hall School including support, sanctions and physical intervention. We also strive to promote positive behaviour within the school. The policy is intended to reflect guidance from Welsh Government such as: *The Independent School Standards (Wales) Regulations 2003*, *Guidance on Exclusion from Schools and Pupil Referral Units (April 15)*, *Respecting Others, Inclusion and Pupil support 47/2006* and *Safe and effective intervention – use of reasonable force and searching for weapons 097/2013* and *Keeping Learners Safe 158/2015* For Other linked documents see *appendix one*.

## Context of Policy

- Behaviour is a learned response to the environment and should be regarded as a form of 'communication'. Many pupils will have had limiting, damaging, inappropriate experiences in their lives. Staff at Bryn Tirion Hall School do not believe that pupils are helped to change inappropriate behaviour patterns by being allowed to act in an unacceptable manner. We offer an environment which allows new behaviour patterns to emerge, to rehearse and reinforce positive constructive behaviour. Our school moto is "change by choice".
- At Bryn Tirion Hall School we believe that positive attitudes and behaviour are developed through the use of rewards, praise and positive encouragement and recognition of good behaviour. We ensure that all the pupils and the adults who support them are involved in what constitutes appropriate behaviour and how we as a group should respond to incidents of inappropriate behaviour.
- We have an effective rewards system called Ace Olympics. This is an important tool in supporting pupils to develop appropriate behaviour patterns. At Bryn Tirion Hall School we have a number of different rewards that are used to praise and celebrate good work, effort and co-operative behaviour. Our main focus is to run positive behavioral support. However, on occasion it is necessary to use a sanction. Sanctions are applied appropriately to each situation with an acute understanding of individual Behaviour Support Plans and the context of the situation.
- In order to maintain a safe environment we recognise that there will possibly be a need for physical intervention and to this end all staff are trained and certified in positive handling: Protecting Rights in a Caring Environment (PRICE). Training forms part of new staff Induction programmes and is updated annually at the start of the academic year with the option of impromptu training updates as required for all staff on an individual basis. PRICE training includes and advocates the use of de-escalation techniques and, where necessary, specific restraint methods.

- All staff members must complete and hold a current certificate for them to be authorised to use such techniques. These would only be used to keep a pupil safe from harm, or from harming others, or creating extensive damage and to avoid seriously disrupting the good order and discipline of the school. It is never used as a punishment but as a crisis response to a crisis situation (see Behaviour Support Plan *BSP* & Physical Intervention Risk Assessment *PIRA*).
- All incidents are securely recorded using Incident and Significant Event records held within the schools Management Information System (MIS) and debriefing of staff and pupils is always desirable when appropriate/applicable through specific reflection reviewing, verbal discussions or group discussions.
- Time out is also recorded on the school pod. This is not necessarily a negative and is often used by a student to effectively manage their own behaviour. Staff members record any timeouts over 5 minutes to be able to monitor and patterns and trends that would require an intervention. Timeouts are recorded on the MIS SchoolPod.
- One page profiles are a good opportunity for students to input as to how they feel they are best supported in school. Staff members are encouraged to complete these with the students and has proved to be very supportive of positive conversations between staff and students about what does and doesn't work on an individual basis.
- Data from Physical Interventions and Other Incidents will be analyzed to identify trends and from this there will be updates to BSP documentations and interventions when required.

### **Behaviour support at Bryn Tirion Hall School**

The following principles underlie the procedures and methods of behavioural management used at Bryn Tirion Hall School:

- It is recognised that many of the students of Bryn Tirion Hall School find difficulty in managing their anger. The reason(s) for this could include:
  - that they have been victims of abuse or neglect
  - that they have felt or feel a sense of rejection
  - that they low self-esteem, or poor self-image
  - that they not experienced consistent levels of care and attention
  - that they have difficulty trusting adults
  - that they medical conditions, i.e. ADHD which contribute to their poor behaviour, or medications which alter their mood
  - that they have frequently experienced periods of failure throughout their educational career
  - some students may have been or are involved in criminal activities including alcohol or drug related incidents
- Communication between staff and the pupil must always seek to be positive and reflect concern for the pupil's welfare.
- Behaviour problems are often (although not exclusively) a pupil's way of trying to communicate or meet their unmet needs in inappropriate ways. In effect they are a solution to the pupil's underlying problems and conflicts.

- Staff should pay attention to any factors that may trigger or fuel behaviour and make a commitment to defusing explosive situations.
- The pupil has a right to be protected from their own self-destruction or anti-social behaviour and be assisted in developing strategies of self-control.
- Everyone has the right to live without extremes of verbal abuse, physical violence, and damage to their school or property.
- The pupil should not be humiliated or rejected when attempting to manage their behaviour.
- Behaviour management and disciplinary measures must be fair and consistently applied according to the needs of the individual as identified in BSP.
- The pupil should not be forced into confrontations as a way of bringing out their underlying problems.
- Wherever possible the cooperation of the pupil will be sought in deciding an appropriate method of behavior management and all pupils will have access/input into their individual BSP or one page profile as appropriate.
- Behaviour management should encourage reparation and restitution.
- No form of corporal punishment is acceptable (see below for further details).
- The pupil should be aware that it is the behaviour that is disapproved of and not the pupil.
- When sanctions are assessed as appropriate the lesser sanction should be applied first and shall reflect the principle of reparation or restitution.
- All incidents of behavioural management and discipline must be recorded securely and be available to scrutiny by senior managers, the pupil, social worker, parents/carers, Estyn Inspectors and any nominated person required to monitor the welfare of the pupils in the school. All sanctions must be recorded in the sanctions log on the schools MIS.

### **Use of Rewards**

Good behaviour and learning progress is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos.

- Rewards can take the form of praise from staff and peers.
- They can be rewards that are tangible such as trips out to particular activities or financial through cash or vouchers.
- Financial awards are delivered through the ACE Olympics reward system. In this system a student can earn 3 points per lesson for their Attitude, Communication and Engagement (ACE). There is also the option to gain a point for the break time period and lunch time period. If all points are gained you will receive 20 points over the course of a school day. Students can earn up to 100 points over the course of the week. For 95% achievement students will access Gold Group, 90% = Silver and 85% is Bronze. This is linked in to a list of rewards that it is possible to gain. This is explained more clearly in appendix 2. This has proved to be very

popular with our students who try hard in lessons and are very proud of their achievements, when rewarded financially at the end of the week. (NB If a student was to assault a member of staff or a peer then they are docked 10 points.)

- Friday afternoon activities: Linked into ACE Olympics and as a reward for good behaviour and hard work we offer a range of Friday afternoon activities for some students. This is based on ACE status as achieved the previous week.
- Achievement is celebrated through displays which regularly change including the weekly 'Learner of the Week' competition display in the main hallway; pupils in each class choose a piece of their work which has been a significant breakthrough or of higher than usual quality and then the class staff select the winner who receives a £5 voucher and a certificate.
- BTH Bank has been created and is linked to the ACE Olympics Reward system. Points calculated throughout the week are converted into a monetary value and banked every Friday. The bank is open during first break on a Monday and Thursday. Young people are able to access their ACE Olympic reward money (maximum of £10 at any one time unless advance notice has been given to withdrawn more) Young people are encouraged to save their reward money. As an incentive to saving money, interest is added if the money is left in the bank for a whole term and not withdrawn. Interest is set currently at £5.

We promote positive behaviour by in many ways throughout the school and not just as part of the reward system, a selection of these are:

- As part of the curriculum with E-aware, E-Safety training, E-Safety day/Parents E-Safety safety and specific wellbeing lessons. For an example of this see appendix 3.
- Reminding students of what a good day they had the prior day before they walk into class.
- Giving out sweets and treats in class when students show expected behaviour
- Delivering end of the day or week awards in your own class. In Coch students are encouraged to be kind to each other there is a 'Kindness Award' on a Friday were they receive a prize and certificate.
- During each lesson, staff will praise students showing expected behaviour and tell them they are on for full points that lesson.
- Staff will encouraging students to draw, write or speak about their worries so we can all move forward and have a positive day
- Reassurance is offered to students
- Trust and respect is promoted throughout the school.
- Positive written feedback will be in student's work books.
- During break time or socialising, catch them playing nicely, and praise this.
- Verbal cues such as thumbs up, clapping, over the top facial expressions.

Other positive support mechanisms.

- Use of independent working strategies. Where required some students may be supported to work away from peer groups with a flexible wrap around strategy. This may be support in the home setting for a student which has been used with good success previously. These supports are put in place to engage pupils with learning regardless of location or previous negative experiences in an education setting.
- Independent working strategies may also be implemented as a short term support. An example could be that a pupil is unable to cope for a period of time for any number of

external factors. Whilst experiencing these difficulties it may be appropriate for a support with one to one learning support away from class.

An initiative which supports this policy is our Pupil Leadership Team (PLT) which includes four roles. These are:

- Anti bullying
- Equality
- Rewards
- One world.

PLT works with staff members to implement change that they feel is important for them.

### **Use of Sanctions**

The following guidance and principles underpin our use of sanctions and consequences:-

- Wherever possible, the pupil will be made aware that a sanction is imminent if their behaviour does not improve, rather than imposing an immediate sanction. The therapeutic value of this is to place the responsibility for behavioural change upon the pupil and emphasise their personal choice.
- Where possible a sanction needs to be related to the problem behaviour e.g. purchase and replacement of broken item, apology letter or discussion with the person affected by the behaviour.
- As Bryn Tirion Hall it is not felt that it is appropriate to have a “one size fits all” approach to sanctions. This is due to the range of complex needs that students have and not all students would understand why a sanction has been imposed and the reasons behind this.
- A sanction needs to be time appropriate. If the time lag between the behaviour and the sanction is too great then the impact of the sanction is weakened.
- A sanction should be designed to influence the pupil’s future behaviour and not to inflict punishment or make the staff member feel better.
- A sanction should not be designed to humiliate or intimidate a pupil.
- A sanction must be reinforced by all members of staff and not just left to one member of staff. A sanction that is unenforceable should not be attempted, as this will disempower staff.
- We try and offer rewards and incentives for pupils to give them opportunities to find ways to manage their own behaviour.
- When staff apply sanctions, they will attempt to avoid giving sanctions in the ‘heat of the moment,’ but where possible will take time to reflect, and will seek advice from a member of staff who may not have been directly affected by the incident.
- When in doubt, staff should consult with a member of SLT before giving a sanction and the sanction should be agreed.
- SLT will aim to inform staff of any further information that they have regarding a pupil if they have become aware of information about a student which may explain a change in a student’s behaviour.

*It is important to note, at Bryn Tirion Hall School, we do not use a 'one size fits all' approach to sanctions. We understand that there are times in the lives of our pupils when they have additional pressures on them. These can occur for a number of reasons: including to but not limited to some of the reasons highlighted in this document. As a result, when we are considering sanctions in response to negative behaviour, we aim to treat all students on an individual basis according to their needs.*

## **Actual Sanctions**

### Minor Sanctions

- Keeping a pupil behind after school is deemed an appropriate sanction with or without prior authorisation, although prior authorisation parent/carer is always desirable. Alternative transportation must be considered and if unavailable due to time constraints or limitation then regular routines should be upheld. Recorded in Sanctions Log. (Examples of when this sanction may apply include: for a refusal to complete any school work, for excessive swearing or negative language towards staff members or fellow pupils, if a student has been aggressive towards a member of staff or their peers, if a student has been late to school)
- Offsite Restrictions: some behaviour may make leaving the safety of the school too risky and as such off site trips may not be appropriate. This would be determined through the Activity and Individual Risk Assessment process. (Examples of when this sanction may apply include: when a student has behaved in a negative manner when on an off-site activity. This sanction can also apply due to negative behaviour on site if staff feel that there is added risk for the student or staff due to behaviour)
- Vehicle Restrictions: some behaviour may make driving too risky and as such journeys in vehicles may not be appropriate. This would be determined through the Risk Assessment process. (Examples of when this sanction may apply include if a student has demonstrated dangerous behaviour whilst out in a school vehicle: such as opening a car door, chucking items out of a car window or refusal to wear a seat belt)
- IT Restrictions: the nature and duration of any restriction would be firstly dependent on any Safeguarding risk (Safeguarding policy and Welsh Government guidance should be referenced), secondly any potential for damage to sensitive and expensive equipment and finally by the nature of the ISE. (Examples of when this sanction may apply include if a student has engage in cyber bullying towards a peer, or for inappropriate use of the ICT equipment. Also, this can be applied if there is deliberate damage caused to the ICT equipment. This sanction should be flexible to allow continued use of ICT for educational purposes, to be applied in view to break times and recreational use.
- Financial Sanctions: Only a court has the authority to impose a fine on a pupil. However a pupil can be asked to pay compensation for any damage caused or misappropriated monies or goods. Any repayment should be a symbolic contribution and it is unrealistic to expect full repayment. Fines imposed by the Courts must be given priority. Recorded in the Sanctions Log.
- Changes to or loss of any 'break time': this should only be taken after consultation with the senior staff member on site. Break time is considered a valuable part of the process for learning social skills and should be protected from sanctions as much as possible. However if the incident requiring a sanction relates to an incident that occurred during break time or raises issues about potential risk during break time,

then loss of break time or restrictions of specific activities may be appropriate. An alternative is to reduce the time of the break rather than cancel it. Recorded in the Sanctions Log. (this can also be used as a time to catch up on work if a student has refused to attend a class and has missed out on set work, this can be used instead of keeping a student behind at the end of the day)

## Major Sanctions

- Screening and searching pupils: if a pupil is thought to be concealing drugs, weapons or other items that are not permitted, then a search may be made in line with guidance from Welsh Gov: *Safe and effective intervention – use of reasonable force and searching for weapons*.
- Exclusions: The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils. These would be usually for serious acts which present a serious threat. Particular circumstance may lead to Permanent Exclusion but all other avenues would be exhausted prior to any decision such as the provision of an alternative curriculum through home delivered Outreach or vocational training in consultation with all stakeholders. In both cases the procedures outlined in Welsh Government Guidance on *Exclusion from schools and pupil referral units (Apr 2015)* and *The Independent School Standards (Wales) Regulations 2003* will be adhered to and recorded in the Sanctions Log. (*Appeals: Where an exclusion has been given, the parent/carers of the pupil have the right to make representation according to the school's Complaints Procedure, firstly on an informal basis and then in writing. If the parent/carers are not satisfied with the response to their complaint, provision will then be made for a hearing before a panel appointed by or on behalf of the Directors of QEWC Ltd. Such a panel will consist of at least 3 people who were not directly involved in the matters detailed in the complaint. The panel will include one person who is independent of the management and running of the school. The parent/carer can attend and be accompanied to the hearing if they wish. Copies in writing of all findings and recommendations made by the panel will be provided to the complainant, Directors and Headteacher*).
- Use of Police: the staff at Bryn Tirion Hall School prefer to deal with conflicts and problems themselves and do not want to develop a culture where the police are called for every problem, as this could risk criminalising pupils. However, police attendance can be requested if it is suspected that illegal substances or stolen goods are on the premises or if there is a serious incidence of violence or damage to property that requires police support and intervention. Recorded in the Sanctions Log.

## Use of Physical intervention

- All staff members working directly with pupils at Bryn Tirion Hall School are trained in PRICE (Protecting Rights in a Caring Environment) and it is the only approved physical intervention technique available to staff at Bryn Tirion Hall School. It is BILD (British Institute of Learning Disabilities) accredited. Website [www.pricetraining.co.uk](http://www.pricetraining.co.uk) Tel: 01568 619390
- We have an on-site PRICE trainer who delivers all INSET and refresher courses (Chris Jones: [chris.jones@gewc.co.uk](mailto:chris.jones@gewc.co.uk) or 01978 760034).
- Physical intervention techniques are never a substitute for good communication and awareness skills and should always be preceded by de-escalation strategies:

- Active Listening.
  - Boundary Setting.
  - Prompting/ Signaling.
  - Planned Ignoring / Silence.
  - Reminder of Past Strengths & Achievements.
  - Reminders of Rules / Consequences.
  - Humour.
  - Assertive Direction / Direct Statement.
  - Redirection / Diversion / Distraction.
  - Time Out / Space Offered.
  - Restructuring / Change of Face.
  - Make the Environment Safer.
  - Removal of Person / Audience.
  - Or any method deemed appropriate and identified in BSPs which isn't listed above.
- Physical Intervention can only legally be used in the following circumstances:
    - Preventing injury to any person
    - Preventing serious damage to the property of any person
    - To avoid seriously disrupting the good order and discipline of the school.
  - Training should be renewed annually in refresher training. Any staff or those who do not achieve certification or do not attend regular updates will not be allowed to use any of the skills or techniques until they have successfully completed a full course.
  - Physical intervention cannot be used to enforce compliance with general rules or general staff instructions. It is only to be used in compliance with the above guidelines. For pupils who have experienced past abuse great care is taken in the use of physical intervention and this would be identified in BSP and PIRA documents. Staff are trained to be careful of how and where to hold the pupil and to take account of any emotional triggers resulting from such intervention.
  - Before any physical intervention staff must always seek to advise a pupil to stop their behaviour.
  - Staff must stay emotionally neutral but caring, communicating that they are calm and in control.
  - Specific de-escalation techniques should be implemented to support rapid positive resolution as detailed above, throughout any intervention. During the intervention staff can communicate with the pupil, providing calm reassurance and frequently checking upon their well-being if this is appropriate and identified in the BSP and PIAR.
  - The techniques used, allow for a gradual reduction in the restrictions of the hold and staff should engage the pupil in this process if appropriate.
  - Where possible, physical intervention should, as a preference, be carried out by the minimum number of staff as identified in the pupil PIAR document and in line with PRICE Training protocols.
  - The members of staff involved in an incident will complete/contribute to the recording of the incident.

- Initial notifications will be made to Stakeholders as soon as possible after the incident, ideally on the same day.
- Debriefs of both the pupil and staff ideally take place as soon as possible after the incident unless circumstances dictate otherwise and these reasons should then be recorded on the ISE record. Sometimes it is not appropriate to conduct a formal debrief. An example of this maybe if a student has required physical intervention in an instance of self-harm. Also out younger students and students with more complex needs can struggle to engage with constructive debriefs and this can on occasion lead to further incident if issues are revisited. On these occasions debrief would be avoided or informal.
- Completed ISE reports (not signed), including School SLT comment should be forwarded to the pupils Stakeholders (as appropriate) within 72 hours.

### **Non-permissible disciplinary methods**

- No pupil may be subject to any form of corporal punishment. This includes being physically struck, slapped, smacked, cuffed, shook, hair pulling or other aggressive contact.
- Deprivation of normal meals or drinks.
- Withholding of medical treatment or therapy.
- Being locked up. A pupil may be required to remain in the privacy of one of the communal rooms within Bryn Tirion Hall School with a member of staff to discuss a specific issue, but the room must not be locked apart from that consistent with routine domestic security e.g. locking of external doors at night or locking external doors in the day time as a precaution against intruders.

### **Recording of information relating to School Behavioural Policy.**

- Bryn Tirion School use a MIP system Schoolpod to record information as a record and also as a means to evaluate and analyse data.
- Physical intervention are all recorded using the 'Restrictive Physical Intervention' Tab.
- Any other incidents of significance are recorded using the 'Other Incident' tab.
- Sanctions are recorded on the 'Sanctions log'
- Any time out of class over a five minute period is recorded using the 'Time out log'
- SchoolPod is also used for recording Student Concerns, Safeguarding, Attendance, Peer interactions, Communication with parents/carers and daily logs.

#### **Linked documents:**

Thinking positively: emotional health and wellbeing in schools 089/2010  
 Respecting Others: Anti Bullying Guidance 23/2003  
 Respecting Others: Anti Bullying Guidance 2011; 050/2011, 051/2011, 052/2011, 053/2011,054/2011 and 055/2011  
 Keeping Learners Safe 158/2015  
 Exclusion from schools and pupil referral units 171/2015  
 Safe and effective intervention – use of reasonable force and searching for weapons 097/2013  
 Inclusion and Pupil Support: National Assembly for Wales circular 47/2006  
 The Independent School Standards (Wales) Regulations 2003  
 Website [www.pricetraining.co.uk](http://www.pricetraining.co.uk) Tel: 01568 619390  
 BILD: British Institute of Learning Disabilities

**We believe this policy relates to the following legislation:**

- Children Act 1989
- Education Act 2002
- Children Act 2004
- Equality Act 2010
- The Social Services and Well-being (Wales) Act 2014
- Safeguarding Children: Working Together Under the Children Act 2004
- The All Wales Child Protection Procedures
- The Children's Rights Framework
- UNCRC
- The Rights of Children and Young Persons (Wales) Measure 2011
- The Gender-based Violence, Domestic Abuse and Sexual Violence (Wales) Bill
- The Local Safeguarding Children Boards (Wales) Regulations 2006
- Keeping Learners Safe Jan 2015
- The Independent School Standards (Wales) Regulations 2003.
- Safeguarding Children in Education: Handling allegations of professional abuse against teachers and other staff 009/2014 Apr 2014
- FGM Act 2003
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)

**GOLD- £7 95%-100%**

International trip  
 End of term reward trip (Alton Towers etc.)  
 Mobile phone use all day (following mobile phone contract)  
 Exciting offsite activity on Friday afternoon  
 Gaming system/ computer access  
 Shaz's Café  
 Bespoke trips (Kick boxing, running club)  
 Use of own tablet at break or lunch  
 First to leave at the end of the day  
 Hoodie

**Silver- £6 90%-94%**

Mobile phone at lunch  
 Offsite trip  
 Computer access at break  
 National residential trips  
 Local end of term trip

**Bronze- £5 85%-89%**

Onsite activity  
 Day trips  
 Non-digital break

**Fourth Place**

Outside break  
 No reward  
 No money

**-10 points** for any  
 violence towards any other  
 person in school

Wellbeing Lessons for Promoting Positive BehaviourAutumn Term

Learning Objectives	Outcomes
<p>To understand the term stigma and how it impacts mental health.</p> <p>To research a mental health disorder.</p> <p>To look into respectful and disrespectful terminology about mental health.</p> <p>To explore a wide range of emotions and how they influence our behaviour.</p> <p>To know that our actions can have a negative or positive consequences.</p> <p>To be more aware of our thoughts.</p> <p>To engage in positive self-talk and raise our own self-belief.</p> <p>Explore non-verbal communication.</p> <p>To explore the benefits of failure.</p> <p>To explore images which calm anxiety.</p> <p>To research the definitions of bullying and the impact it can have on one's life.</p>	<p>Students may:</p> <ol style="list-style-type: none"> <li>1. Develop empathy towards others who have mental health challenges.</li> <li>2. Use more respectful language when talking about people with mental health difficulties.</li> <li>3. Have the confidence to model and correct disrespectful terminology in the community and around school.</li> <li>4. To be more aware of how we can manage our mental wellbeing.</li> <li>5. To identify symptoms of depression and support their peers if they display this.</li> <li>6. To know how to or where to go for support, catching symptoms early on rather than later.</li> <li>7. To begin to understand our thoughts play a big role in how we feel and behave.</li> <li>8. To reinforce actions which enhance our self-esteem.</li> <li>9. To identify when a peer is unsettled and know how to support them, example planned ignoring or distraction.</li> <li>10. To develop awareness of a variety of emotions and how this looks via non-verbal communication, example jealousy, pride or disappointment.</li> <li>11. To develop remorse following their actions and accept consequences.</li> <li>12. To be able to speak about their concerns rather than displaying unexpected behaviours.</li> <li>13. To begin to accept disappointment.</li> <li>14. To be able to work in a small team successfully, compromise, listen and accept others views.</li> <li>15. To identify the different types of bullying and abuse and be aware of this happening in class/school.</li> </ol>