Ysgol y Rofft
The Rofft School

Behaviour Policy

Adopted: November 2025
Review Date: December 2028

Happy Creative Confident - inspired to achieve together

Our Ethos:

At The Rofft School, we encourage our children to think of themselves as being part of one big family of families, with all the joys and responsibilities that being part of a family entails. In providing a happy, caring and stimulating environment for our children, we endeavour to build a secure and happy foundation for all their future learning. We believe in a proactive approach where the key to success is through a child influenced curriculum where experiential learning takes place and children plan engaging, authentic, skills-rich activities alongside teachers – happy children learn.

Having a sense of ownership, purpose and voice concerning what and how they learn is a key factor in engaging, motivating and sustaining the interest and enthusiasm of our children – such a positive, inclusive environment creates a willingness to learn and promotes mutually respectful relationships. Projects that take into account the UN Conventions Rights of a Child, equality, discrimination, prejudice plus what is happening currently in the world round us helps our children to become empathetic, ethically informed, open-minded citizens fit for the future.

Taking care of wellbeing through 5 Ways to Wellbeing (our mental 5 a day), MyHappyMind and CWRE helps children to understand how their brain works, recognise their personal strengths and plan for future goals beyond the educational sector. These essential life skills help to create fun-filled, memorable lessons/events that help them to take notice, give, connect with others, learn new skills and be active.

Our Aims:

- ✓ to ensure a consistent whole-school approach
- ✓ to encourage happy, creative and confident children who are inspired to achieve together
- ✓ to create a happy, secure environment which supports and encourages good behaviour and will foster mutual respect, empathy and understanding
- ✓ to promote self-esteem and to encourage positive and fulfilling relationships for learning, for community, for life
- ✓ to support children to develop self-regulation and resilience
- ✓ to reduce anxiety through predictability and structure
- ✓ to aid the development of self-discipline and to reward positive, constructive behaviour
- ✓ to work in partnership with home to promote good behaviour

Happy Creative Confident - inspired to achieve together

- ✓ to minimise the use of restrictive practices.

How our aims will be achieved:

We teach children how to take responsibility for their actions and to become empathetic communicators that treat everyone as well as their surroundings with respect, hence our school rules:

We are kind and respectful:

- To ourselves
- To others
- The world around us

Core Principles of Practice:

- Regulate → Relate → Reason to support emotional readiness first
- Use calm, consistent adult responses
- Focus on prevention rather than reaction
- Value pupil voice and person-centred approaches
- Work in partnership with families

Responsibilities:

It is the responsibility of all staff:

- To be a positive role model who demonstrates appropriate behaviours through everyday practice and teaches through discussion, social stories and restorative sessions - those qualities that make children a citizen fit for life
- To build positive relationships that allow children to feel safe, be open, honest and respectful, plus able to follow well intentioned advice
- To raise expectations, aspirations and self -esteem through praise, discussion, or other interventions such as: FRIENDS, SAP, or Alex Kelly sessions
- To be honest and truthful in all our interactions
- To listen carefully and address everyone politely and with respect
- To deal with challenges calmly and with care

- To maintain a fair and consistent approach regardless of age, gender, race, ability and disability
- To show appreciation of the efforts, progress and contributions of all
- To talk to children about empathy, fairness and the art of compromise (appropriate to the child's age) when a situation arises
- To encourage children to talk to teachers about any worries or concerns they have regarding themselves or others so that they can be resolved promptly.

It is the responsibility of all children:

- To treat all members of our school community with equal respect and regard
- To treat their surroundings and school property with respect and care;
- To be honest and truthful in all their interactions
- To listen carefully and address everyone politely and with respect
- To deal with challenges calmly and with care
- To work as hard as they can without disturbing others
- To follow rules and boundaries set by the school community
- To be inclusive - sharing their time and space with those around them in a caring, supportive way
- To develop empathy, the art of compromise plus an increasing sense of what is fair for themselves and others as they progress through the school
- To inform their class teacher/members of staff if they are worried or have any concerns relating to themselves or others so that issues can be resolved promptly as they occur.

It is the responsibility of all parents:

- To develop positive relationships and support our school community
- To treat all members of our school community with equal respect
- To listen carefully and address everyone politely and with respect

- To be supportive of our school ethos and rules and ask for information if they are unsure or want to know more
- To inform the teacher of their child about any concerns they may have about their welfare, friendships, wellbeing, etc. (It is our school protocol for parents to discuss any matters arising or concerns with the class teacher first as they are most informed on a day-to-day basis and involved with the care of their child). Parents may also wish to inform teachers about circumstances that may affect their child's behaviour that day/week/short/long term – this is the personal choice of the parent rather than a requirement.
- To encourage their child to talk to the teacher about any concerns/worries they have (preferably on the day it happens) so that any issues can be resolved and acted upon promptly as they arise.

It is important to remember that everything that happens within our school is carefully considered. Decisions made, are based on a great deal of thought, planning and sound professional judgement. Trust is crucial to the success of any partnership and good communication between home and school is the key to success.

How the school will encourage positive behaviour:

- ✓ Everyone is responsible for the behaviour of children at school and inappropriate behaviour will never be ignored
- ✓ Clear school rules (see above) will be taught, referred to and modelled daily
- ✓ Staff will be a visible presence to encourage appropriate conduct
- ✓ All staff will model positive behaviour and build strong, caring relationships
- ✓ Lessons will be purposeful, experiential, skills-rich and child influenced - planned together to engage, challenge and meet the needs of all learners
- ✓ Classrooms will be organised to develop independence and personal initiative – furniture, materials and resources should be arranged to aid accessibility and reduce disruption while also promoting independent thinking, choice and initiative
- ✓ Time will be given for reflection before expecting behaviours to change - prevention is better than sanctions
- ✓ We praise the behaviours we want to encourage, positive behaviour will be celebrated

- ✓ Challenging situations will be dealt with calmly and with care
- ✓ Behaviour will always be followed up and children will be encouraged to own and reflect upon their actions (where possible it is best practice for the teacher plus the class TA to be part of the restorative process so that relationships are built on consistent messages, trust, plus mutual respect and care)
- ✓ Through the use of rewards, positive verbal/written feedback and consequences.

Rewards and Consequences

Our school praises and rewards children for good efforts in their work, for appropriate behaviour and for keeping to the school rules. There may be some slight differences between the year groups as we recognise the gradual maturity of the children; what appeals to a Foundation Stage child as a reward, is not necessarily appropriate for a Year 6 child.

Rewards are selected from the following:

- ✓ Verbal/written praise
- ✓ Stickers/stars/reward charts
- ✓ Certificates
- ✓ Phone call home
- ✓ Postcard of Praise
- ✓ Name in the Celebration Book where the focus is on the Four Purposes
- ✓ Head Teacher's Award
- ✓ Class Dojos – work as a team and vote for a reward.
- ✓ Houses Marble Jar – each house (Hoseley, Trevor, Wynnstay) working as a team for a group reward.
- ✓ Golden Time
- ✓ Talents/achievements/work shared in Celebration Assemblies/newsletters
- ✓ Roles of responsibility

We believe that children can make choices about how to behave and we reflect that through our practice. Children are encouraged to take ownership of their own behaviour, understand there are consequences to their actions and work to correct inappropriate choices.

Consequences follow this sequence:

Universal Behaviour Toolkit (Stage 1 Provision)

1) Redirection	Non-verbal and verbal cues to gently encourage children in the right direction. Distraction – asking questions related to work and redirecting to the task at hand. Checking the child understands what is expected of them/has the correct resources etc and giving support if needed/encouragement/praise for positive features in the work so far/clues as to how they can find the answers out for themselves (e.g. looking at wall displays - WAGOLLs, through their books, Google search etc – How can we find this out?).
2) Reminder	A reminder of expectations e.g. recapping the appropriate school rule, stating the behaviour you wish to see, praising the appropriate behaviour of others, (quiet and private reminders). Offer quiet areas set up within the class that children may move freely to in order to focus and reflect on the task at hand – to move would be the choice of the child at this point. Check resources, whether support is needed to eliminate any barriers to learning.
3) Caution	A clear and verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. e.g. "I have noticed…." Teachers will use simple, direct language rather than abstract or multistep verbal instructions.
4) Time Out	Give the learner a chance to reflect away from others by guiding them to the quiet areas set up within class. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Reparation	The loss of playtime or Golden Time to payback missed learning opportunities is used only after

	repeated occurrences. Children must be allowed some playtime or Golden Time and should never be in a situation where they have nothing left to lose. If behaviour is becoming recurrent or when appropriate, parents should be informed (face to face if possible or by phone call) by the class teacher. SLT will be informed and will offer support where required if behaviour continues after the first meeting with the parent/s. If a second meeting is needed with a parent/s, Mrs. Parker-Thomas will be asked to attend.
6) Restoration	A restorative meeting should take place before the next lesson. All children and teacher(s) involved plus class teacher and TA should be present and the incident discussed using the reflections sheet (if appropriate and the incident needs more that a verbal restorative discussion) which will focus on: A truthful account of what has happened. Who has been affected by their inappropriate choice? What would they do differently next time if the situation should arise again? How did they feel throughout the situation? Signs to look out for next time that make us aware of our feelings plus what strategies we could use to help us in the future. **Other strategies that adults can use at this time:** • **Social Stories:** Short personalised stories that explain social situations and expected behaviours in a clear, supportive way. • **Comic Strip Conversations:** Visual conversations using drawings to help children understand social interactions, thoughts and feelings.

	If appropriate, parents will be informed (face to face if possible or by phone call). SLT informed and will offer support where required. If appropriate, our school PCSO PC Reeves may be contacted to deliver lessons that inform children about certain issues such as cyber bullying, anti-social behaviour etc.
7) **Formal Meeting**	If behaviour continues to be recurrent and behaviours progress after follow up meetings with parents over a short period of time (but not more than half a term depending on progress): A meeting will be held with the parent, teacher, child and Behaviour Co-ordinator and/or ALNCo. Incidents recorded on behaviour incident sheet and targets for behaviour set which will be monitored over the course of two weeks initially, longer if necessary. Regular monitoring and feedback with the child and parent will occur during this period e.g.: weekly meeting/Home/School contact book **What other support can be offered if appropriate?** Internal pastoral support e.g.: FRIENDS, SAP, Alex Kelly, ELSA resources or the support of external agencies such as ANEW, the Neuro Developmental Team, or CAMHS. **Other strategies that can be utilised within the classroom where appropriate:** • **Zones of Regulation:** Children recognise and label their emotions (e.g. calm, anxious, angry), using colour-coded zones and learn strategies to regulate themselves • **Emotion Coaching:** Adults model and teach how to identify feelings, validate them and guide children toward appropriate responses and problem-solving

	• **Calm Corner:** A designated area with calming resources (e.g. cushions, sensory tools) where children can go to self-regulate • **Sensory Breaks:** Short, planned breaks that allow movement or sensory input to help maintain focus and reduce overload. • **Now and Next Boards:** A simple visual showing what is happening now and what comes next to reduce anxiety and support transitions • **Task Chunking:** Breaking work into smaller, manageable steps to prevent overwhelm and support success • **First – Then Language:** A clear structure: 'First complete this task, then you can do X' helping with motivation and understanding expectations. • **Transition Warnings:** Giving advance warning (e.g. "5 minutes left", put timers on the class whiteboard, sand timers etc) to help children to prepare for change and reduce resistance • **Choice within Structure:** Offering limited choices (e.g. "pen or pencil?") to increase engagement • **5 Point Scale:** A visual tool that helps children understand and communicate the intensity of their emotions or behaviour on a scale from 1-5 (e.g. 1=calm, 5=overwhelmed). It also links each level to strategies the child can use to regulate themselves. • **Work 4 Board:** A simple motivational system where a child completes a set amount of work (e.g. 4 tasks) to earn a reward or preferred activity. It helps build focus, perseverance and understanding of effort leading to reward. • **Visual Timetable:** A sequence of pictures, symbols or words showing the order of activities in a day or lesson. It provides structure and predictability, helping reduce anxiety and support transitions between tasks.

The Spaced Model:

Staff will use the SPACED approach in all situations.

The SPACED model is a simple, consistent approach adults use to respond to behaviour in a calm, structured and supportive way – helping to de-escalate situations and guide children toward better choices.

S – Space: Give the children physical and emotional space to reduce pressure and prevent escalation

P – Pause: Allow time (take-up time) for the child to process what's happening before responding.

A – Acknowledge: Recognise and validate the child's feelings (e.g. "I can see you're frustrated").

C – Calm: Model a calm tone and body language – your regulation supports theirs. Look relaxed but empathetic, a neutral posture which gives a calm message. Don't maintain eye contact for too long, mirror their eye contact at times.

E – Engage: When ready, support the child to re-engage with the task or situation positively.

D – Diversion/Debrief: Redirect visual attention, thought process, use humour (if appropriate but do not use in escalation or crisis stage).

Afterwards, reflect on what happened, discuss better choices and repair if needed.

Liaison with Parents

Twice a year, parent/teacher meetings are held and our approach to behaviour management and our expectations are outlined if necessary. Our school prospectus, handbooks plus the behaviour policy is also available to view on the school website.

Throughout the year, parents are kept informed about their child's behaviour.

Our open-door policy, emailing system plus availability on Seesaw and Google Classroom encourages parents to come into school and discuss any issues concerning their child's education/behaviour or to indeed enlighten staff about a

change in circumstances that may have affected their child if they feel this is necessary.

We realise as a school that achieving a positive outcome for all relies on sensitivity, care, respect and consistency. As a school our priority is to get to know all our children very well as every child is different and has different needs. Decisions about a child's behaviour will always take into account their particular needs and what works best for them as well as all children within our care. Such decisions will be based on sound professional judgement, the utmost care and most importantly what is best for our children. Different strategies that are successful and suit a variety of different needs are used within our school if applicable in order for every child to feel happy, safe and ready to learn.

Forging good relationships which ensure a two-way communication is achieved and sustained is imperative. Therefore, parents at our school will be informed and feel involved throughout the process.

Targeted and Specialist Support (Stage 2 and 3)

Escalating behaviours:

If any pupils present with on-going inappropriate behaviours, all staff involved with the child will keep an internal, dated log using the ABC Chart or the Behaviour Log, including third party interventions and all strategies used. These will be regularly reviewed by the Head Teacher, ALNCo and Behaviour Co-ordinator.

Continuing Escalating Behaviours:

A Person-Centred Plan, Pastoral Support Plan, specific risk assessment plan or Individual Development Plan may be agreed between pupil, staff and parents and a date set for evaluation. Children with escalating behaviours will be referred to the ALNCo to enable the school to access support from outside agencies.

PCP (Person Centred Plan): focuses on the child as an individual – highlighting their strengths, interests, needs and what matters to them. It is created with input from the child, family and staff to ensure support is tailored and meaningful.

A PCP is not specifically used for behaviour only and can help children with a range of needs, highlighting strategies needed to help children daily if their teacher is absent or they are transitioning to the next class or High School.

PSP (Pastoral Support Plan): is a structured plan used to support a child with on-going behavioural, emotional or social needs. It outlines specific targets, strategies and support systems to help improve wellbeing and behaviour over time.

Risk Assessment: identifies potential risks linked to a child's behaviour or needs and sets out clear steps to reduce or manage those risks, ensuring the safety of the child and others.

IDP (Individual Development Plan): is a legal document in Wales that outlines a child's Additional Learning Needs (ALN), the support they require and the outcomes they are working towards. It is reviewed regularly with input from school, parents and other professionals.

Outside Agencies:

Any behavioural concerns about a pupil should be discussed with the ALNCo and Behaviour Co-ordinator. There are times when the advice of outside agencies will be required. This will be the result of discussions between the Class Teacher, ALNCo, Behaviour Co-ordinator Head Teacher and parent.

Any outside agency will need information, therefore staff need to document evidence of behaviour carefully using the ABC chart or Behaviour log so that it can be collated when required.

Outside agencies include: CAMHS, ANEW, Neuro Developmental services, Educational Psychology Service, Inclusion Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Nurse and Social Services. If appropriate, referrals will be made for the above services to consider.

Challenging behaviour/behaviour which challenges:

'Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to led to responses that are restrictive, aversive or result in exclusion'. (Royal College of Psychiatrists, British Psychological Society and Royal College of Speech and Language Therapists, 2007)

Looking Beyond and Then Behind the Behaviour

This helps us to identify what the child is trying to accomplish through their behaviour. They may be trying to meet a need, cope with a demand, avoid a demand or a person, or perhaps not control the impulse. It is helpful to think 'What did the child want to get?' or 'What did they want to get away from?' Behaviour can also be a way of responding to an external or internal stimulus. A child may simply behave a certain way because of a lack of understanding about what someone expected. Behaviour may also occur if health-related, including medication needs that require further monitoring. Behaviour can also relate to past traumas.

Working with individuals to meet individual needs through person centred planning and reduction strategies (like those outlined in the table above), should actively reduce the likelihood of situations arising where restrictive practices are used as a last and justifiable resort.

'Time Out'

The use of 'Time Out' can be an effective de-escalation strategy in positive behaviour management. This can be a planned or unplanned strategy and can take place in a number of varying environments e.g. garden, library, playground, time out room.

If a child goes with a staff member who is well known to them to a quiet room/area away from an incident, the staff member must remain with the child until the child is more regulated and calmer. Once the child is calm and regulated, the staff member may leave the room but continue to monitor.

The duration of 'Time Out' must be carefully considered and monitored to ensure that the child does not become unduly distressed, plus its overall use must be carefully monitored.

Restrictive Practice Considerations:

The Exercise of Professional Judgement:

Professional judgement is key to deciding upon the most appropriate course of action to ensure safer outcomes for individuals and others in situations that pose a risk of serious harm. Where the potential exists for the use of restrictive physical intervention, a number of important factors have to be balanced. These factors include:

- knowledge of the individual and their history
- knowledge of the impact and effects of restrictive physical intervention techniques and methods
- ensuring the welfare and safety of all those involved
- ensuring professional transparency and accountability
- ensuring that all actions are appropriate and acceptable within recognised professional practice, civil law and criminal law.

Circumstances When Physical Intervention Might Be Appropriate:

- To prevent a child from attacking a member of staff, or another child;
- To prevent a child causing serious, deliberate damage to property;

- To prevent a child causing injury or damage by accident, by rough play, or by misuse of dangerous material or objects;
- To ensure that a child leaves a classroom where the child persistently refuses to follow an instruction to do so;
- To prevent a child behaving in a way that seriously disrupts a lesson or a school sporting event or school visit.

Other Strategies to be Considered Before Physical Intervention:

- The use of a range of de-escalation strategies, especially those which have been identified as effective through a pupil's Personal Plan;
- Providing the child with a choice of locations to exit to;
- Giving clear directions;
- Change of face – calling a staff member who is known to have a positive relationship with the child;
- Allowing 'take-up' time thus allowing a 'face-saving opportunity (Take-up time is the deliberate use of pause and space after giving an instruction, allowing a child to process what has been said and begin to respond – without repeated prompts);
- Removing the audience e.g. requesting that other children leave the room.

Physical Intervention should only ever be used within the principles of least restrictive and last and justifiable resort.

Procedures and Practical Considerations During Specific Incidents:

Wherever practicable staff are expected to:

- Use a calm and measured approach – SPACED Approach;
- Tell the child to stop, remind them of the consequences, tell them what will happen if she/he does not stop (as long as this does not escalate the situation). Explain that the reason for intervention is to keep the child and others safe.
- Seek assistance from other adults at as early a stage as possible
- Staff who become aware that another member of staff is intervening physically with a child have a responsibility to provide a presence and to offer support and assistance should this be required (subject to their own health and wellbeing)
- Try to defuse the situation verbally to prevent escalation
- Try to remove the child from the peer audience
- Attempt to communicate with the child throughout the incident

- Make it clear that intervention will stop as soon as the child calms or it is safe to do so, plus the risk assessment indicates it is no longer necessary
- If it is not possible to control the situation without risk of injury to yourself or others, remove the other children who may be at risk and summon assistance.

Directed/Guided Movement: An adult asks or guides a child to move to another space (e.g. quieter area) sometimes with light physical prompting. The child concerned is not prevented from leaving.

Withdrawal/Time Away (Directed): A child is instructed to leave a situation or area to reduce risk or calm down, usually with adult supervision. The child is expected to stay but not physically prevented. This measure is used to de-escalate safely.

Environmental Restriction: Adults manage the environment to limit risk e.g. moving other children away, blocking access to unsafe areas or objects. This procedure restricts freedom of movement indirectly – no physical contact with the child.

Physical Guidance (Low-Level Contact): Light physical contact to guide or prompt movement e.g. hand on arm/shoulder - minimal contact aimed at supporting compliance not controlling.

Restrictive Physical Intervention (Restraint): An adult uses this intervention to restrict movement to prevent harm. The child is not free to move away. The intervention must be reasonable, proportionate and last resort.

Staff Development:

The school accesses value based training and on-going support in developing skills to work within this policy. Staff undertake the training provided through Wrexham Local Authorities Education Department that are ACT Accredited and meet RRN training standards.

Duty of Care:

When dealing with situations requiring protective action, duty of care does not imply that the needs of one individual automatically override the safety needs of others (including staff members) placed at risk. Threatening or reckless behaviour needs to be managed to minimise harm to all concerned. Any action that involves the restriction of choice and movement must be commensurate with a professional duty of care and proportionate to the level of risk presented.

The professional's duty of care extends to ensuring that an individual is monitored and cared for throughout any incident. Autonomy, appropriate with their age and understanding, is returned to them as soon as it is safe to do so.

The expectations placed upon staff using reasonable force or restrictive intervention should not contravene health and safety requirements by placing themselves or others in unnecessary risk.

Post Incident Review and Support:

The provision of the right post incident support is likely to have a positive influence on restrictive practice reduction initiatives through its role in the repair of trusting relationships and re-establishment of feelings of safety.

Post Incident Review Support: attention to the physical and emotional wellbeing f the individuals involved

Post Incident Review: to learn from the incident and reflect on practice.

Using Data and Debriefing to Improve Practice:

Six Core Strategies:

1. **Leadership –** ensures a clear vision, consistent expectations and a positive culture around behaviour. Leaders model good practice, support staff and prioritise wellbeing and safety across the setting
2. **Use of Data to Inform Practice –** Behaviour data (e.g. incidents, triggers, patterns) is used to identify trends, evaluate strategies and make informed decisions. This helps schools move from reactive to proactive support.
3. **Learning and Development –** On-going training ensures staff have the skills and confidence to manage behaviour safely and supportively, including de-escalation, communication and trauma-informed approaches.
4. **Use of Family and Peer Roles –** Families and peers are actively involved in supporting the child. Strong partnerships help ensure consistency between home and school and promote relationships and role modelling.
5. **Reduction of Restraint and Seclusion:** The focus is on preventing crisis situations through early intervention and de-escalation, so that restrictive practices (like restraint or seclusion) are used only as a last resort and as safely as possible.
6. **Debriefing Techniques:** After an incident, structured reflection takes place with both staff and the child to understand what happened, repair relationships and improve future responses.

In short, these strategies work together to create a safe, reflective and proactive environment, where behaviour is understood and supported rather than simply managed.

Exclusion

The Head Teacher can exclude a pupil but can only do so in line with the requirements within the current Government guidelines and following any other amendments from the LA. For all exclusions, the Exclusion Officer must be informed.

If a pupil's behaviour is disruptive or violent and is undermining the quality of teaching and learning for other pupils, or endangering the safety of themselves or others, then procedures for the exclusion of the pupil will commence.

Parents will be notified of the reason for the exclusion and invited to discuss the matter with the Head Teacher, ALNCo and Behaviour Co-ordinator.

Before the child is re-admitted to school, a meeting between the parents, school and any other outside agencies that are involved will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the inappropriate behaviour patterns are not repeated.

A written record of the discussion and commitments to the agreed plan, by the parents, the child and the school will be made. One copy will be kept for school's records and one sent to the parent. Any incidents of exclusion would adhere to Welsh Government regulations and as stated before, each case will be treated with sound professional judgement, care and with an in-depth knowledge of that particular child and their needs.

This policy aligns with:

- The Additional Larning Needs (ALN) Code for Wales (2021)
- Welsh Government guidance on behaviour and wellbeing
- Trauma-informed and restorative approaches
- Timian Training

Appendix 1

Behaviour Coordinator (BeCo) – Mrs S Parker-Thomas

I think we should decide on the paperwork that should be included here. I think we are being as transparent as possible, but we do need to now look at this as a staff Geraint before giving it to Governors and putting it on the website. Let me know what you think.