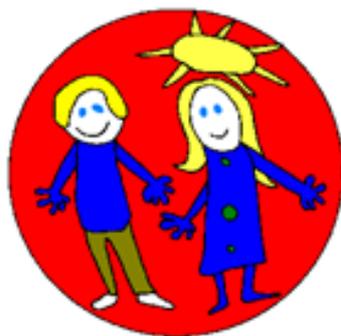


*Blackhall
Colliery
Primary School*



Behaviour Policy

THE MANAGEMENT OF BEHAVIOUR

Introduction

**"Good behaviour is a necessary condition for effective teaching"
(H.M.I. Education Observed No. 5)**

The Governors and Staff at Blackhall Colliery Primary School recognise the importance of a positive approach to the behaviour of children in school.

We recognise in this school that if children are to learn and to make progress in the programmes of work, which we have planned, then we need to promote and encourage good standards of behaviour and that our approach to behaviour should be positive and consistently applied. Only by providing a recognised and structured system of behaviour management will we provide an environment where effective teaching and learning can take place. It is necessary to develop code of conduct which are understood and shared by all members of the school community and which is accepted by the wider community.

This task is the responsibility of the head- teacher, deputy head, teaching and non teaching staff. Governors, parents and the L.E.A. all make a contribution to the management and promotion of acceptable behaviour in school.

One of the most important documents in this field to be published recently is "Discipline in Schools" (Lord Elton). Many of its findings have influenced our thinking and discussion on formulating this policy.

Legal Framework

We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention Human Rights Act 1998.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, they have the right to say what they think should happen and have their opinions taken into account. When adults are making decisions that affect children, they have the right to say what they think should happen and have their opinions taken into account.

AIMS

We have been guided by the principles laid down in the L.E.A's statement of policy formulating our working aims.

1. We will provide a safe and caring place where children will be taught the values of mutual respect, self discipline and social responsibility.
2. We have a whole school approach to behaviour management and believe that self discipline and self respect must be developed if we are to create work centred classrooms where noise level is low and teachers are able to have discussions with children, rather than spend time on routine matters of behaviour control.
3. In order to develop such behaviour we believe that there must be a system of positive reward for acceptable behaviour. This system has been devised by the staff.
4. There is a system of sanctions which is understood by children and parents and which involves parents at the appropriate state. These sanctions will be fairly and consistently applied.
5. We aim that there should be mutual respect between all members of the school community. This will involve discussion about unacceptable behaviour and planning together by teaching and non- teaching staff to ensure that it does not continue.

School Rules

The school rules exist to ensure the safety and welfare of pupils and staff. They incorporate the set of values that staff and pupils feel are important.

- Respect, care and concern for self, others and the environment
- Honesty fairness, politeness and commitment.

They specify what will not be tolerated at the school:

- Bullying- the exercise of power or dominance of one over another, pre-mediated and following a pattern of behaviour rather than an isolated incident.
- Verbal or physical aggression
- Swearing
- Theft or vandalism
- Disrespectful behaviour towards staff and other pupils, including not following instructions or continuing in a behaviour that they have already been spoken to about.

- A total disregard for the school rules, school building and its contents

The Curriculum

An effective, well planned, appropriately differentiated and assessed curriculum, stimulates, engages and motivates pupils.

The development of respect for others is promoted within the moral, spiritual and cultural context of the curriculum. The school's acts of worship and assemblies provide opportunities for the discussion of the religious aspects of moral codes of conduct and for public sharing of successes and good behaviour.

The school promotes a positive attitude to team games and sporting activities that foster cooperation and team building among the children. The approach is extended to lunchtimes and break times, with equipment and supervision provided to involve the children in positive play.

Entitlement.

All members of the school community have rights and needs. It is appropriate that these should be listed in the school policy and understood by all (L.E.A. policy)

Children

All children are entitled to:

- ❖ Opportunities to develop their self worth through the experience of success and the carrying of responsibilities.
- ❖ Opportunities to develop self discipline.
- ❖ An orderly, caring and supportive atmosphere in which effective learning can take place.
- ❖ Fair and equal treatment.
- ❖ Consistency of treatment from teaching and non- teaching staff.
- ❖ Know the codes of conduct, routine and expectations of the school.
- ❖ Participate in the development of a code of conduct.

- ❖ Participate in the development and review of the behaviour policy where appropriate.
- ❖ A broad, balanced and relevant curriculum.
- ❖ A wide and appropriate range of learning opportunities.
- ❖ Praise and reward for positive achievements.
- ❖ Access to support mechanisms.
- ❖ Positive role models.
- ❖ A stimulating environment.

Staff

All staff are entitled to:

- ❖ An orderly and supportive atmosphere in which effective teaching and learning can take place.
- ❖ Active participation in the review and development of behaviour policy wherever possible
- ❖ A system which enables them to be involved in the personal and social development of pupils.
- ❖ Access to training.
- ❖ Advice and support for colleagues
- ❖ Regular contact with parents

School

School is entitled to:

- ❖ Guidance from the L.E.A.
- ❖ Access to training.
- ❖ Advice and support from L.E.A. regarding difficult pupils.

- ❖ Support from the community.

Parents are entitled to:

- ❖ Be regularly, consistently and actively involved in the social and educational development of their children.
- ❖ Positive involvement in seeking a constructive solution to any situation which involves their children and is causing major concern.
- ❖ Information about the school's behaviour policy.
- ❖ Regular contact with teaching staff.

The community

The community is entitled to:

- ❖ Consideration and respect.
- ❖ The co-operation of the school which affects the community.
- ❖ Make representations to the school.

The Governing Body

The Governing Body should:

- ❖ Provide the head teacher with a written statement of principles concerning discipline and the promotion of good behaviour- in this case a copy of the L.E.A. statement was adopted
- ❖ Give guidance to the Head teacher as appropriate
- ❖ Be kept informed of specific and general developments
- ❖ Review the school behaviour policy every year

GENERAL BEHAVIOUR IN AND AROUND SCHOOL

Children and staff should have a clear expectation of the behaviours and routines which are acceptable in the various areas of school and at certain times in the school day.

a) Arrival

Children are asked to arrive at school in time for entry at 8:55a.m. They are discouraged from arriving too early because there may not be supervision before 8:45a.m.

Children must play in the appropriate playground (see policy for supervision of playtime) unless the weather is bad.

The bell for the beginning of the school day is sounded at 9:00a.m. Children are asked to line up at the door nearest to their classroom. The teachers will come to collect the children and will supervise the children coming into school. Teachers will escort the children to their cloakrooms or classrooms waiting to greet the children.

b) Corridors and cloakrooms

Children are expected to walk sensibly and quietly around the school ensuring that they and others are safe and that work can go on undisturbed in all areas.

c) Classrooms

Teachers must ensure that all children understand classroom routines and the reasons for them.

Teachers have a duty to ensure that all children have a chance to share in classroom responsibilities at their appropriate age level.

Certain tasks may be seen as privileges within some classes. Children should know what entitles them to earn such privileges, (e.g. care of animals).

d) Assemblies and Collective Worship

Classes are expected to enter the assembly hall quietly, to sit down and listen to the music whilst waiting for everyone to arrive. Teachers will set the best example of how this is done.

All members of the school are expected to pay the same attention to others as they would expect to be paid to them.

e) Playgrounds and Playing Fields

Children are taught to understand that some games which may be acceptable and fun in the home situation are impossible in school because there are fewer adults to supervise (e.g. fun fights)

Children are expected to play safely and sensibly.

Teachers encourage a litter-free environment.

f) In the dining room

All children are taught the routine of the dining room from entry into reception class.

Children are encouraged to socialise with those from other classes and age-groups.

Children may sit at any place which is vacant.

Supervisory assistants are encouraged to take a positive approach to supervision.

Noise level is expected to be kept at a reasonable level.

g) Leaving School

Parents are encouraged to meet within the school grounds.

Children leave by designated exits.

We try by example to encourage, to guide children towards enjoying friendships and conversation; to working together and co-operating on joint tasks so that they experience the pleasures and rewards of this. Such climate is best achieved by the involvement and example of staff.

Organising for Good Behaviour

Whilst every area of the school life has an effect on or feels the effect of good and appropriate behaviour there are some areas that are particularly important in planning to teach good behaviour.

School Display

Teachers and children work together to ensure that shared areas are colourful, informative and interesting to other children and visitors. Children are encouraged to understand that this positive impression is important to the climate of the school.

Parents in School

Parents are invited to become involved in the working life of the school. Parents helping in this way come to a better understanding of school life and children benefit from meeting teachers and parents working together.

Home/School Reading Programme.

We operate a home/school reading programme, which are outlines in our booklet "Sharing Reading". This is yet another way of involving parents in school.

The Role of the Teacher

As in so many aspects of school life, the role of the teacher is in setting high standards of behaviour and care is crucial. Teachers need to demonstrate high expectations of achievement and behaviour and to be positive in their responses to such achievements.

High standards of behaviour will occur where teachers:

- Are positive, constructive and specific about what is expected.
- Plan, differentiated and access work consistently for pupils.
- Engage pupils fully in their learning.
- Celebrate the work of pupils in a variety of ways.
- Supervise the children's entry to the school and are in the cloakrooms to greet children and commence lessons
- Supervise the movement of pupils around the building at key times such as break times, leaving after the school day.
- Speak and listen to children with respect and deal with unwanted behaviour calmly and quickly- giving rewards and sanctions consistently and fairly.
- Have classroom management systems which expect children to take care and responsibility for equipment and belongings.
- Use circle time, where appropriate, to raise self- esteem and reinforce school rules.

The Role of the Lunchtime Supervisor

The school employs lunchtime supervisors; they all have clear job descriptions, guidelines and training on behaviour management. They engage the children in playing in their lunchtime. Any incidents, which may lead to confrontation, are referred to the Inclusion Support Worker. Lunchtime Supervisors are expected to give and receive the same respect as teaching staff. They are encouraged to play a variety of games with children, when possible, during the lunchtime break.

Head Teacher's Report System

It is rare in this school that we need to contact parents because of bad, i.e. totally unacceptable behaviour. The system, which is in place at the moment, appears to work well.

Should a teacher be so concerned about a child's disruptive or unruly behaviour in the classroom or around school that this is reported to the head teacher then a note is made of the frequency of the occurrence.

If this is repeated frequently- this is a negotiable area depending on the circumstance and the child- then the child is given a Behaviour Book to be completed by the class teacher. Improvement in behaviour means that the book is put on hold and kept for future reference.

Deterioration or no improvement means that parents are contacted and invited to visit school to discuss the situation. In the meantime the staff continue to support and counsel the child and to make the notes which might be necessary should further help needs to be sought.

Involvement of Outside Agencies

Should the system and strategies employed by the staff fail to be sufficient for any child then, with the co-operation of parents, we seek help and advice from the Educational Psychologist/ Family Guidance. It has to be understood that, if this is to succeed, then teachers become heavily involved in any strategies, which might be suggested, and that these are only likely to succeed through total co-operation between home and school.

School Rules- List

Care for yourself

- Come to school on time and appropriately dressed
- Remember to bring the things you need

- Do not bring jewellery, mobile phones, sweets, chewing gum or toys (Where there is a problem with a child persistently wearing jewellery refer this to the Head Teacher or Deputy)
- Listen carefully to the teacher
- Always do what you are asked by adults in school
- Concentrate in class and work to the best of your abilities
- Tell the truth
- Tell someone if you are concerned about something or being bullied

Care for others

- Be gentle with others, be helpful and kind
- Consider other people's feelings
- Say positive things about others, no teasing, rudeness or swear words
- Don't let arguments turn into fights
- Always walk when in school
- Tolerate the differences in people
- Do not throw objects as this may cause injury

Care for your School

- Use school equipment properly- damages should be paid for
- Do not take anything that does not belong to you
- Keep everywhere you work and your tray clean and tidy
- Use cloakroom and toilets properly, use bins and pegs
- Be where you should be at playtimes- not in school, or on walls or fences

Incentives and rewards

The incentive and reward system is designed to recognise and promote all forms of social and academic achievement and to report these to the children as "Good News" in Monday's "Golden Book" assembly and Friday's Celebration assembly.

Everyone has access to the system, teachers, support staff, students, parent helpers, lunchtime supervisors and pupils themselves, through recommendation.

Verbal praise, smiles, showing work to others and reporting good deeds, are routine ways for teachers to recognise desirable working practices and behaviour. Children may be sent to another teacher, Deputy Head Teacher or the Head Teacher to receive recognition for their work and behaviour. They may be given special responsibilities or privileges.

Merit points

These are given and received in the classroom and are recorded on a chart in the classroom beside the child's name to reward effort and achievements in the classroom situation and for general behaviour and positive attitude and politeness in and around our school.

Certificates

Certificates are awarded for every 50 merit points starting with a "Bronze Award" and working upwards to a "Head Teachers Award for 600" These are presented during our Celebration Assembly for Key Stage 2 of Friday afternoons where parents are invited to attend. On a Monday morning for Key Stage 1 parents are invited to join in the celebrations.

Lunchtime Supervisors

Each supervisor can award merit points (one at a time) for politeness, good manners, helpfulness and the like. These can be converted into class merit points when the children return to their classroom.

Head Teacher & Deputy Head Teacher

The Head Teacher and Deputy award stickers and merit points for exceptional effort and achievement in a variety of ways not just for school curriculum work, but for participating in outside school activities and general behaviour and attitude in and around the school.

Extra playtime is awarded to improve punctuality, attendance, good behaviour during break times and the wearing of school uniform. This is done on a weekly basis.

Celebration Assemblies

Key Stage 2

In the celebration assembly's attendance and punctuality figures are calculated for each individual class and this is read out, the winning class receives an extra 15 minutes playtime. On a sliding scale the winning class in Key Stage 2 receive 6 points, 2nd 5 points and so on, these are entered into a league and at the end of the term the winning class receives an afternoon of free activities decided by them.

Key stage 1

A trophy is awarded to the class with the highest attendance and they receive 10 minutes extra playtime, the class with the highest attendance for the term have the opportunity to choose an afternoon of activities.

Sanctions

Behaviour within the classroom and around school.

A range of sanctions are specified where children fail to respond to the reward system and fail to meet the school's expectations. The system aims to be fair, clear and defined for pupils, with explanations given whenever sanctions are applied. Each class has displayed in their room this system and at the beginning of every school year children are reminded of its procedure.

The system requires that a child who requires the attention of the teacher for a behavioural matter will have their name written on the whiteboard initially.

If the behaviour continues during the same day the child will receive a cross beside their name.

Should the behaviour continue a second cross will be placed beside the name and the child will receive **no more than 10 minutes** of withdrawal from the class group to complete their work.

Further transgression will involve the child in question being sent to the Inclusion Support Worker, who will talk to the child about the behaviour and they will be escorted back to class.

If the child's behaviour continues to become an issue;

The first loss of Loss of Privilege Slip is issued by the teacher or Inclusion Support Worker. This behaviour is discussed and a Behaviour Slip is issued to inform parents of the transgression. The child will then lose 1 playtime and 1 lunchtime play where they will be supervised throughout.

The second Loss of Privilege Slip as the behaviour is now becoming more of a concern; They are then issued with a behaviour book and monitored for 3 days, with agreed targets to achieve and review daily. The child then loses 2 break and dinner times.

The Third Loss of Privilege Slip if the behaviour reaches this stage, the child, parents/carers are requested to attend a meeting with the Inclusion Support Worker, to discuss ways forwards and with a view to possible seclusion with the Inclusion Support Worker.

The child concerned may be secluded with the Inclusion Support Worker for 1 day. The Behaviour book remains for 1 week, where it will be reviewed every evening by school staff and by parents.

The Fourth loss of Privilege Slip if all other systems and/or strategies have failed to improve a child's behaviour, another meeting will take place with parents, Inclusion Worker and Head Teacher. This may result in a seclusion to Dene Community Secondary School/ Wellfield Secondary School or a fixed term seclusion to the home. This will depend on a variety of factors which will be discussed at the meeting.

If the behaviour does not improve when all these steps have been carried out and the maximum fixed term exclusion have been used up, the Head Teacher, teachers, Inclusion Support Worker and parents may consider exclusion.

Team Teach

Team teach is used in Blackhall Colliery Primary School and is utilized as a de-escalation technique to respond to challenging behaviour. This incorporates restrictive positive handling techniques that are graded and gradual (up and down) as the situation requires. Only the staffs qualified in the use of Restrictive Positive Intervention (RPI) are allowed to intervene in any situation that requires a child to be removed or restrained. Any parent who wishes to register their child at our school will be informed that their previous schools will be contacted any concern raised over behaviour parents/carers will be required to sign RPI form for permission to use this procedure as a matter of course.

Trained staff make an assessment of the particular circumstances, to decide if control is appropriate and if it is at what level. The following will need to be taken into consideration:

- The behaviour of the pupil
- The known intention of the pupil
- Their known wishes, feelings and emotional state
- The pupils personal history
- The influence of other pupils, family and friends
- Any events that may be causing the pupil anxiety
- Knowledge of the pupil

- How long the pupil has been attending Blackhall Colliery Primary School
- The time of day
- The antecedents to the situation

Restrictive Positive Handling Techniques are never used in isolation

The Team Teach approach will also:

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions.
- Reinforce the essential verbal and non- verbal skills required in a crisis situation.
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.
- Following training provides staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offers post-incident structure to both pupil and member of staff.

As a school:

We will use reasonable force:

- To remove a disruptive child from the classroom and any room within the school building and also from the playground if they have refused or refuse to follow an instruction.
- To prevent a pupil behaving in a way that disrupts a school event, school trip or visit.
- To prevent a pupil leaving a classroom, building or playground where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- To restrain a pupil at risk of harming themselves through physical outbursts.
- To prevent a pupil from damaging property
- Where an offence is being committed, and any behaviour prejudicial to the maintenance of good order and discipline within the school, or among any of its pupils.

The use Restrictive Physical Intervention (RPI) will only be:

- Used in the best interests of the of the service users
- Used for the minimum force for the shortest time
- Used to prevent injury, pain and distress

- Used to maintain dignity
- Used reasonably and proportionately
- Used whereby all actions are necessary.

In every case no more than the reasonable amount of force, with the maximum amount of care for the minimum amount of time should be used to keep safe.

Any use of RPI will be reported as soon as possible to the Head Teacher, Deputy Head Teacher, and a Major Incident Form completed. A copy should be passed to them and kept. All records will be kept in a structured form with a numbered book. A meeting will be then called which will involve the pupil, parents/carers, member of the Senior Management Team and/or Head Teacher.

The aim of the meeting is to plan strategies to:

- Safeguard and promote the pupil's welfare
- Appropriately meet the pupil's needs
- Manage his/her behaviour
- Minimise the need for external controls

The meeting must also consider;

- The wishes and feelings of the pupil and his/her parents/ carers
- The need to establish an Individual Behaviour Management Plan, or amend an existing one.
- To establish any further action on behalf of the school, this will depend on the circumstances of the incident. i.e. seclusion within school or fixed term seclusion.

Behaviour at break and lunch times.

A system operates at these times through the teachers at break times and dinner supervisors at lunch times. Any behaviour that is deemed inappropriate or unacceptable including verbal and physical incidents between children will have a fair and defined system of consequences.

For minor behavioural incidents including not following instructions from the staff on duty to behaving in inappropriate manner children will receive a YELLOW CARD and the child escorted into school. The Inclusion Support Worker will then speak with them. The incident will be recorded and the child will remain in school for 10 minutes.

- Within a half term if a child receives another **YELLOW CARD** (incident can be totally unrelated, this then becomes a **RED CARD**) and the **RED CARD** system then operates.

For major incidents i.e. swearing, aggressive behaviour, constantly being spoken to, inappropriate behaviour in dinner hall, corridors and cloakrooms a **RED CARD** will be issued. The child will be escorted to the Inclusion Support Worker and the incident recorded. The child/ren will remain inside for the remainder of the playtime or lunchtime and the incident will be recorded and a **RED CARD LETTER** will be sent home. Parents are required to return the slip at the bottom to say they have seen the letter. Children will then lose their next lunchtime play.

This system continues throughout a period of each half term, if there are no more **RED CARDS** issued during this period the system then starts again. But with an increase of further transgressions there is an increase in the consequences:

- 2nd **RED CARD**- two lunchtimes missed
- 3rd **RED CARD**- four lunchtimes missed and parents are requested to contact the school or the school will contact parents to discuss the matter further.
- If there is a continual behavioural issue at break and lunchtimes, parents may be asked to collect their children at lunchtime and take them home for lunch and return them at the beginning of the afternoon session.
- If behaviour continues to deteriorate at these times a meeting will take place with parents/carers, teachers and pupil to decide a course of action that could lead to, seclusion in school, seclusion at Dene Community School or a fixed term exclusion.

Caring for yourself

Breach of these rules whilst out of the class will usually result in verbal reprimand, reminders of expectations, requests for explanations and then, if behaviour continues, separation from other children for short periods of time or loss of privileges. In the classroom the usual system is employed. Where negative behaviour continues outside of the classroom the Deputy Head teacher or Head Teacher should be informed and the parents contacted.

Caring for others.

Breach of these rules involves behaviour ranging from carelessness to cruelty (verbal or physical) Fighting, racism, sexism and bullying are all aspects of this behaviour. This is usually a more serious matter and if it occurs again after recourse to the usual system,

verbal reprimands, and a warning, a senior member of staff should be asked to intervene. Both victim and accused will be listened to and counselled if required and action taken within the structure of the school system.

If behaviour is confined to lunch time, the parents may be asked to take the child out of school for this break or to attend the school to witness and help with behaviour management.

Caring for the Environment

Breach of these rules may endanger the health and safety of the child or other children and may lead to the damage of property.

If the child is responsible for making a mess they will be expected to clear it up. If they are responsible for non- accidental damage to school property their parents will be asked to attend an interview and for a contribution towards the costs of replacement or repair.

Repeated Offending

If behaviour is not checked by use of the behaviour system or an incident occurs where there is not accidental injury to a child or adult, exclusion may be the result. The Head Teacher has the authority to exclude pupils for a fixed term, or permanently if circumstances dictate. Durham County Council's procedures for exclusions are followed and parents have rights of appeal. Full details of these procedures are available on request from the Head Teacher, and are given to parents in the event of exclusion.

Whole class punishments are not deemed acceptable as they punish non- offenders and are counterproductive.

Corporal punishment will not be used under any circumstance. Physical restraint may be necessary where a child is likely to cause injury to themselves or other (refer to Team Teach)

Special Educational Needs.

There may be children for whom, for a variety of reasons, the behaviour system strategies are ineffective. For them access to the curriculum is hindered and additional strategies may be needed to help them. Children may be placed on the Special Needs Register because of their emotional and behavioural difficulties.

School based- Teacher may adopt different techniques. Or need to separate the child from others or provide alternative activities. The support of Special Needs Staff in school may be sought

School based+ - Help from outside agencies such as the Educational Psychologists or behavioural support services may be sought

Awaiting Statement- A referral may be made to have the child assessed leading to a statement of special needs being made.

Stated - If such a statement is issued the Local Education Authority will make provision for the child's needs to be met. As parents will have been involved from the outset they may be requested to be part of a behavioural modification programme and/ or make visits to the school to assist in their child's progress.

The I.E.P. associated with an individual child may make suggestions for dealing with that child's particular behavioural problems in a consistent manner.

The Role of the Parents

The rewards and sanction system is designed to involve parents and pupils as fully as possible. Pupils are asked to help draw up a list of classroom rules and suggested sanctions for unacceptable behaviour. Parents are required to attend an interview with the Head Teacher, class teacher and/or Inclusion Support Worker after their child receives 3 or more Behaviour Slips. Teachers should be aware that these meetings may require their attendance and contribution.

Charters should be displayed in every classroom. The school prospectus includes a description of this policy and new parents are acquainted with the policy on their initial visit. Changes to the system will be reported to parents by letter or on the schools website.

Monitoring and Reviewing

Each teacher is expected to carry out the school policy and an evaluation of its effectiveness at one staff meeting each year or whenever it is felt that behaviour in school is worsening. Key Stage Coordinators have a role in monitoring the use of rewards and sanctions explained in this policy. The policy will be reviewed in the light of parental, staff and pupil responses.

Equal Opportunities

During the implementation of the policy it is essential that all children are treated equally and fairly and that consideration is given to each child's situation and needs. (see Equal Opportunities Policy)

Conclusion

We realise that there is no simple or single solution to unruly or disruptive behaviour and the problems it causes. Our concern is that teachers should realise the need to work together with parents S, L.E.A. and Community to promote good behaviour at all levels.

We have not yet worked formally with parents on their accountability but see this as the next step

May 2016