

St Matthew Academy

POSITIVE BEHAVIOUR & RECOGNITION Policy (Secondary Phase)

St Matthew says '*let your light shine.*'

At St Matthew Academy we let our light shine by:

- Growing our inclusive, caring Catholic community
- Nurturing faith, discovering talents and cultivating ambition
- Transforming each other through integrity, courage and service

enabling everyone at St Matthew Academy to flourish.

Date of approval	Autumn 2021
Date of review	Autumn 2022

1. Key requirements / Legal Duties

This policy responds to statutory requirements that all schools, academies and free schools must have a behaviour policy which must be available to all parents and prospective parents.

The Academy acknowledges its legal duties under the Equality Act 2010 and in respect of pupils with special education needs and disabilities (SEND).

2. The Governing Body's Statement of Principles

St Matthew Academy strives to be a Catholic community in which Christian principles of care and respect are valued, with emphasis on the development of the child or young person through academic achievement and personal development. We aim to give every pupil the best and most appropriate opportunities to learn and develop.

We take our ethos from Gospel principles and work to draw out the God given potential in every child and young person.

The most important influences on a child's values, attitudes and standards are those of family, home and Church community. We aim therefore, to work in close partnership with parents to encourage all children to develop a sense of responsibility, self-discipline, respect for themselves, for others and for their environment.

We recognise that education is a collaborative and cooperative enterprise and that although we emphasise our role in meeting individual needs, those needs must be met within the shared community life of the Academy and within an atmosphere which is positive, supportive and conducive to learning.

The maintenance of a purposeful, positive learning environment is the essential factor in the achievement of successful learning and teaching and is fundamental to our policy on behaviour. Any action, event or pattern of events which undermines the good order of the Academy community also undermines the learning process and comes, therefore, within the scope of this policy.

All adults working with St Matthew Academy pupils have a responsibility for behaviour. Pupils also have a responsibility to behave well and the right to expect others to behave well towards them. Pupils are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

It is our belief that behaviour is learnt and therefore can be changed. We teach our pupils how to behave well and how to be considerate and self-disciplined individuals.

We recognise that for a variety of reasons, children, especially in adolescence, will at times, go beyond the boundaries of acceptable behaviour. Our first response will always be to establish the causes and reasons for poor behaviour and to look at individual motivation. We will ensure that we have a full picture of the incident or activity and establish the number and role of those involved before apportioning blame. Wherever possible we will work in partnership with parents and keep them informed. We will then react, in the light of the Academy ethos, with the appropriate support or sanction or both, to deal with the particular incident and meet the needs of the pupils involved. Strategies for support and sanctions will vary and will be well known across the Academy community.

Our vision is that our pupils will behave well, enjoy Academy life and interact appropriately with others. It is fundamental to our approach to behaviour management, to stress this positive behaviour and to encourage it by an appropriate recognition system. This approach creates a positive and supportive ethos with an emphasis on success and achievement

We expect the highest possible standards of behaviour from all our pupils when they are in or representing the Academy. All parents, carers and pupils are made aware of our expectations of their behaviour at the time of joining the Academy by signing the Home School Agreement (see appendix 1).

The Academy recognises that the successful development of our pupils depends fully on an effective partnership of Academy, parents and pupils.

Our behaviour policy is based on three simple expectations that pupils are READY, RESPECTFUL and SAFE (See Appendix 2 for a summary of The SMA Behaviour Way).

3. Ready to Learn

Appearance

In order for our pupils to ready to learn we expect everyone to be in full school uniform. Our uniform is visible representation of our community and should always be worn properly including to and from the Academy.

- Pupils are expected to wear black leather closed toe shoes. Boots, trainers or other canvas type of footwear is not permitted.
- Pupils can wear black / navy coats while outside. Sportswear, hoodies and other colour coats are not permitted.
- Hair should be clean and tidy and one natural colour. Long hair should be tied back for safety. Hair ornaments are limited to a simple black hairband.
- Pupils are not allowed to wear scarves at any point during the school day, inside or outside the school building.
- Make Up should not be worn while at the Academy, any pupil with obvious make up will be asked to remove it.
- Jewellery should not be worn, no piercings are permitted and covering this with a plaster is not acceptable.
- Pupils who are not in appropriate uniform may be given an alternative provided by the school or they may be removed from lessons until the uniform infringement is corrected.

Equipment

All pupils should be fully equipped each day so that they can fully access all of their lessons and are ready to learn.

- Each pupil should have their Academy Planner with them each day in order to record homework and provide a communication tool between parents / carers and the Academy.
- Pupils should have the all the stationary needed for lessons each day (a comprehensive list is outline in the pupil planner)
- ID cards and lanyards must be worn and visible while on the Academy site.

On Time

Being on time is not just an important life skill but ensures pupils maximises their time in the Academy and in their lessons.

- It is the responsibility of Parents / Carers and pupils to arrive at the Academy on time each day.
- Traffic and congestion are a daily occurrence and should be planned for, this is not a valid reason for lateness.
- If a pupil has a genuine reason for being late parents/carers should write this in the pupil's planners.
- During the school day pupils are expected to arrive at lessons promptly ready to learn. Decisions on lateness to lessons is at the discretion of the teacher.

4. Safe

The safety of all members of our community is a key priority. In order to ensure this the co-operation and support of pupils is vital.

- Pupils are expected to follow all instructions given by any member of staff within our community without delay or debate.
- Pupils should not physically interact with any other pupil in a way that puts that pupil at risk.

Building Behaviour

- Pupils must travel around the building Calmly, Quietly and Quickly.
- Pupils should be considerate of all other pupils and staff while in the building and ensure they do not behave in a way that puts others safety at risk.

Leaving during the School Day.

- Primary pupils may not leave the site unless with their parent or carer or a member of the Academy staff and with the permission of the Academy and parents or carers.
- Secondary pupils may only be sent home or given permission to attend an appointment by their Director of Learning or a senior member of staff. Staff and parents must be aware of their whereabouts at all times.
- Pupils leaving the Academy for appointments during the school day must have written permission from parents or carers and this must be checked by their Director of Learning before they are allowed to leave the site.

Lunchtime Behaviour

- Pupil behaviour at lunchtime should always be safe and respectful and not put others at risk.
- Pupils should not grab, push or pull any other pupil.
- Pupils are expected to line up calmly for their lunch without running or pushing.
- Pupils who do not meet the behavioural expectations at lunchtime may then have to have their lunch away from their peers.

Items Not Acceptable in School

- Mobile phones and electronic devices
- Chewing gum and tippex are not allowed in school.
- Energy drinks, sweets, chocolate, biscuits and crisps are not permitted on the school site. If pupils are found with these items they will be confiscated and not returned.
- Pupils must not bring any potentially dangerous items or substances into school, e.g. knives of any kind, including penknives, hobby knives, matches, lighters, screwdrivers, etc.
- The school operates a No-Smoking Policy, therefore smoking is strictly forbidden for staff and visitors. Cigarettes brought into school by pupils will be confiscated and destroyed and parents or carers informed. Pupils will receive an appropriate sanction following a thorough investigation. This is likely to be a fixed term exclusion from school.
- The Academy in line with DFE guidelines can hold random or strategic searches of student's bags and possessions in order to safeguard against any of the banned items being on our site.

5. Respectful Behaviour

We expect all members of our community to treat each other and the public with respect at all times, this expectation applies both in the Academy, in our local community and online.

- Pupils are expected to interact with each other respectfully at all time this includes the language and comments they use both in person and online.
- Pupils are expected to be polite and courteous to each other and staff. This will require pupils to follow instructions given by staff without debate or delay.
- The Academy holds the same expectation of pupils while online as we do in person. Any form of abusive online behaviour will be dealt regardless of where the communication was sent from (either in the Academy or outside the gates)

Pupil behaviour outside the Academy is subject to the same expectations as when they are on the premises and is subject to the Academy behaviour policy.

- Pupils are expected to be respectful of members of the public and our local community when traveling to and from the Academy each day.
- Pupils are expected to follow instructions given to them by a member of staff while in their Academy uniform or recognised as a member of our community regardless of whether on the Academy site or outside the gates.
- Any behaviour beyond the Academy gates that could have repercussions for the running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school will be dealt with in line with our behaviour policy.

If pupil's behaviour in the immediate vicinity of the Academy or on a journey to and from the Academy is poor and meets the criteria for exclusion then the Headteacher may decide to exclude, especially where it brings The Academy's reputation into disrepute.

6. Malicious Accusations against Academy Staff

The Academy recognises that there may be occasions which are justified when a pupil needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the Academy will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the Police if there are grounds for believing a criminal offence may have been committed.

For full details please refer to the Safeguarding policy.

The Academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

7. Behaviour Procedures

The Academy recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

Behaviour in lessons

Behaviour in lessons underpins everything that we do at the Academy and is vital for every pupil to be successful. We will not tolerate any behaviour that affects teacher's ability to delivery lessons or pupil's ability to learn within them. All pupils are expected to ready to learn and show a respect for their own learning and the learning of others. This includes arriving for lessons on time equipped for learning.

In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the Academy's belief in positive reinforcement, pupils who display positive learning behaviours should receive praise and recognition. Any behaviour that does not meet our high expectations of pupils being READY, RESPECTFUL and SAFE will issued with a sanction in line with our policy.

Additional to the types of behaviours which place a pupil at risk of exclusion, poor learning behaviours include a lack of effort, a lack of work, failing to complete homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

Sanctions - Not being READY, RESPECTFUL OR SAFE

Any classroom teacher, form tutor or Senior member of staff can issue behaviour points on SIMS as a result of a pupil not meeting our expectations either in lessons, corridors, lunchtime or traveling to or from school.

Sanctions are issued for not being Ready, Respectful or Safe.

Not Ready to Learn (NRL)

- Late to school / Late to lesson
- Not having the correct uniform
- Not having the correct equipment
- Failing to line up for the start of the day
- Not completing Homework.

Disrespectful (DISR)

- Quality of Work
- Behaviour

Unsafe (UNS)

- Not Following Instructions
- Unstructured Time

If there is a more serious incident in lessons, and a teacher needs a pupil removed because they have been verbally or physically aggressive, or displays a distinct unwillingness to follow staff instruction, a member of SLT should be called to remove the pupil and assess the pupil's next steps. This is referred to as **an Incident Referral**.

Incident Referral / On call

When a pupil has been removed from the classroom by a member of the Pastoral team or SLT, the member of staff will follow this up by entering the incident on SIMS and contacting Parents/Carers to explain what happened. This needs to be logged as an Incident Referral. Directors of Learning will analyse Incident Referral trends, offering extra support to members of staff where necessary, or using the analysis to intervene with pupils requiring behaviour support.

Detentions

Form tutors supervise detentions for the first twenty minutes at the end of the day. Pupils with two or more behaviour points will be taken to the centralised one-hour detention.

Confiscations

Our policy outlines an escalation in the sanction applied should a phone be confiscated due to a pupil repeatedly breaking the school rule as follows: Mobile phones should not be turned on, visible or audible throughout the school day, at any time. Pupils must ensure mobile phones are switched off before entering the Academy site.

If a pupil is found with a mobile phone during the school day, it will be confiscated. To address the school's concerns around learning and safeguarding, pupils are all aware of the mobile phone policy.

Our policy outlines an escalation in the sanction applied should a phone be confiscated due to a pupil repeatedly breaking the Academy rule as follows:

1. On the first occasion the phone the phone can be collected from the academy reception **after 3pm the following day by a parent or carer or by the pupil after 7 days**. E.g. A phone confiscated on a Thursday will be returned at the end of the day on the following Thursday.
2. Pupils whose phone is confiscated for a second time, can be collected by the pupil after seven days (**five** full school days) after it was originally removed. E.g. A phone confiscated on a Thursday will be returned at the end of the day on the following Thursday.
3. Pupils whose phone is confiscated for a third time in a year, **will only be returned to a parent or carers** after 3pm from the school reception seven days (**five** full school days) after it was originally removed. E.g. A phone confiscated on a Thursday will be returned at 3pm on the following Thursday.
4. Pupils whose phone is confiscated for the fourth time in a year, will be kept until the end of term and then must be collected by a parent from the Academy reception at a pre-arranged time.

Please note: If a parent does wish to collect the confiscated mobile phone then arrangements must be made prior to them arriving at the Academy. All confiscated phones are locked in a safe for the duration of the confiscation period and only accessible to certain members of staff.

The Points System

Each behaviour point will have a numerical value. Each is worth 1 point. Behaviour points will accumulate depending on a pupil's behaviour and where thresholds are reached, actions relating to that threshold must be adhered to.

Restorative Meetings

When there has been a breakdown in the relationship between a member of staff and a pupil which has culminated in a pupil being removed or excluded, there will be a restorative reintegration before the child is allowed back into class.

Internal Exclusion – Referral to the Behaviour Support Room

Internal exclusion is an alternative to fixed term exclusion and is used for serious offences. The exception to this is:

- Whilst DOLs conduct investigations regarding an incident before making their final decision

Only Directors of Learning and SLT can refer a pupil to Internal Exclusion. Internal exclusion takes place in the BSR.

The Behaviour Support Room (BSR)

This is a dedicated space where pupils sit in isolation, away from other pupils.

- Staffing of the BSR is covered by a rota of Pastoral staff.
- Only cold food is allowed in the BSR. At lunchtime, pupils will be offered a sandwich lunch and a drink
- Pupils placed in the BSR are dismissed at 4pm daily.

External Exclusions – Please refer to the Exclusion Policy

Stages of Actions and Interventions

Points	Actions And Possible Sanctions
1 Behaviour Point in a day	20 minute Form Tutor detention
2 +Behaviour Points in a day	1 hour centralised detention
4 + points in a week	SLT Saturday detention (8:45 to 11:45a.m)
Stage 1 Form Tutor	Actions And Possible Sanctions
20 Behaviour Point Investigation	<ul style="list-style-type: none">• Form Tutor Investigation• Parental Phone Call
30 Behaviour Points Investigation	<ul style="list-style-type: none">• Parental meeting• Tutor report
Stage 2 – Director Of Learning	Actions And Possible Sanctions *
40 Behaviour Points	<ul style="list-style-type: none">• DOL Parental Meeting• DOL Report• Internal Exclusion
Stage 3 – Head Of Key Stage	Actions And Possible Sanctions*
60 Behaviour Points	<ul style="list-style-type: none">• Parental Meeting with Head of Key Stage• Report• Internal / External Exclusion
Stage 4 – Deputy Headteacher	Actions And Possible Sanctions *
80 Behaviour Points	<ul style="list-style-type: none">• Parental Meeting• External Exclusion• Placement at Alternative Provision• Report
Stage 5 – Headteacher	Actions And Possible Sanctions*
100 + Behaviour Points	<ul style="list-style-type: none">• Parental Meeting• External Exclusion• Recommendation for Permanent Exclusion

8. Recognition

Recognition Philosophy

Recognising pupils for effort, attainment, behaviour and conduct is an important part of the development of the whole child through encouragement and praise. Recognition is also key to creating a positive climate for learning and strong pupil and staff relationships. Exceptional behaviour for learning is also best promoted and developed when systems exist which recognise the potential in all students. Recognition and rewards should be used appropriately, and must be linked to evidence of a pupil striving to go above and beyond in all aspects of their life at St Matthew Academy.

The Policy also links individual recognition and achievement to the Academy House system in developing a healthy competition between Houses whilst evolving a sense of individual resilience and determination in pupils, alongside this team ethic.

St Matthew Academy Core Values

The Recognition system centres on the awarding of Achievement Points using our SIMS MIS system. These points are awarded to pupils who strive to 'Go Above and Beyond'

- **In their learning:** striving to achieve and determined to succeed and make progress
- **Living the Academy ethos:** always displaying, respect and consideration for others
- **In their extra-curricular endeavours:** making a contribution to the wider life of the Academy through their participation in extra-curricular activities and enrichment.

Recognition Thresholds

Directors of Learning will monitor the number of Achievement Points pupils have achieved for 'Going Above and Beyond' and pupils will receive a reward in recognition of their achievements.

Reward point thresholds are as follows:

Points	Rewards
1 point	Recognition and praise from your form tutor
10 points achieved in one week	Your tutor will send home a postcard in recognition
50 points	Your tutor will telephone parents in recognition
100 points	Your Director of Learning will award you the SMA Bronze Star in assembly together with a certificate.
200 points	The Director of Learning will award you with the SMA Silver Star together with a certificate.
300 points	The Assistant Headteacher KS3 or KS4 will award you the SMA Gold Star together with a certificate assembly.
400 points	You will be awarded the title St Matthew Academy Ambassador and receive a certificate by the Headteacher in assembly. Your parents will be written to in recognition of your achievements.

The Orange Tie Award

In addition to the badges, each week a pupil in every tutor group will be awarded the Orange Tie. The Form Tutor will award this tie to the pupil who has 'gone above and beyond' in the previous week. This may be through the number of achievement points awarded that week or for a particular act which demonstrates them living the ethos of our school or their contribution to the life of the school in some other way.

100% Attendance

We recognise that pupils who attend school every day make progress and achieve. We celebrate those classes in the Primary phase and the Tutor Group in the Secondary phase with the best attendance each week 'SMA News'. The Tutor group with 100% attendance in the secondary phase will also be rewarded with a pass that allows them to be the first in the queue for lunch for a week. Individual pupils in both

the Primary and Secondary Phase with 100% attendance will also have the opportunity to win a pair of cinema tickets at the end of every term.

Post Cards, Telephone Calls and Communication with Parents

Recognition, encouragement and praise are key to developing a positive climate for learning across the school and for building relationships between pupils, staff and home and so we encourage all staff to regularly celebrate pupils 'going above and beyond' by sending post cards home and making telephone calls to parents. Pupils and parents appreciate the time and effort given to doing these things

Publicising Rewards and Promoting Achievement.

- A positive climate for learning is created in **lessons** when pupils receive regular praise and there will be a 'Recognition' board in each classroom where pupils who have gone 'above and beyond' in the lesson can be recognised for striving to achieve, showing determination to succeed and living the ethos.
- Pupils should have excellent academic standards, effort, behaviour and participation celebrated in each **department**. We expect this to be an integral part of our Recognition Policy and therefore pupil's work and other achievements should be prominently displayed in classrooms and around departments.
- **Recognition Boards** in school will celebrate those pupils who are 'going above and beyond' and have achieved the highest number of Achievement Points each week and those who have been awarded the Orange Tie. SMA News will also include a 'Recognition' page to celebrate those pupils who are 'going above and beyond'. The 'Latest News' section of the website along with our social media account will be used to share and celebrate the achievements of all our pupils.

Recognition Trips/Visits and extra-curricular activities

There will be opportunities during the course of the school year and at the end for pupils to participate in trips/visits and additional extra-curricular activities in recognition of them 'Going Above and Beyond' in their learning, living the Academy ethos and their extra-curricular endeavours.

Assemblies and Award Ceremonies

Assemblies throughout the year will be used to formally award pupils with badges and certificates as soon as the thresholds are reached. Celebration Assemblies at the end of each term will recognise individual pupils and groups of pupils for achieving, Bronze, Silver, Gold and Ambassador badges alongside recognising other achievements academic or extra-curricular for example taking part in a Debate Mate competition or a sporting endeavour. Assemblies will also take place after Ranking Exams to recognise those pupils who have made great progress as a result of their hard work and determination and have therefore moved up in the ranking. At the end of each academic year an Award Ceremony will be held to celebrate the achievements of pupils, alongside parents and staff.

Staff Expectations

It is fundamental to pupils feeling valued and inspired, that all their efforts are recognised and when appropriate, rewarded. When we recognise achievement, hard work, excellent behaviour and participation our pupils respond positively and are inspired to strive in all they do. All Academy staff therefore, are expected to reward pupils as often as is fitting and celebrate these achievements for all to see.

Home School Agreement



St Matthew says 'Let your light shine.'

Our Mission - At St Matthew Academy we will light our light shine by:

- Growing our inclusive, caring Catholic community
- Nurturing faith, discovering talents and cultivating ambition
- Transforming each other through integrity, courage and service

enabling everyone at St Matthew Academy to flourish.

The Academy recognises that the successful development of our pupils depends fully on an effective partnership of Academy, parents and pupils. Together we commit ourselves to the following:

The Academy will:

- Provide a learning environment that is safe, stimulating and caring
- Contact parents or carers if there is a problem with attendance, punctuality, uniform or equipment
- Report home on progress and attainment twice a year
- Teachers will set high quality homework and provide regular feedback
- Arrange Parents' Evening during which progress and targets will be discussed
- Promote our Academy ethos through our Mission Statement
- Offer a wide range of extra-curricular clubs and enrichment opportunities

Name..... Signature Date:

As a Parent / Carer, I/we will:

- Actively support and participate in the Catholic life of the Academy
- Take an active part in my child's education and monitor and support all homework set, signing the homework diary/planner/reading record at the end of each week
- Make sure my/our child attends school regularly, arrives on time, in correct uniform and is properly equipped to learn with homework diary, reading record or planner/reading book
- Attend all consultation evenings and Parents' Evenings to discuss my/our child's progress
- Support the Academy's policies and guidelines for behaviour and conduct
- Encourage my/our child to fully participate in school like by attending extra-curricular activities and all opportunities provided
- Make the Academy aware of any concerns or problems that might affect my/our child's work, behaviour or attendance
- Ensure that my child has a minimum of 97% attendance
- Inform the Academy Attendance Officer when my child is absent and provide a reason for this absence

Name..... Signature Date:

As a pupil, I will always be:

Prepared	Respectful	Safe
<ul style="list-style-type: none"> • On time for school • Wearing the correct uniform • Have all my equipment • Complete all my homework • Ensure that my homework diary / reading record / planner is signed each week by my parent / carer • Be ready to learn 	<ul style="list-style-type: none"> • Be kind, polite and respectful to everyone • Embody the school values of integrity, courage and service • Ensure my behaviour always reflects the ethos of the Academy • Work to the very best of my ability • Able to communicate any concerns to my teachers 	<ul style="list-style-type: none"> • Calm and considerate • Responsible and well behaved in the wider community • Attentive to all instructions • Able to speak to a trusted adult in school if there are any concerns outside of school

Name..... Signature Date:

The SMA Behaviour Way



Our 3 Golden Rules

READY	RESPECTFUL	SAFE
On time In uniform Fully equipped	Kind and helpful Honest and polite Understanding and accepting	Calm and considerate Attentive to instructions Aware of our surroundings

Our Relentless Routines

- Morning line ups
- Corridor movement
- Assembly arrival/dismissal
- Start and end of lessons
- Canteen procedures
- Leaving site
- To and from school
- Centralised detentions

Adult Behaviour

Central to our policy is the desire for **calm, consistent** and **fair** adult behaviour. All adults will:

- Communicate respectfully and positively
- Consistently recognise ‘above and beyond behaviour’
- Follow all routines relentlessly
- Meet and greet with a smile

Agreed Consistencies

The importance of consistent routines, explicitly taught and revisited cannot be underestimated. At SMA we all agree to:

- Use line –up and form time to ensure pupils are **ready** for learning
- Flood the corridors, keeping pupils **safe**, noticing the positives
- Model **respectful** behaviour by ensuring pupils understand why they have received a sanction

Positive Recognition

SIMS achievement points are awarded for pupils ‘Going Above and Beyond.’ We aim to award around 5 GAAB learning points every lesson. There are 3 categories:

GAB—learning GAB—living the ethos GAB—extra curricular

Going Above and Beyond

We will use the following methods to recognise pupils:

- Public praise
- Class recognition boards
- Achievement points
- Badges
- Certificates
- Postcards and letters home
- Phone calls
- Weekly orange tie
- Form group treats
- Activities and rewards trips

Sanctions - in private

SIMS behaviour points are issued to pupils failing to follow the 3 golden rules. First there is always a **reminder of the rule**, second a **warning** and only then a **behaviour point**. There are 3 categories:

Not ready Dis-respectful Un-safe

Our approach is based on the work of Paul Dix and his book ‘When the adults change.’ Once our approach is routine the next step in this journey is to work on microscripts and restorative conversations.