

Southwark Primary School

Behaviour Policy

2016 – 2017

Review Date:	September 2017
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1. Aims and Objectives:

At Southwark we aim for every child, regardless of their age, religion, culture, race, gender or academic ability to achieve their potential and 'Aim High'. To do this we must have a robust behaviour policy because without excellent learning behaviours from all pupils, learning is severely hampered. This policy acknowledges our legal duty under the Equality Act 2010. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil.

This policy ensures:

- All pupils are able to learn in a safe environment.
- All pupils feel secure, through fair and consistent boundaries.
- All pupils feel valued through repeated praise and celebrations of success.
- All pupils know they will be listened to, valued and dealt with fairly because the staff care about them.
- All staff are able to deal consistently, appropriately, and fairly with positive & negative behaviour choices of pupils, knowing when and where access appropriate support.

2. A whole school approach

Everyone matters at Southwark and all the children can behave well, which is why all staff must use this policy. Each area of the school must work together to maintain high standards of behaviour - from the office staff, through to the mid-day supervisors and the site team. By staff working together, the children are nurtured in an environment which is united in its high expectations of and the quality of care for children.

3. Equal Opportunities and EMAG

All parents receive a child friendly version of the school behaviour policy when their child starts at school. This has been translated to accommodate all communities represented in school. If other translations are necessary, other translations can be obtained with given notice to the EMAG Leader. This can also be made available in large print if requested. When monitoring behaviour across the school, the EMAG leader is consulted when language barriers contribute to children not fully understanding school rules.

4. Bullying & Cyber Bullying

At Southwark, we do not tolerate bullying. We define bullying as repeated and systemic abuse, intended to hurt someone either physically or emotionally. It might be aimed at certain groups, e.g. because of race, religion, gender or sexual orientation and it can take many forms including: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online or social media. Please consult our Anti-Bullying policy as well as our Internet & E-Safety policy for further detail on our zero tolerance approach to bullying of any kind.

5. Giving children vision

To succeed children must see themselves as achieving. It is important that children have a positive approach to themselves. At Southwark, we do this through everyday contact with children and speaking to them in a manner we would wish our own children to be spoken to. At Southwark, we believe that good manners are essential. All staff are expected to demonstrate the highest standards in terms of manners, acting as role models for pupils. Pupils demonstrating good manners are praised for doing so. The Class Dojo system is a way for teachers from Year 1 upwards to identify pupil's achievements and also highlight issues with behaviour when needed. All children also receive weekly input through circle time, class assemblies and hub assemblies; this fosters good emotional literacy across the school. We run a range of support programmes that are delivered by a range of staff including Learning Mentors and Health Mentors.

6. Involving parents

Parents are essential part to the management of good behaviour in the following ways:

- Parents are provided with a personal log in for Class Dojo in order that they can track their child's achievements in real time, throughout the day or review with their child at the end of the week. In addition, teachers may decide to instant message parents to explain any incidents throughout the day and keep communication open.
- Good work and progress in any aspect of learning, including behaviour is additionally celebrated on the Hub Frog Portal pages accessible through the links on the school website at www.southwarkprimary.net.
- Parents are invited to Friday Merit Assemblies when their child has reached a milestone in their Southwark Smiles (Dojo points after Foundation Stage).
- All parents have the opportunity to view the policy as it is published on the website.
- Parents are contacted through Class Dojo, letter or by phone when a child has shown make poor behaviour choices over a prolonged period of time to avoid escalation and look to solve the problems that have arisen.
- Teachers are encouraged to speak to/call/Dojo message parents about positive behaviour choices as well as to discuss poor behaviour choices that their children are making.
- On the school learning portal, hub Frog pages are updated weekly by Assistant Head Teachers to show success in Merit assemblies. A message is sent on Class Dojo to allow the celebration of this achievement to be shared with parents at home.

7. Learning Behaviours

We recognise that teaching the behaviours we want to develop is essential in the promotion of good behaviour. Therefore we have agreed upon 5 key attributes that we wish all children to develop and enhance as part of their holistic development. These are: Creative, Curious, Determined, Focus, Reflective, and Teamwork. Supporting these areas, we have also identified a lexicon of 55 words that build a common language around these desired attributes. Please see Appendix 1 for a summary of these characteristics. These attributes are taught and praised whenever they are elicited with particular focus directed by the teacher or Senior Leadership in response to issues if appropriate. Through this, a common language is created for discussion of behaviour throughout the school and in turn understanding of good behaviour within the pupils. Opportunities to develop these qualities and learning behaviours are embedded into lessons at the planning stage. For example, Science investigations can be linked to the 'Curious' learning behaviour.

8. Class Dojo & The Unstoppables

The Class Dojo system is used alongside this to target qualities we wish to focus on as a school, class or year group and rewards are given directly related to the attribute concerned so the child and parent knows exactly what the positive praise was received for. In addition, the attributes are collated around superhero characters, 'The Unstoppables', so that we can illustrate the behaviours desired and allow opportunities for the traits to be identified or exemplified in lessons. For example, children may be set work to complete independently or in a group and so would be encouraged to use the appropriate superhero as a guide for the behaviours expected.

Foundation Stage

In the Foundation Stage, teachers update Class Dojo with photos celebrating great learning as it happens in the Nursery and Reception year groups.

Year 1

In Year 1, class teachers use Dojo as a communication tool with parents. In the autumn and spring terms, children are awarded Southwark stickers as a reward for displaying desired learning behaviours. In the Summer Term, Dojo points are awarded through Class Dojo in preparation for transition into Year 2.

Year 2 – Y6

Positive Dojo points are awarded to celebrate pupils displaying the 5 learning behaviours outlined above. Negative Dojo points are given for yellow and red cards that are not earned back, if a pupil is late, or without their PE Kit or uniform. Regarding PE kit and Uniform, children get 1 chance per half term and then teachers are encouraged to contact parents to discuss this issue so that it doesn't become a regular occurrence. Year 5 and 6 children also receive a negative point for failing to complete homework after a trial period to ensure parents and children are familiar with expectations. This extends to Year 4 in the spring and summer term. As a school, in line with our positive ethos of Aiming High, we ensure that teachers prioritise giving positive points to promote high expectations of behaviour.

Stickers/Dojo Point Milestones

Every 100 stickers or Dojo points, a certificate is awarded in Merit/Goodie assemblies. Prizes are earned every 50 Dojo points (stickers Nursery/Reception/Y1). From Y2 onwards, Assistant Heads will visit classrooms to deliver prizes at 50 points in the autumn term. From spring term onwards, prizes will be available at the half termly Dojo Exchange organised by Hub Assistant Heads. Below Y2, prizes are given as they are earned. To keep this process fair, the numbers of Dojo points given by teachers is closely monitored to ensure consistency. On a weekly basis, teachers check their combined point totals to monitor pupils who are on track to receive certificates. When class teachers are collating Dojo points, negative points are deducted from positives using the 'Highest Combined' function on Class Dojo.

9. What we expect from members of the Southwark Community

We have four golden rules which are displayed in every classroom (with symbol supported text see Appendix 2) and referred to often:

I always keep my hands and feet to myself.

I speak quietly and politely.

I do as I am asked the first time.

I look after the school and those in it.

In addition to this, at the beginning of each school year, every class creates a Class Charter of what is expected within their classroom. Children sign this, it is laminated and the document is displayed in their classroom on the SMSC display. The school rules and the importance of a Class Charter are introduced in September through a whole school assembly by the Head of School.

10. Start from the positive

The first line in our behaviour management is PRAISE and there are many ways we do this.

Nursery, Foundation & Year 1

Stickers are awarded for all types of good behaviour and achievement. These are collected by the child daily. In the summer term, Year 1 begin to use Dojo Points instead of stickers in preparation for Year 2. At certain milestones (50/150/250 etc.) children are rewarded with a prize; for every 100 stickers, children receive a certificate in the Goodies Assembly.

Achievements are celebrated every week through Goodies Assemblies on a Friday morning. During this assembly, teachers choose one child from their class to have their achievement recorded in their hub's Goodies Book – this is also worth 5 stickers. These achievements are also posted on the hub Frog site.

A child from each class is nominated as 'Friday's Special Person' and wears a cloak into assembly. To develop a strong sense of self-worth, other pupils are given an opportunity to put their hands up and express why the person is so special.

Year 2 – Year 6

Dojo Points are awarded for all types of good behaviour and achievement, linked directly to our learning behaviours. At certain milestones (50/150/250 etc.) children are rewarded with a prize; for every 100 Dojo Points, children receive a certificate in the Goodies/Merit Assembly.

Goodies/Merit Assemblies - achievements are celebrated every week through Goodies/Merit Assemblies on a Friday morning. During this assembly, teachers choose one child from their class to have their achievement (linked to learning behaviours) recorded in their hub's Goodies Book – this is also worth 5 stickers. These achievements are also posted on the hub Frog site.

Golden Time is a reward for children who make good behaviour choices from Year 2 upwards. This is 45 minute slot on a Friday afternoon where children have a choice about what activity they wish to do.

Green Team - children will be in the Green Team if they go through a whole half term having achieved:

- No red cards not earned back
- No Uniform/PE kit marks
- No lates
- No homework negative points (in Year 5/6 and Year 4 from Spring term onwards)

These children will be recognised in the last Merit assemblies of each half term. Parents will be invited to end of term merit assemblies for children who have been in the Green Team for an entire term. At the end of the school year, pupils who have remained in the Green Team for the entire academic year are celebrated through the presentation of Green Team badges. As well as this, children in the 4/5/6 hub gain timetabled access to the Green Room during break times and lunch times.

Dojo Top 5 Trips (Y2 – Y6)

At the end of each half term, all pupil's Dojo points are collated. The top 5 points earners from each class are written in the Hub Merit Book, and pupil's names are announced in that week's Merit assembly. These children will then be invited to a special Top 5 Dojo trip within the next half term – these happen during Golden Time.

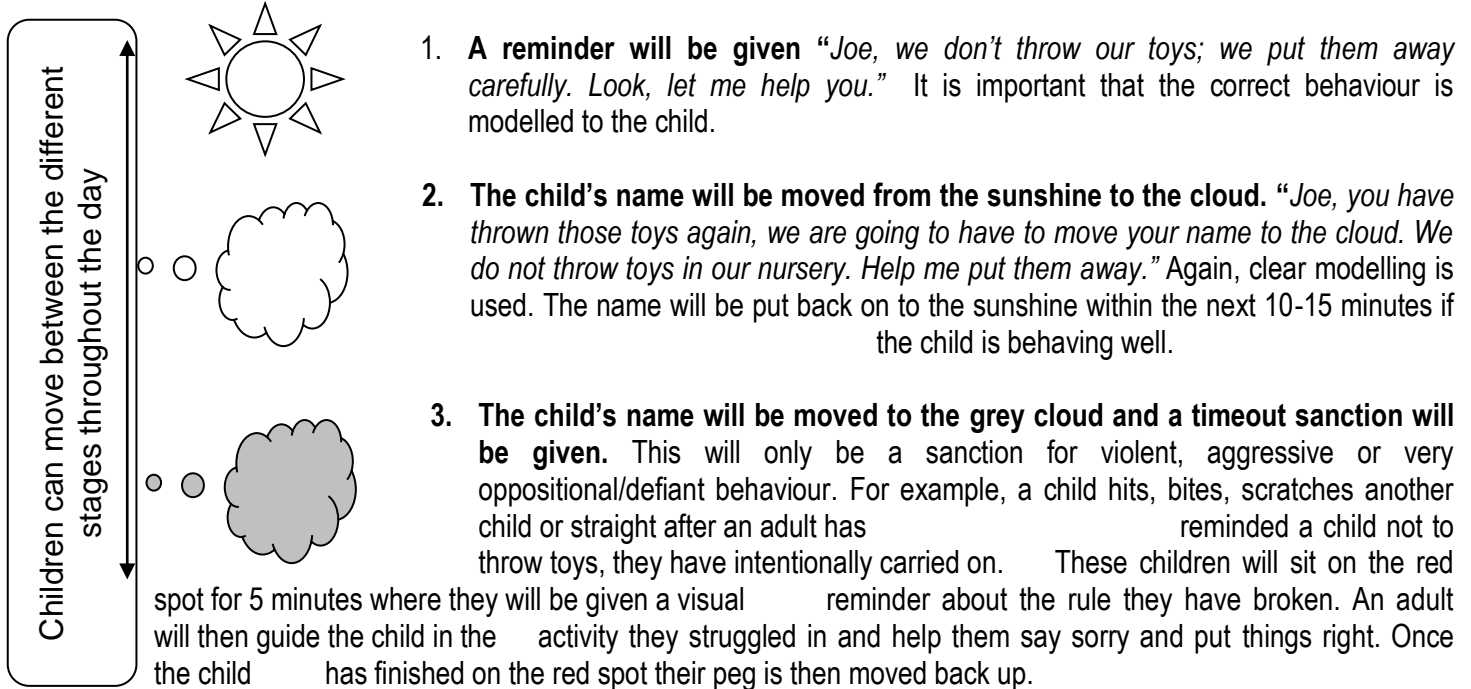
We also use a range of strategies to help our children behave well. These include:

- An excellent curriculum full of engaging and stimulating lessons
- Differentiated tasks so children are given work to suit their needs and reduce the amount of avoidance strategies.
- When investigating difficult situations that may arise, teachers ask children open questions such as 'What happened..?' in a non-confrontational way – this ensures all children know they will have an opportunity to have their point of view heard.
- Teaching our children how to react in day to day situations. For example, using polite manners throughout the hub and school, including waiting in line for lunch and tuck at breaks. Further to this, staff support children in dealing appropriately with more difficult situations.
- A range of teaching strategies within classes including pairing children up, group work, distraction, positive praise to encourage our children to stay focused and well behaved.
- The 2 teacher model from Year 2 upwards ensures all children, including vulnerable groups such as disadvantaged children, are well supported in smaller groups ensuring correct behaviour choices are made.
- Trained Learning Mentors run weekly pastoral interventions (such as Drawing and Talking, Anger Management and Self Esteem groups). As well as this, during unstructured times at break and lunch, pupils are encouraged to 'drop in' to discuss any issues/problems that may arise in an open and honest forum.
- Health Mentors are deployed strategically to help support targeted high profile children and weekly 1:1 sessions take place to monitor progress with behaviour over certain periods of time. Parents are included in this process to ensure this is a proactive, positive intervention.

11. What happens when things go wrong?

Nursery/Reception/Year 1

For children in EYFS, we are aware that they are still learning how to behave in a range of different situations and therefore our sanctions reflect this. In Nursery, the following system is used, which is very visual:



- 4. SLT will be called for.** If a child’s behaviour presents risk/harm to other children or themselves then SMT will be called for. The child will then be taken out of the nursery environment and be given some cooling down time. When the child has calmed down, a discussion is had to ensure the child is aware why they are in SLT and has learned from the situation. Effective strategies are discussed about how to avoid possible future incidents. The member of SMT takes them back to their setting to re-join their peers.

Children can move up and down the weather system within the day. The focus is about teaching good behaviour. All children should be back on the sunshine at the end of the day ready for a fresh start the following day. Children who demonstrate excellent behaviour throughout the day are moved to the rainbow which is above the sunshine.



In Reception and Year 1 the behaviour system develops to become more in line with KS1 and KS2. The cloud and dark cloud are replaced by a yellow face and a red face – this represents the yellow and red card system. The ability for children to move back up the system is still in place and reviewed at key times in the day.

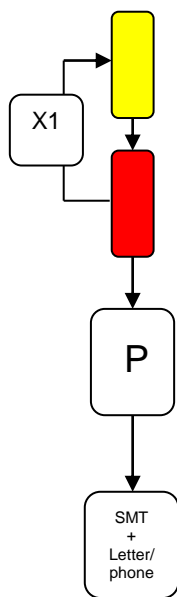


For example, a good practitioner may sit with their class before lunch and reflect on the behaviour chart and move the children back to the smiley face for the start of the afternoon.

Children who demonstrate excellent behaviour throughout the day are moved to the ‘super smiley’ which is above the sunshine.

Year 2-6

As the children enter Year 2, they are beginning to learn their actions have consequences and their behaviour will affect their ability to get a reward at the end of the week.



- 1. A yellow card is issued to a child.** This is a warning moment for the child to think about their behaviour choice and make a change (this is weighted at 0 Dojo points and therefore doesn't affect their score). This is recorded on Class Dojo and is written on the class whiteboard.
- 2. Child is then issued a red card.** They are given a time limit to revoke it and this is recorded on the class whiteboard under the Red Card. A time limit is essential because turning around poor behaviour can be a hard concept for children. If a child is still on a red card after the specified time, they lose their Golden Time and also a 'Red Card Not Earned Back' mark is recorded on Dojo (worth 1 negative point).
- 3. The child goes to their paired class.** This is for a maximum of 15 minutes and acts as a cooling down period, ensuring the child is suitably calm to return to the classroom without disturbing others. This is recorded on Class Dojo (-1 point). Should work be persistently missed, teachers will liaise with AHTs to discuss catch up time during break times.
- 4. SLT is called and collects the child.** This happens if a child continues to make poor behaviour choices once they are back in the classroom. From then, the sanction is tailored to the child and the situation. Parents are formally informed when this occurs either by Class Dojo or telephone by the member of SLT on call on the **same day** the incident happened. This is also recorded on SLT on-call Frog Site.

12. Recording and monitoring

It is imperative to keep an accurate track and both negative and positive behaviours. In the light of this, Class Dojo enables class teachers to record all positive and negative behaviours which are rewarded by points. AHTs keep a close track of pupil behaviours to help support staff where necessary. This also helps AHTs to liaise with parents and learning/health mentors so that appropriate pastoral interventions are put into place. From Y2 – Y6 Learning Behaviours are also recorded on Classroom Monitor.

If a pupil moves through the behaviour system and reaches 'SLT on call', this is logged by the member of SLT on the 'SLT on call' Frog site. This log is reviewed weekly by AHTs and the Head of School. Parents are contacted if a pupil regularly reaches this stage to ensure appropriate intervention strategies are in place to support the pupil's behaviour choices.

Learning Mentors keep track of lunchtime behaviours on the 'Lunchtime Log'. Again, this allows AHTs the opportunity to closely monitor behaviour at unstructured times and implement appropriate actions where necessary – these may include discussions with children, parents and relevant staff. In some situations, pastoral interventions may be implemented. Assertive Mentoring is used as a vehicle to communicate positive and negative behaviours with parents.

13. More serious behaviour

In more serious incidences (e.g. violence towards pupils/staff, bullying) withdrawal of unstructured time may need to be introduced to ensure the safeguarding of all pupils and staff. In certain cases, variations to timetables may be implemented to support the child's behaviour choices. These changes are monitored and reviewed regularly to assess the impact and effectiveness of the alterations. Parents & carers will be involved in these situations. For consistent poor behaviour, Hub Assistant Heads and Head of School will liaise with appropriate staff/outside agencies to ensure children who require further support receive appropriate provision.

14. Physical Intervention

Physical intervention (PI) is a last resort and should only be used when there is risk of harm to any people or property or very serious disruption, and other approaches are not working. All members of staff have a duty of care to ensure the safety and wellbeing of all pupils and certain situations may necessitate the use of physical intervention to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Training is undertaken annually by the SLT and other specified members of staff on how to manage these situations safely, should they occur. We certificate staff with approved Nottingham City training programmes. If PI is required and the pupil is not suitably calm and ready to return to the learning environment with other pupils, the child may have learning activities provided for them away from their class to ensure the safety and good learning of others. Please refer to our Physical Intervention Policy for further clarification on situations when reasonable force may be used as part of PI.

15. Getting back on track

When the behaviour system (including sanctions and rewards) is not working for a child, a behaviour review meeting will be arranged between the parents, the class teacher and Hub Assistant Head or Head of School.

During this meeting, ways of helping the child to make good behaviour choices will be discussed and a personalised reward system may be designed, until they can be reintroduced to the mainstream system. Subsequent meetings should be held every 3-4 weeks to review progress. AHTs will be kept informed of progress/problems.

On extremely rare occasions children may be excluded for violent or abusive behaviour. Sending children home is an exclusion, and as a school we do not recommend this strategy but occasionally have to employ it, most commonly for Health and Safety reasons.

On returning to school, the child, along with their parents will be part of a Returning to School meeting. At this point, AHTs or Head of School will take the lead in organising the provision for this child and a program will be designed specifically suited for the individual child. This is reviewed fortnightly and in extreme cases weekly with parents. Where children are repeatedly getting exclusions the Head of School will have a more active involvement in reviewing provision.

If this fails to work and no other strategies are available, permanent exclusion can be considered. This will be used on very rare occasions and only when the continued presence of the child is a threat to health and safety or a serious disruption to learning.

16. Behaviour during break / lunch times

At Southwark we have ZERO tolerance on rough play and bad language. Should this take place, these children will go to timeout where they will spend the rest of that break/lunch time. The member of staff on timeout duty will make a record of this and update Class Dojo if needed and inform teachers accordingly.

Rough play is defined as any action that involves hitting, kicking, pushing / pulling, grabbing clothing, jumping on top of others or pretending to hit, kick or punch. These behaviours can easily escalate into more serious events so it is important to stop them earlier.

17. Missing break or lunch

Children can receive yellow and red cards at break and lunch times in the same way as during lesson times. The children go to 'Time Out' and discuss the situation with a Learning Mentor who will decide which incidents require a yellow or a red card. The event is recorded on the Lunchtime Log, if they have broken any of the school rules and this information will be passed on to their class teacher. This log is monitored closely by Hub Assistant Heads.

Break time provides children with valuable fresh air and exercise, which can help with difficult behaviours, so children will usually only miss playtimes for insufficient work in the previous lessons – class teachers take responsibility for ensuring children complete enough work.

Individual or groups of children who repeatedly misbehave on the playground may have the privilege of using certain areas of the playground removed, (e.g. football pitch/adventure play/use of special equipment) and in some cases children will lose the privilege of an outdoor playtime altogether, although this is kept to a minimum at Assistant Head's discretion. Parents will be informed at this stage.

Training is undertaken to ensure all midday supervisors are able to manage and maintain behaviour effectively at lunch times. In order to ensure a consistent approach to behaviour management at lunch times across the school, teaching staff and AHTs will support all midday staff as necessary. In communication with AHTs, midday supervisors will award 3 children from each hub with a Fine Diners award for excellent lunchtime behaviour and manners (inside and outside), which will be presented at the weekly Goodies Assembly.

18. Behaviour in Assemblies

Assemblies are times where the expectation on behaviour is extremely high. Upon entering the hall, all children must maintain silence – this includes walking to and from assembly and when seated. Staff should support this through the use of appropriate verbal praise when entering the hall/hub. During assembly time, teachers should be focussed on their class, ensuring the highest levels of respect and behaviour. During all assemblies, staff should space themselves equally around the space to ensure all children adhere to the highest standards of behaviour.

19. Screening, searching and confiscation

The school has the power to search pupils without consent for weapons, alcohol, illegal drugs, stolen items and other prohibited items. Wherever possible, searches must be conducted with two members of staff present of the same gender as the pupil. Only the outer clothing may be searched by staff. All weapons will always be handed to police. School will decide upon whether to dispose or return other items to appropriate adults. Such incidences may result in school discipline procedures being implemented.

20. Poor behaviour outside of school

Some instances of poor behaviour, bullying, anti-social behaviour involving our pupils may occur outside of school hours or off the school site. This might be witnessed by a staff member or reported to the school. The school reserves the right to investigate such instances and give sanctions to perpetrators for any such behaviour, when it is deemed appropriate and/or that it has had a significant effect on the victims' welfare within school.

This might be:

- On school premises, including before and after school hours
- In the immediate locality of school in the time leading up to the start of the day or following the end of the day
- Offsite on an arranged educational visit
- Travelling to and from school
- Wearing school uniform and therefore representing the school
- Cyber bullying

Please also refer to our Safeguarding Policy and our Anti Bullying Policy.

This policy is reviewed annually.

Next review date: September 2017

Appendices

Appendix 1 – Behaviours for learning assessment

Focus - Motivation	<p>Experiencing - I sometimes don't finish all the work set.</p> <p>Emerging - Sometimes I need to be reminded to focus.</p> <p>Expected - I regularly complete task set.</p> <p>Exceeding - I always complete my work without rushing it.</p>
Focus - Presentation	<p>Experiencing - My work is often untidy.</p> <p>Emerging - My work is sometimes a bit messy.</p> <p>Expected - My work is always presented neatly.</p> <p>Exceeding - I present work exceptionally well.</p>
Curious - Questioning	<p>Experiencing - I don't ask questions about my learning.</p> <p>Emerging - I ask closed (Yes/No) questions.</p> <p>Expected - I ask open questions about my learning.</p> <p>Exceeding - I ask higher order questions about my learning which link to other things I have learnt.</p>
Curious - Research	<p>Experiencing - I ask someone to tell me the answer or give up.</p> <p>Emerging - I can explain what I want to discover and where I might look.</p> <p>Expected - I can pose questions and research answers independently.</p> <p>Exceeding - I seek out new problems to solve and questions to answer avidly.</p>
Determined - Motivation	<p>Experiencing - I don't have a try if I am not sure or I rely on the teacher to help me.</p> <p>Emerging - I will try something new or tricky with a little encouragement.</p> <p>Expected - I attempt most tasks independently with little support, even when it is tricky.</p> <p>Exceeding - I attempt all tasks diligently before relying on others, even when I am well outside my comfort zone.</p>
Determined - Persistence	<p>Experiencing - I give up quickly if I get something wrong.</p> <p>Emerging - Sometimes I give up, but sometimes I remember to ask for help.</p> <p>Expected - I always remember Brain, Board, Buddy, Boss if I feel I need it.</p> <p>Exceeding - I enjoy challenges and keep trying to find the best outcome or solution, even after failures.</p>
Teamwork - Listening	<p>Experiencing - I don't listen to other people much in group work or partner work.</p> <p>Emerging - When reminded I can work well in a group, better with just one other person.</p> <p>Expected - I can listen to and evaluate others' ideas.</p> <p>Exceeding - I can manage my group making sure all take part and are listened to.</p>

Teamwork - Contributing	<p>Experiencing - I don't contribute ideas in group work.</p> <p>Emerging - I join in with group work, sharing my ideas when prompted by others or the teacher.</p> <p>Expected - I share thoughtful ideas in a group or with a partner when there is an opportunity.</p> <p>Exceeding - I show consideration and empathy for others' ideas whilst making sure we all have a say.</p>
Teamwork - Manners	<p>Experiencing - I don't consider the feelings of others.</p> <p>Emerging - I can work quite well with a partner, not falling out and remaining busy.</p> <p>Expected - I can work in a group of 3-6 well and will adapt my ideas depending on what others' say.</p> <p>Exceeding - I am always polite and articulate in group work or whole class speaking situations, in fact I often motivate others' to join in and value their contributions.</p>
Reflective - Diligence	<p>Experiencing - I make quick decisions without thinking much about other options.</p> <p>Emerging - I consider what will help me do my best such as my targets.</p> <p>Expected - I evaluate different options and choices before proceeding.</p> <p>Exceeding - I can evaluate my own and others' choices before starting and during the task.</p>
Reflective - Evaluation	<p>Experiencing - I don't think about the consequences of my choices made.</p> <p>Emerging - I can explain the effects of my actions and choices.</p> <p>Expected - I consider the potential consequences both good and bad of different decisions.</p> <p>Exceeding - I can accept when I was wrong and it motivates me to try again.</p>
Creative - Problem solving	<p>Experiencing - I only see one solution to a problem.</p> <p>Emerging - With support I can see different solutions that may be possible.</p> <p>Expected - I can independently think of new ideas or solutions and strategies.</p> <p>Exceeding - I try to look at problems from many different angles, exploring all sorts of imaginative approaches.</p>
Creative - Confidence	<p>Experiencing - I rarely share ideas in class.</p> <p>Emerging - I give ideas or suggestions when I feel comfortable with the subject and if prompted.</p> <p>Expected - I offer ideas when I am not sure if it will work or not. I am comfortable with people saying they think differently.</p> <p>Exceeding - I am open to constructive criticism from my peers and can give this to others in a tactful way.</p>

Appendix 2 - Southwark's 4 Golden Rules

