



DOCUMENT CONTROL

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Behaviour & Relationship Policy

February 2022

1. Aim

This school policy sits within the framework of the ETAT Overarching Statement of Intent for Behaviour Management. It aims to set out the detail of how behaviour is managed in school, including procedures and systems for rewards and consequences. It is designed to encourage positive, (pro-social) and acceptable (expected)* behaviour and ensure we deal effectively with unacceptable (or non-expected)* behaviour.

**These are terms used in the Zones of Regulation curriculum designed to support children's understanding of behaviour choices, particularly children with SEND. We also prefer to refer to 'consequences' rather than 'sanctions' but both may be used*

2. Legislation and guidance

This policy complies with the following:

Guidance from the Department for Education (DfE):

- [Behaviour and discipline in schools](#)
- Use of reasonable force in schools
- [The Equality Act 2010: advice for schools](#)

Statutory guidance from the DfE

- [Special educational needs and disability \(SEND\) code of practice 2014](#)
- [Supporting pupils with medical conditions at school](#)

The UN Convention on the Rights of the Child

SET is a **Rights Respecting** school. We believe that children should be taught to show respect for the rights of others, and display courtesy and consideration towards all members of our community at all times. References are made to specific rights (**articles-see Appendix A**) throughout this policy.

3. Ethos and values

Good behaviour and discipline are essential to creating a successful teaching and learning environment in which all pupils feel safe, secure and ready to learn. Our vision statement of 'Learn Together to Live Together' drives the principles of all ETAT school behaviour policies, recognising that children may not always make positive, pro-social behaviour choices, but these moments can be used as a tool for learning, personal growth and development.

At SET we believe that positive behaviour should be the outcomes of positive, consistent and defined relationships between staff and pupils. It is essential to have **a positive behaviour management strategy**.

SET recognises its legal duties under the Equality Act 2010, Education Act 2011 including all sections relating to children with Special Educational Needs (**Article 23**).

4. Behaviour Management Principles

- We, as adults, model calm, controlled and caring behaviour.
- Our attention as adults is focused first on those children who are behaving in an expected way.
- We look to highlight the children going 'over and above' and give them the formal recognition.
- We define as a school what we will consistently do: recognition, expectations and routines.
- We use scripted interventions.

5. Behaviour Management Guidelines

- At SET we believe there is a shared responsibility between staff, pupils and their families for the promotion of good behaviour.

- Children are praised for doing the right thing at every opportunity, using, where appropriate, language related to the UN Conventions of the Rights of the Child.
- Praise is used specifically to reinforce expected behaviour
- All adults model positive and appropriate behaviour at all times
- All children are involved in making and maintaining the rules. They have a right to say what they think should happen and to have their opinions taken into account (**Article 12**)
- All rules must be seen to be fair and applied consistently yet flexibly, taking into account individual circumstances. All rules are justified in terms of being required to ensure safety, well-being or learning.
- Expectations are phrased positively e.g. “walk slowly” rather than “don’t run”
- Staff use a quiet and calm manner when dealing with children
- Rewards/Consequences for school expectations are clear, appropriate, fair and relevant and take into account individual circumstances (**Article 39**)
- Discipline should respect children’s dignity (**Article 28**). Therefore, consequences at SET do not humiliate but allow the child to learn from their mistakes.
- Children are given time to reflect and discuss their behaviour
- Parents/Families are involved at the earliest opportunity where a child’s behaviour is causing concern and staff work closely with them to bring about improvement.

6. Roles and responsibilities

6.1 Trustees / Trust Executive Team / Local Governing Body

Trustees and the Trust Executive Team have overarching responsibility for ensuring this policy complies with this statement and that the governing board is fulfilling its role at school level.

The governing board is responsible for ensuring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation and application.

6.2 Headteacher and School Leaders

The Headteacher and School Leaders are responsible for reviewing the school’s behaviour policy. They will:

- Ensure that the school environment encourages positive behaviour
- Support staff to deal effectively with poor behaviour choices
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Article 3: When adults make decisions, they should think about how they affect children.

6.3 All staff

Staff responsibilities are:

- To model positive behaviours
- To show children that we regard them as individuals and we will welcome them at our classroom door every morning with a smile and by name.
- To teach children what good conduct and expected behaviour looks like by setting clear routines and expectations.
- To recognise good conduct publicly and correct unexpected behaviour and conduct privately.
- To respond consistently (using the same recognition, language and consequences)
- To remain calm and assertive when managing unexpected behaviours.

6.4 Parents/Families

Parents/Family responsibilities are:

- To ensure they have a clear understanding of this policy – copies are provided when children join the school and an electronic copy is available on the school website.
- To make children aware of appropriate behaviour in the school and support the implementation of this policy
- To encourage independence and self-discipline
- To try to foster good relationships with the school
- To know the school rules and expectations

6.5 Pupils

Pupil responsibilities are:

- To contribute to discussions at the start of the year when establishing the class charter
- To follow school rules and the class charter to the best of their ability
- To treat other people, resources and their environment with respect
- To follow instructions from adults within the school, questioning politely if they don't understand them or believe them to be unfair

7. Expectations and Procedures

7.1 Rules

At SET alongside the values of the month and the UN Rights of the Child, we have three simple rules which are referred to in discussions about conduct.

Our three rules are that every child be:

- 1. Respectful (Article 2: All children have rights. No child should be treated unfairly on any basis.)**
- 2. Safe (Article 19: All children have the right to be protected from being hurt or mistreated, in body or mind.)**
- 3. Ready to learn (Article 28: All children have a right to a good quality education.)**

Each class draws up a class charter at the start of the year with more detailed rules and expectations of behaviour.

We expect children to realise that expected/ positive behaviour is rewarded and unexpected behaviour results in consequences. We aim to help children understand that they have rights and that they cannot take away the rights of others (**Article 4**).

7.2 Teaching Appropriate Behaviour

At SET we recognise that children come from a range of backgrounds and family circumstances where different rules and expectations apply. We have a responsibility to teach children:

- what the expectations are in school and why
- to understand their responsibilities towards others in the school community to ensure everyone is safe and able to learn
- how to modify their behaviour to suit different contexts
- how to recognise and control their emotions in order to modify their behaviour

We teach this through:

- Learn Together lessons and assemblies
- Zones of Regulation curriculum

- Focussing on a 'value of the month' and reinforcing how these can be applied in daily life
- Small group and 1:1 intervention as required

Values of the Month:

- Responsibility
- Respect
- Friendship
- Peace
- Perseverance
- Kindness
- Justice
- Integrity
- Courage
- Empathy
- Thankfulness

7.3 Rewards

Positive and expected behaviours will be rewarded with:

- Praise and encouragement (specific)
- Reinforcement from SLT (visits to HT, for verbal praise)
- Positive messages home via SeeSaw, Tapestry, by phone or in-person at pick-up.
- Visual whole class point system of marble jars to work towards a shared reward. These will not be individually named, but a group total. The Listening Team representatives have chosen the marble jars for each class.
- Individual reward certificates presented during the weekly celebration assembly
- Whole class rewards (agreed and negotiated by the class)
- Additional class reward systems through the year as appropriate to the needs of individual classes
- Personalised rewards used in line with individual support plans

7.4 Stages of Consequences

	Application	Script
Stage 1 Reminder	<ul style="list-style-type: none"> Delivered as privately as possible Links back to the charter and children's rights Distraction can work well for refusal behaviours Draw attention to another child following the rule first and thank them Reinforce with positive statements (e.g. remember to walk calmly' rather than 'don't run'. 	<ul style="list-style-type: none"> I'm very impressed by how well (another child) is doing X. Thank you so much for respecting our right to X. <p>I can see you are struggling with X. Can I help?</p> <p>Remember, we X to respect the right to X.</p> <p>I can see you are in the X zone and are feeling... but that behaviour is not OK. To get to the green zone where you are ready to learn you need to X</p>
Stage 2 Warning	<ul style="list-style-type: none"> Firmer, more assertive tone than the reminder (but not aggressive) <ol style="list-style-type: none"> Remind child of the rule/right or routine which is not being followed/respected. Give a clear choice, so that the child feels in control and has full understanding of the consequence. Walk away so as not to get into a back and forth negotiation. 	<p>A short conversation (not a time for discussion)</p> <ol style="list-style-type: none"> This is your warning. (NAME) At the moment you are not respecting the right to... You need to choose to X or you will X (consequence) <p>Walk away <i>Then walk away to give 'take up time' and avoid getting into a negotiation or shifting blame.</i></p>
Stage 3 Consequence	<p>Stage 3 consequences will be to have time out for a short period, either in the classroom or with a member of teaching SLT. Another child or adult should walk the child to the classroom.</p> <p>The child will complete a restorative justice sheet (Appendix C) and return to class/learning within a short period of time.</p>	<p>Deliver request to move calmly and assertively</p> <ol style="list-style-type: none"> (NAME) you have chosen to continue X You now need to go to..... for ... minutes

	<p>As a guideline, this time out will usually last around 5 minutes, no longer than 10 minutes.</p> <p>Stage 3 consequences will be recorded on CPOMS.</p>	
<p>Stage 4 Internal Seclusion</p> <p>Time out / internal seclusion</p>	<p>Sent to headteacher or deputy headteacher with learning to complete.</p> <p>If an adult is needed to come to the classroom, staff will send a child with a red card to a member of SLT to signal they need urgent help.</p> <p>The child will complete a restorative justice sheet (Appendix C)</p> <p>Stage 4 consequences will be recorded on CPOMS.</p>	<p>Deliver request to move calmly and assertively</p> <ol style="list-style-type: none"> 1. (NAME) you have chosen to continue X 2. You now need to go to..... for ... minutes to complete your learning.

Generally, children would move through the stages one by one. However, stages may be skipped dependent on behaviour. See Appendix B for examples of different types of behaviours.

Serious incidents may result in a Stage 3 consequence. Extreme incidents will move straight to a Stage 4 internal seclusion.

Dangerous & persistent behaviour may need the support of SLT:

<ul style="list-style-type: none"> • Fighting • 2nd time out in same session • Throwing furniture/breaking equipment • Bullying • Hate language • Disruption which prevents the class from learning • Most children demonstrating these behaviours will have an Individual Behaviour Plan and should be referred to • Record on CPOMS and parents informed 	<p>Where a member of SLT is called:</p> <ul style="list-style-type: none"> • Ask SLT member to come to the class • Adult dealing with the behaviour to speak to the children with the SLT member present • SLT member will reinforce the messages the adult has given <p>I have asked (NAME SLT) to join us because you have chosen to ...</p> <p>We need to share what has happened. (Child name) was not respecting the right to X by X. To support them we have</p>
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Stages of consequences for repeated or severe Behaviours

Stage 5 IBP	Individual Behaviour Plan
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	<p>This is a formal plan agreed with parents/carers and usually involves referral to specialist agencies if possible. <i>Not to be confused with behaviour support plans for children with additional needs.</i></p> <p>Stage 5 plans are used for children whose behaviour is still a concern after moving through stages 1-4</p>
Stage 6 Suspension	<p>Excluded from school for a fixed period of time. Formerly known as a fixed term exclusion</p> <p><i>Stage 6 suspension may be issued if children do not comply with a stage 4 internal inclusion and are behaving unsafely. A stage 5 IBP would be drawn up as soon as possible for their return to school. At the end of stage 6 there will be an agreed reintegration meeting</i></p>
Stage 7 Exclusion	Permanent Exclusion

Re-integration meetings are always held with parents/families after stage 5 IBPs are set up or reviewed after stage 6 suspensions. All possible strategies and external support will be employed to avoid further suspensions, including alternative learning provision if appropriate.

Permanent exclusions are rare and would only be issued following recurring suspensions and/or failure of all support strategies and alternative provision.

All sanctions from Stage 3 up are recorded on our safeguarding monitoring system (CPOMS).

At SET we believe in the importance of emphasising positive behaviour. Consequences are tools for learning, they should be fair and effective, they should not be humiliating or disproportionate. The system is designed to be consistent and fair, but with enough flexibility to be age-appropriate and adaptable for those with SEND or other additional need.

Stages of consequences for Lunchtimes

	Application	Script
Stage 1 Reminder	<ul style="list-style-type: none"> Delivered as privately as possible Links back to the charter and children's rights Distraction can work well for refusal behaviours 	<ul style="list-style-type: none"> I'm very impressed by how well (another child) is doing X. Thank you so much for respecting our right to X.

	<ul style="list-style-type: none"> • Draw attention to another child following the rule first and thank them • Reinforce with positive statements (e.g. remember to share' rather than 'don't snatch'. 	<p>I can see you are struggling with X. Can I help?</p> <p>Remember, we X to respect the right to X.</p> <p>I can see you are in the X zone and are feeling... but that behaviour is not OK. To get to the green zone where you are ready to learn you need to X</p>
<p>Stage 2 Formal Warning</p>	<ul style="list-style-type: none"> • Firmer, more assertive tone than the reminder (but not aggressive) <ol style="list-style-type: none"> 4. Remind child of the rule/right or routine which is not being followed/respected. 5. Give a clear choice, so that the child feels in control and has full understanding of the consequence. 6. Walk away so as not to get into a back and forth negotiation. 	<p>A short conversation (not a time for discussion)</p> <ol style="list-style-type: none"> 4. This is your friendly warning. 5. (NAME) At the moment you are not respecting the right to... 6. You need to choose to X or you will choose X (consequence) <p>Walk away <i>Then walk away to give 'take up time' and avoid getting into a negotiation or shifting blame.</i></p>
<p>Stage 3 Consequence</p>	<p>Stage 3 consequences will be to have time out for a short period with the member of SLT on duty.</p> <p>Adult to radio deputy head/ head teacher for support.</p> <p>The child will complete a restorative justice sheet (Appendix C) and return to the playground within a short period of time.</p> <p>Stage 3 consequences will be recorded on CPOMS.</p>	<p>Deliver request to move calmly and assertively</p> <ol style="list-style-type: none"> 3. (NAME) you have chosen to continue X 4. You now need to go to..... for ... minutes

For persistent unwanted behaviour in the playground, a short period (not exceeding 5 days) of lost playtime can be enforced. A phased re-entry into the playground is then optional. This re-entry period can take up to 6 weeks and will comprise of: time eating lunch; time in the classroom on agreed activities; and an increasing amount of 'free' time on the playground. Throughout this period there will be regular contact with the parents. For serious negative behaviour that persists during playtimes or lunchtimes the Head Teacher will contact and work with the parents to make arrangements for their child

to spend lunchtimes off school premises. This may be extended if necessary, in order to ensure other children's well-being or for the safety of the individual child.

8. Restorative Justice and Follow- Up Action

The behaviour management system at SET is based on the principle of putting mistakes right.

Repair conversations – Restorative conversations:

- a. Take place at an appropriate time when the child is calm.
- b. Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.
- c. Focus on reflection and restoring relationships (not blame or further punishment)

We provide a range of support for children at or at risk of reaching stage 5 including social skills, friendship and play support, emotional regulation support and restorative justice sessions.

9. Pupil support

SET recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Our behaviour management system is clear and consistent but is equitably applied. At every stage additional support is provided or adjustments made as required to ensure the consequences are fair and proportionate in relation to a child's understanding and cognitive ability. Follow-up action also take into account the intention behind and the context of the behaviour, with a focus on challenging and removing root causes.

Challenging and negative behaviour will always be assessed by school leaders and/or SEND specialists to determine any underlying issues or unmet need. Where necessary, support and advice will also be sought from specialist teachers, an educational

psychologist, a Speech and Language Therapist, Children and Adolescent Mental Health Services (CAMHS) medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create an individual support plan and review it on a regular basis using the graduated approach to SEND support: assess, plan, do, review.

10. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Unwanted and difficult to defend against

Bullying can be:

- Emotional / verbal
- Physical
- Sexual
- Online

Bullying and harassment may also include racist or other discriminatory abuse, often targeting particular areas of vulnerability.

At SET we teach children to understand, recognise, challenge and prevent bullying and understand the difference between bullying and other forms of social conflict (NB peer and friendship issues which are a normal part of children's development).

We have a staged process for dealing with bullying:

<p>Stage 1 'monitoring'</p>	<p>An allegation is made but there is no clear evidence that bullying has occurred.</p> <p>All children concerned are placed on 'monitoring' and all staff are asked to be vigilant and record (on CPOMS) any interaction or issue, however minor</p>
<p>Stage 2 Contract</p>	<p>There is evidence that bullying or harassment has taken place and the children involved agree a contract of behaviour which states clearly what is and is not allowed and the sanctions that would happen if the agreement is breached.</p>
<p>Stage 3 Anti-bullying plan</p>	<p>Stage 2 contract is breached and there is clearly targeted and systematic bullying and harassment.</p> <p>The child being bullied has an individual safety plan designed to minimise risk of further harm without curbing their freedom or limiting their experiences.</p> <p>The child who has been bullying or harassing has an individual behaviour plan with clear consequences, restrictions and expectations and a restorative justice action plan.</p> <p>There are cases in which the bullying and harassment is complex and not clearly one-sided. Children may need a combination of behaviour and support plans.</p> <p>In both support and behaviour plans, additional support will be provided to help children recover and learn from the experience.</p>

The use of force to restrain or control children is only used when it is the only safe option and would always comply with 'The Use of Reasonable Force in School' guidance (DfE 2012).

All staff working directly with children receive training in de-escalation techniques and basic principles of safe positive handling. At SET, our focus is on prevention and de-escalation in order to avoid the need for any kind of physical force, which is used only when there is immediate risk of serious harm.

SET recognises that many children who display dangerous or extreme behaviour have experienced some kind of trauma and that restraint and physical force can re-traumatise. In order to maintain a safe learning environment for all children (**article 28**), we do not tolerate dangerous and disruptive behaviour. However, we also seek to minimise the use of force and restraint. Therefore, as part of our staged system, all stage 5 individual behaviour plans include prevention strategies and adjustments to minimise the risk of needing to use physical force or restraint.

11. Safeguarding and SEND

We respond to inappropriate behaviour by investigating and trying to understand the cause. Inappropriate behaviour can be an indication of issues relating to child protection or unmet special educational need (**Article 39**). As well as the immediate response as set out in our sanctions procedures, we act promptly to identify potential underlying issues and agree a prevention and support plan with parents/carers and/or external agencies where appropriate.

Appendix A - UNCRC Rights of the child

Article 2 Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4 Governments must do all they can to make sure every child can enjoy their rights.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity;

Article 29 Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect

Appendix B – Types of Behaviours

The examples below are not exhaustive but also are relative and may differ for each individual school.

Low level	More serious incidents
<ul style="list-style-type: none"> • Wandering about • Calling out • Interrupting teacher when talking to whole class • Interrupting other pupils • Ignoring instructions • Talking with other pupils • Pushing in line • Accidental damage through carelessness • Being disruptive • Time wasting • Annoying/winding up other children • Leaving class without permission (in school – e.g. going to toilet without asking) • Wasting resources 	<ul style="list-style-type: none"> • Answering back/ arguing with adult • Interfering with other's property • Writing graffiti • Misuse of toilets or wash areas • Making unkind remarks about another child's family • Deliberately creating a disturbance • Refusal to work • Rudeness • Using bad language • Spitting • Throwing/ flicking objects
Serious incidents	Extreme incidents
<ul style="list-style-type: none"> • Intentional spitting • Threatening behaviour • Deliberately throwing objects with intention of breaking them or causing damage • Harming someone • Defiance • Repeatedly leaving class without permission • Bullying • Swearing at people/offensive name calling • Damaging school/pupil's property (minor) 	<ul style="list-style-type: none"> • Persistent serious incidents including bullying • Inappropriate touching • Theft • Violent behaviour towards others • Using objects as weapons • Racist or other discriminatory abuse • Running out of school/scaling fences • Fighting & intentional physical harm to other children • Damaging premises – kicking walls, etc • Throwing large dangerous objects • Swearing at or verbally or physically abusing staff Vandalism (extreme) • Stealing

Appendix C – Restorative Justice Sheets examples. Original/Photocopiable versions on the Shared Drive under Behaviour.

EYFS Playground example

 <p>Somerdale Educate Together Primary School Restorative Approach. Reflection of behaviour. EYFS Playground</p>						
Name:						
Date:						
Our playground charter:						
 <p>12: right to give your opinion</p>	 <p>19: Right to be protected from being hurt, in body or mind</p>	 <p>31: Right to play and rest</p>				
My behaviour or actions						
 <p>hitting</p>	 <p>arguing</p>	 <p>spitting</p>	 <p>biting</p>	 <p>shouting</p>	 <p>snatching</p>	 <p>breaking</p>
I was feeling						
 <p>tired</p>	 <p>sad</p>	 <p>angry</p>	 <p>mad</p>	 <p>terrified</p>	 <p>frustrated</p>	 <p>upset</p>
I was thinking...						
Who was affected by my behaviour or actions?						
How can I make amends?						

EYFS Example



Somerdale Educate Together Primary School
Restorative Approach. Reflection of behaviour. EYFS



Name:
Date:
Our class charter:
My behaviour or actions  hitting  arguing  spitting  biting  shouting  snatching  breaking
I was feeling  tired  sad  angry  mad  terrified  frustrated  upset
I was thinking...
Who was affected by my behaviour or actions?
How can I make amends?

Key Stage 1 & Key Stage 2 Example

 <p>Somerdale Educate Together Primary School Restorative Approach. Reflection of behaviour</p>		 <p>RIGHTS RESPECTING SCHOOLS unicef UNITED KINGDOM SILVER - RIGHTS AWARE</p>
Name:		
Date:		
Our class charter:		
 <p>19: Right to be protected from being hurt, in body or mind.</p>	 <p>28: Right to learn</p>	 <p>31: Right to play and rest</p>
My behaviour or actions		
How was I feeling and what was I thinking?		 <p>tired sad angry mad terrified frustrated upset</p>
Who was affected by my behaviour or actions and how?		
How can I make amends?		
What have I learnt to help me make the right choice next time?		



Name:

Date:

Our playground charter:



12: right to give your opinion



19: Right to be protected from being hurt, in body or mind



31: Right to play and rest

My behaviour or actions

How was I feeling and what was I thinking?

Who was affected by my behaviour or actions and how?

How can I make amends?

What have I learnt to help me make the right choice next time?