

Dulwich Hamlet Junior School
Values and Behaviour Policy



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Dulwich Hamlet Junior School – Values and Behaviour Policy

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A. This Values and Behaviour Policy aims to encapsulate our school vision:
to provide Outstanding Learning, within a Glittering Curriculum where
Everyone Matters.

Strong character development is key to the education of pupils at DHJS. In their time at Dulwich Hamlet, children develop and grow into young people with a *clear moral purpose, excellent communication skills, an understanding of their place in the world and an inclusive attitude.*

To that end our **core values**, chosen by children, parents and staff underpin how we develop **pupil character**, and are deeply embedded in practice throughout the school day. They are:



Dulwich Hamlet is a journey to **INDEPENDENCE**. We want children to take responsibility for their own actions, be well organised and show initiative. Ultimately, we need pupils who are ready for secondary school.

We show **RESPECT** for each other, the school, our parents, the staff and the planet. This includes showing gratitude for what we have, celebrating differences and having empathy when dealing with others.

INTEGRITY guides our behaviour. We strive to do the right thing, are honest and open in our words and sincere in our actions.

We demonstrate **RESILIENCE** in the face of challenges. We approach all tasks with enthusiasm, open-mindedness and ambition.

We look to find **ENJOYMENT** in everything we do; having fun is central to living a fulfilling life.

B. Key principles of our behaviour policy that all adults must follow are:

- **Consistent** – we have high expectations of *all* pupils and we refer to the behaviour policy and colleagues when making decisions; children learn that behaviour has consequences both natural (experienced independently of adults) and logical (following adult intervention).
- **Developmental** – we actively teach and model good behaviour, using praise to positively reinforce behaviours; we predict difficulties and take proactive steps to ensure good behaviour; we are proactive in engaging with children about their behaviour; all unsatisfactory behaviour is countered with a positive alternative, modelled by adults and rehearsed by the children.
- **Equitable** – all children's voices are equal; we never prejudge a decision; we are mindful that we may have unconscious biases; we recognise and celebrate difference and model inclusive language.

C. Classroom Management Tools

1. **Routines:** We have clear and explicitly taught whole school routines governing transitions around the school and key times of the day. All classes have line orders and seating plans in addition to their own well-rehearsed routines
2. **Choice:** Children make choices and we use the language of choice when discussing their behaviour decisions: “When you chose to ignore my instructions, you chose to miss your play”
3. **The power of Language:**
 - a Clarity of expectation. For example, instead of “Will you stop talking?” you say “I’d like everyone listening, thank you”. Instead of “John, stop turning around and distracting Mike” you say “John, I’d like you facing this way and getting on with your work... thanks.”
 - b ‘If you throw a pencil, you will then miss your play.’
 - c Collective pronouns: “We are respectful and kind at Dulwich Hamlet”
4. **Establishment Phase:** Class teachers take time at the start of the year to ensure behaviour is appropriate. The first few weeks is where norms and behaviours are set in stone so it is critical to get this right.
5. **Assertive Teachers:** Teachers work to make sure they are neither too indecisive and passive nor too authoritarian and overbearing. Say *thank you* rather than *please*.
6. **Relationships:** Teachers and staff work hard to establish strong relationships with the children, repairing relationships when things go wrong.
7. **Systems:** Teachers may use internal systems such as table points, whole-class behaviour targets and class contracts to supplement the whole school behaviour policy.
8. **Whole School Approach:** We use our values, assemblies, pupil voice, pupil leadership, opportunities to represent the school, and well-established whole school routines to consistently communicate high expectations in turn leading to excellent behaviour.

D. Logical Behaviour Consequences

	Description	Notes and Examples	When
Step 1 First Warning <i>(Use the least invasive first approach)</i>	Praise adjacent children	“Thank you _____ for working in silence”	1 st Low-level incident <i>We have a low-tolerance approach to low level disruption. A maximum of 3 consecutive disruptions before the teacher issues a whole class warning</i>
	Non-verbal/gesture	Eye-contact, finger to lips, stand near child, hand on desk, silently remove object of distraction	
	Anonymous Individual Correction	“Hands down, thank you” “Stop talking, thank you”	
	Private Individual Correction	“_____, we show we are listening by keeping our hands still.”	
	Lightning-Quick Public Correction	“_____, inside voice, thank you” (adult turns away quickly, trusting instruction followed)	
	Whole Class Warning	“We are working independently, if I hear further talking your name will be recorded”	
Step 2 Warning	An individual’s name is recorded	On board or on paper	2 nd low-level incident
Step 3 Time Out	5 minutes corrective discussion (outside of learning time)	Discuss behaviour choice and model correction. Child practices and apologises	3 rd low-level incident or: Off-task Calling Out Leaving seat Rudeness
Daily Reset (Where children regularly require Step 1 – 3, teachers will inform parents and carers)			
Step 4 Reflection Time	Up to a maximum of 15 minutes for the child to reflect on their behaviour, supported by an adult where appropriate	Time should be spent modelling and rehearsing the correct behaviour choices e.g. completing work, tidying a mess they have created, apologising or writing a reflection on their behaviour choices (pro-forma sheet kept in the library if required) Where children reflect and restore independently, additional time with an adult may not be necessary or appropriate	4 th low-level incident within a school day (parents and carers informed) or: Inappropriate Sexual Behaviour/inappropriate use of sexualised language Lack of respect Refusing instruction Retaliation Rough play Minor intentional disruption to learning of other children
Step 5 Internal Referral	Issue referred to Deputy Headteacher/ Headteacher Parents and carers informed Behaviour recorded and, where appropriate, time spent working in a different classroom	Adults will always take these behaviours seriously, maintain boundaries. We aim to reflect on the behaviour choices and plan better choices in the future, providing appropriate support to do this Adults separate the child from the behaviour. We do not label, shame or embarrass children but instead keep them in unconditional high regard Adults listen to the children and show empathy. We will not try to reflect with children when they are dysregulated Behaviours that are unacceptable are always unacceptable, regardless of how understandable they may be	3 rd Reflection Time or: Aggressive swearing Bullying-type behaviours Deliberate act of aggression towards others Online Bullying Type Behaviour/ Cyberbullying Fighting Hurting others physically Major disruption to learning of others Possession of prohibited items Problematic Sexual Behaviour/problematic use of sexualised language Prejudice related Incident Sending or possessing inappropriate digital images Theft Vandalism

Individual Behaviour Support Plan	Bespoke plan to support behaviour target	A member of CLT will speak to the child about their behaviour targets. These will be shared with staff using the template in Appendix A. All staff are expected to apply appropriate protocol when dealing with this behaviour. In-school Early Help provision (such as therapies or mentoring) or external agency involvement may be triggered in some cases.	Steps 1-5 failed to positively impact behaviour
Step 6 Suspension	Only the headteacher may choose to apply a fixed term period of suspension from school	Please see Section K below and the Trust Exclusions and Suspensions Policy . All decisions are judged on a case-by-case basis	Abusive or violent sexual behaviour Bullying Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse Persistent disruption to learning of others Physical assault against a pupil or adult Use, or threat of use, of an offensive weapon or prohibited item Verbal abuse or threatening behaviour against a pupil or adult
Beyond the Values and Behaviour Policy Please see Section K: Suspensions and Exclusions			

Major Disruption is :

a) any behaviour which draws the class teacher away from class teaching for more than 3 minutes as evidenced by adults in the room. (Not including providing additional support for that child with their learning)

b) where a member of CLT has been called to resolve the issue.

N.B. 3 incidents of major disruption or more in a day would constitute persistent disruption

See Appendix A for IBSP (Individual Behaviour Support Plan) template

E. Communication with Parents and Carers

We ask parents and carers to trust our professional judgement. Rest assured we do not label or judge children; much like in their lesson learning, we view behaviour mistakes as learning opportunities. Following our Logical Behaviour Consequences (section D), there are specified times when we will need to inform parents of their child's behaviour, so that they are aware of the school's response and can support the school with reinforcing the message at home.

1. Continued low-level disruption to learning (see section D, steps 1-3), or a reflection time due to a 4th low-level misbehaviour within a day (section D, step 4), will trigger an informal conversation with the parent and carer from the class teacher. We ask that parents and carers discuss this with their child at home.
2. A third reflection time (see section D, step 5) recorded at any point within a school year will result in a conversation with the class teacher or year group leader. At this stage, parents and carers may consider sanctions at home to support the school.
3. Any immediate internal referral (see section D, immediate jump to step 5) will result in a phone call from the Core Leadership Team. Due to the nature of these incidents, we would ask parents and carers to take these matters seriously. At this point, parents and carers should implement sanctions at home to support the school.

It is our aim to investigate and respond to serious behaviour on the same day. However, there are circumstances where it will take longer. In this scenario, we will inform parents and carers that we are dealing with an incident, so that if your child is upset or concerned, you are informed. We ask that parents and carers give us time to complete the investigation and outline our response.

There are occasions when you may wish to contact the school to share information regarding behaviour. This should be done via the class teacher in the first instance. However, any incidents of bullying or prejudice related incidents should also be copied-in to our Deputy Headteacher: Mr Salomonson tsalomonson1.210@lgfmail.org

F. Praise and Rewards

We encourage children to behave well and praise them when they do. We praise effort; share high quality work with other classes, adults and parents and carers; and work hard to foster a positive learning environment where the learning potential of mistakes is highlighted.

Achievement Assembly: Each Friday a school Achievement Assembly shares the successes of the pupils that week. Subject specific and one-off prizes and certificates are handed out and House Captains report back on any points totals and results of sporting competitions.

Achievement Certificates are used to highlight where children have produced a piece of work which demonstrates particular element of excellence which we wish to highlight to the whole school.

Values Certificate are also awarded each week for children who have demonstrated our core values.

Houses: The House System is of long standing at DHJS and children are proud of their houses, sharing the same House as siblings. Houses Captains are chosen by a democratic vote to represent our four houses: [Ruby Fire](#), [Sapphire Air](#), [Topaz Water](#) and [Garnet Earth](#).

House Points can be given for any behaviour for which children do not need to be intrinsically motivated. Such as:

- Doing chores for adults such as collecting/ handing out and tidying other people's mess etc.
- To develop good habits in response to a specific whole focus e.g. musicians taking responsibility for remembering their lesson time, instrument and green contact book
- Competitions (such as art competitions etc.)
- Participation and success in inter-house sports competitions, sports day etc.
- Behaviours that go above and beyond the expected

House points are **not** given for behaviour which we would expect of all children e.g. completing homework, politeness, punctuality/attendance, effort, kindness etc.

G: Bullying Behaviours ([see also DHJS Anti-Bullying Policy](#))

The governors, staff and children of Dulwich Hamlet Junior School accept the following definitions of bullying: “Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. ([DfE “Preventing and Tackling Bullying”, July 2017](#)). The Anti-Bullying Alliance defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Bullying behaviour then is deliberate and repeated.

It is helpful for staff, parents and carers and pupils to have an awareness of what bullying might look like:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding possessions, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online** – posting on websites/ social media, sharing photos, sending nasty text messages, social exclusion, posing as others
- **Indirect** - Can include the exploitation of individuals.
- **Baiting** can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.
- **Banter**, though children and adults should be aware of the following distinctions:
 - Friendly Banter- there’s no intention to hurt and everyone knows its limits
 - Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
 - Malicious Banter- done to humiliate a person; often in public
- **Prejudice Related Bullying.** Under the Equalities Act 2010 it is against the law to discriminate against anyone because of the ‘protected characteristics’: age; being or becoming a transsexual person; being married or in a civil partnership; being pregnant or having a child; disability; race including colour, nationality, ethnic or national origin including Gypsy, Roma Travellers; religion, belief or lack of religion/belief; sex / gender; sexual orientation.

As part of the requirement on schools to promote fundamental British Values, schools must proactively challenge derogatory and discriminatory language and behaviour, including that which is

racist, homophobic, biphobic, transphobic and disablist in nature. We will always record these types of bullying, even one-off incidents. All prejudice-related incidents (PRIs*) are logged in our Management Information System (MIS) as 'prejudice-related'.

*A PRI. is defined as ...'any incident which is perceived to be prejudice-related by the victim or any other person' (The Stephen Lawrence Inquiry Report). This definition applies to all nine protected characteristics under the Equality Act 2010. A prejudice-related incident differs from prejudice-related bullying in that it may not be intentional or repeated.

H: Sexualised Behaviour

Staff recognise and respond to **all** forms of sexualised behaviour and take a zero-tolerance approach to sexual violence and sexual harassment. We work to support all children involved in this behaviour both those who have been impacted (including those who have seen the behaviour) and those who have instigated.

Using the [NSPCC resources](#), the staff team will work together to categorise any sexual behaviours which may be:

1. Developmentally Typical (Normal and not concerning but still requiring a response)
2. Problematic (Inappropriate or problematic)
3. Harmful (Abusive or violent)

All three behaviours will be responded to following NSPCC guidance. Staff are encouraged:

- Not to put personal feelings on to the child, but to deal with these separately
- Use the NSPCC guidelines to support best practice
- Understand they have the skills and knowledge to respond effectively
- Know that there is support from SMT/ CLT and access to training should they require it
- Use the [Brook Traffic Light Tool](#) to support understanding of age-appropriate behaviours

Senior leaders track and record all sexualised behaviour, and take responsibility for creating a culture of strong practice in the school. All staff work to use appropriate language and take proactive steps to ensure sexualised behaviours are dealt with effectively.

All sexualised behaviour which is problematic or harmful must be referred to the DSL (Claire Purcell) who will be able to advise what child protection procedures should be followed. This will be recorded on our Safeguarding MIS (CPOMS).

I: Behaviour in The Playground and Beyond

We recognise and value the playground as a key resource for children learning how to socialise and behave. Resources are organised to give children a wide range of choice over their play and encourage varied and rich play behaviours. We entrust our children with high degrees of autonomy, facilitated by adults, so that they learn how to resolve conflict, manage risk and develop key social skills. We apply the same staged Behaviour Consequences (see section D) to behaviours outside of the classroom, as we do for those observed within the classroom.

We expect children from Dulwich Hamlet Junior School to demonstrate positive behaviours at all times. As such, this policy covers all the times, places and spaces when a child is representing DHJS. This includes:

- the journey to and from school
- the local community
- in school
- in extracurricular activities linked to the school such as breakfast and after school clubs, sports, and school trips
- and online (both during and outside of the school day)

J: Safeguarding Vulnerable Pupils and Pupils with Special Educational Needs and/or Disabilities (SEND).

Staff at Dulwich Hamlet consider the fact that pupil behaviour may be impacted by a special educational need or disability (SEND). We make every effort to understand the reasons behind behaviours as this ensures we are more able to support children with SEND to improve their behaviours.

All unacceptable behaviour, regardless of cause, will result in an appropriate consequence. Responses will be considered alongside the child's Individual Behaviour Support Plan and/ or Educational Health Care Plan and in light of their needs. Some children with SEND require extra support in managing their behaviour.

We place an emphasis on making reasonable adjustments to meet need, such as:

- Adaptations to our logical behaviour consequences, see [section D](#)
- Individual behaviour support plans
- Reset/ movement breaks
- Non-verbal communication tools
- Creating sensory spaces for regulation
- Sensory aids such as ear defenders and weighted blankets
- Mentoring
- Reward charts
- Simplified rules
- Social stories
- Structured playtimes
- Working with the SEND Co-ordinator and specialist professionals
- Local Authority support from the Behavioural Education Support Team/ Autism Support Team

Please refer to our [Trust Child Safeguarding Policy](#) which sets out our strong safeguarding culture. The Designated Safeguarding Lead (DSL) and deputy DSLs understand that behaviour can be a form of communication by children unable or unwilling to express themselves in words. The DSL team will consider behaviour as part of the wider picture of the child and may consider a referral to the Multi-Agency Safeguarding Hub (MASH) if concerns meet thresholds laid out in local policy.

K: Suspensions and Exclusions ([See our Trust Suspension and Exclusion Policy 2022-24](#) and [DfE Guidance September 2022](#))

We do not wish to either suspend (formerly fixed term exclusion) or exclude (formerly permanent exclusion) any child from school, but on rare occasions, this may be necessary. The Headteacher would follow the [Trust Exclusion Policy](#) in any case where she deemed a suspension or exclusion to be appropriate.

L: Behaviour Online ([See our Trust Online Safety Policy](#))

Whilst children are members of Dulwich Hamlet, they are expected to abide by the codes of behaviour at all times not just when in school. Children sign and agree the [Acceptable Use Agreement \(AUA\)](#) each year, which governs online behaviour at all times. Please contact the school immediately if you have concerns about online behaviour.

M: Physical Intervention and Positive Handling (See [TCSET Pupil Restraint Policy](#))

[Section 93, Education and Inspections Act \(2006\)](#) gives all staff in school the right to use reasonable force to prevent harm to an individual, to control or to restrain pupils. Dulwich Hamlet engages with the [Team Teach](#) approach to positive handling with whom we have a rolling programme of staff training. Staff at Dulwich Hamlet will carry out a dynamic risk assessment before engaging in positive handling. This will consider whether a de-escalation strategy can be used without risk, whether the action is in the best interest of the child/ children involved and what action needs to be taken. The use of positive handling must be reasonable, proportionate and necessary. Parents and carers will be informed immediately of the decision to restrain a child and the incident will be recorded in detail on our Management Information System.

N: Searches and confiscation (See [TCSET Pupil Restraint Policy](#) - Sections 4 and 5)

Searching, screening and confiscation is conducted in line with the [DfE's July 2022 advice on searching, screening and confiscation](#).

Only the Headteacher has the power to authorise a search for the DfE proscribed Prohibited Items and Banned Items which are not allowed in school according to our school rules:

Banned Items	Prohibited Items
<ul style="list-style-type: none">- mobile phones, computers and other smart devices- cameras, video recording equipment or sound recording equipment- money- toys, games and trading/ collecting cards- balls (other than a tennis ball)- fiddle toys (except where specified by SENDCo)	<ul style="list-style-type: none">- knives and weapons- alcohol- illegal drugs- stolen items- tobacco and cigarette papers- fireworks- pornographic images- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Pupil co-operation will always be sought prior to the search which will be conducted in an appropriate place with two members of staff, at least one of whom is a member of Senior Management Team, and have been directed by the Headteacher to do so. A risk assessment will take place prior to the decision to search being taken which will evaluate the risk of conducting the search against the risk of the item not being recovered. Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. Our headteacher is also our designated safeguarding lead and will therefore already be aware of the authorisation to search

All staff have the authority to confiscate any item which is banned under school rules or any item is being used or at risk of being used in a way which poses a risk to children or adults in the school. The adult should return the item in a timely fashion, considering the value and importance of the

item to the child in deciding when to return as well as ensuring the risks have subsided. Detailed instructions for prohibited items are contained in DfE advice for schools.

In addition to the general power to use reasonable force described above, [Section 550ZB\(5\) of the Education Act 1996](#) gives headteachers and staff they authorise the right to use such force as is reasonable given the circumstances to conduct a search for the above Prohibited Items.

Force **cannot** be used to search for items banned under the school rules.

Any searches would be recorded on our Management Information System

O: Monitoring arrangements

All behaviours which are considered minor (Steps 1 -3 in section D above) are responded to and short-term records may be kept by staff for purposes of monitoring but will not be held on our Management Information System. Behaviours considered 'serious' (Steps 4-5) are recorded on our Management Information System. These behaviour records do not form part of the child's record that is routinely shared with onward schools at point of transition. However, we will share information where relevant or requested to enable any receiving school to effectively carry out their work.

A behaviour report is produced termly for analysis by the Behaviour and Pastoral Lead before presentation to the Trust (via termly 'Keeping in Touch' Meetings) and the Local Governing Body.

Suspensions and exclusions are recorded under the appropriate tab in our Management Information System and reported immediately to the Chair of Governors, Local Authority and Trust. These are also included in the behaviour report.

P: Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will

consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils

Q: Linked policies and further reading

TCSET/ DHJS Policy

- [**DHJS Anti-Bullying Policy**](#)
- [**TCSET Online Safety Policy**](#)
- [**DHJS Acceptable Use Agreement \(AUA\)**](#)
- [**TCSET Suspension and Exclusion Policy 2023-2024**](#)
- [**TCSET Pupil Restraint Policy**](#)
- [**TCSET Allegations of Abuse Against Staff Policy 2023-2024**](#)

Please note that these policies were the most recent at time of publication. If the review date is passed, there may be an update – see

<http://www.dulwichhamletjuniorschool.org.uk/policies.html>

or

<https://www.tcset.org.uk/policies>

for potential updates.

Further Reading and Links

- [**DfE Guidance September 2022**](#)
- [**NSPCC resources**](#)
- [**Brook Traffic Light Tool**](#)
- [**DfE “Preventing and Tackling Bullying”, July 2017**](#)
- [**Section 93, Education and Inspections Act \(2006\)**](#)
- [**Team Teach**](#)
- [**DfE's “Advice on searching, screening and confiscation” July 2022**](#)
- [**Section 550ZB\(5\) of the Education Act 1996**](#)

Appendix A – Individual Behaviour Support Plan Template

Name of pupil and class		
Teachers:		Date:
.		Review:
BEHAVIOUR PROTOCOLS		
Proactive	•	
Early	•	
Reactive	•	
COMMUNICATION & CONSEQUENCES		
Communication	Parents informed of successes and challenges through home book and early pick up	
Recording	Dysregulation recorded in home book; Hurting others recorded on Bromcom	
Consequences	Verbal or apology token; time away from challenge (e.g. time off climbing frame, removal of paints)	