



BEHAVIOUR AND ANTI-BULLYING POLICY

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1. Introduction and Ethos

We will provide a high quality, healthy learning experience, raising the aspirations and achievements of all, and expecting the highest standards in a safe, positive environment.

We will nurture each child, and support them in learning to contribute as responsible and positive members of society.

The issues of self esteem, and of individual responsibility are at the core of the school's work. In living out this ethos, the school has high expectations of the behaviour of staff, children, parents and governors.

We believe that:

- The quality of teaching, learning and behaviour in school are inseparable, and the responsibility of all staff.
- Poor behaviour cannot be tolerated because it obstructs the children's rights to learn and teachers' rights to teach.
- Respect is essential to support positive behaviour and that it must be given in order to be received. Parents and carers, pupils and staff all need to show mutual regard.
- Positive feedback leads to growth and improvement, but negative labelling, verbal abuse or public humiliation is damaging to an individual
- The support and involvement of parents is essential for the maintenance of good behaviour

The school aims to work in partnership with home to build the self-esteem of children and encourage the growth of responsible and caring individuals. We work together to develop positive and supportive relationships that value and respect each member of our own community and the wider world. All parents are asked to sign the Home/School Agreement when their child joins the school, and in so doing, to agree to support this policy.

We aim to ensure that positive behaviour is recognised and rewarded. Expectations and responsibilities are clearly shared and understood through our Golden Rules (see below).

Inappropriate behaviour is met with a fair and assertive response. Children are encouraged to reflect on their behaviour and future actions. Any sanction is directed at the action, and not at the child.

The school recognises the crucial importance of a positive climate for learning in which children can thrive. Staff are mindful of this, and of the impact of their own behaviour upon the children.

We will do our best to ensure the school day promotes good learning and encourages positive behaviours. We understand that the following is essential; we understand that if the following is not in place it can trigger unwanted behaviour therefore:

- Curriculum will be engaging, relevant and age appropriate
- Lessons and work in class will be differentiated
- Seating Arrangements will ensure each child has as much space as possible and pupils can move around the room with ease.
- Classrooms, resources and lessons will be well organised to create a calm and orderly atmosphere.
- Suitability of the demands and expectations on a given child. – we understand that there cannot be excuses but there can be reasons for unwanted behaviour.

We know relationships are key.

- Staff will apply the philosophy of Unconditional Positive Regard (Carl Rogers theory)

A basic acceptance and support of a person regardless of what the person says or does. Rogers believes that unconditional positive regard is essential to healthy development. People who have not been exposed to it may come to see themselves in the negative ways that others have made them feel. Through providing unconditional positive regard, we seek to help our pupils accept and take responsibility for themselves. This provides the best possible conditions for personal growth – for us all.

- *Unconditional belief that the child will do the right thing.*
- *Unconditional respect*
- *Unconditional WARMTH.*
- *Least intrusive opening*
- *Even in the most difficult of situations staff will control tone, body language and choice of words*

2. Aims

Through the operation and delivery of this policy we would aim to:

1. Ensure that all children are kept safe.
2. Attempt to ensure that children both remain happy in school and enjoy coming to school in order for them to attain their full potential.
3. Ensure that all our actions are underpinned by a commitment to equality of opportunity.
4. Ensure that everyone applies the detail of the policy consistently and fairly to all children.
5. Have knowledge of this policy so that irrespective of where any member of staff is mainly based, they are able to apply the appropriate aspects of the policy in an age-related manner.
6. Communicate the policy to as wide a relevant audience as is possible, e.g. parents, other staff who come into the school, including supply teachers.
7. Ensure that we work from a belief in the positive aspects of discipline and behaviour, taking every opportunity to reinforce good role models within the group, class or the wider school community.
8. Ensure that we as staff members set an example that the children can be proud of, can respect and can follow, so encouraging mutual respect.
9. Explain the reasons behind the various aspects of the policy to the children in age appropriate ways in order that the children themselves may become more independent in their approach towards behaviour in school and have a clear knowledge of what is expected.
10. To establish firm but fair discipline in both the classroom and in the school as a whole dealing firmly with any child who misbehaves.

St Christopher Primary School Golden Rules:

Please remember our Golden Rules

- We will always follow instructions with thought and care.
- We will show good manners, being kind and considerate to others at all times.
- We will treat everyone and everything with respect.
- We will walk around school safely and sensibly.

5. Early Years Foundation Stage (Nursery and Reception)

We aim for the children to develop a growing understanding of what is right or wrong and why. Explaining boundaries and limits helps them to understand why our rules exist and to feel secure within the setting. During their time in the EYFS the children will develop their learning about the impact of their words and actions both on themselves and others around them. Once they are clear what is expected of them they can move on to develop their own learning without any fears. Nursery and Reception Staff will use a well communicated praise system for behaviour as and when the majority of the pupils are ready for this.

6. Expectations

Classroom and areas around school will display the golden rules. It is clear that expectations in behaviour and relationships need to be shared and understood by all members of the community. As a result, the school sets out its expectations on the pages that follow.

A description of responsibilities for all the members of the school community:

Staff and Governors	Pupils	Families
To respect all members of the school community.	To respect all members of the school community.	To support and respect the staff and governors in promoting the school's ethos.
To provide a positive example, embodying the Golden Rules.	To contribute to and follow the Golden Rules at all times.	Be aware of the school's values and expectations.
To be calm and consistent in dealing with children.	To support and care for each other.	To provide the school with an up to date emergency contact number.
To encourage the values and ethos of the school among the children.	To respect others' property and learning.	To share in the values, ethos and expectations of the school.
To have high expectations of the children.	To listen to others and to respect their opinions.	To support and comply with the terms of the Home School Agreement.
To meet the educational, social, emotional and behavioural needs of the children.	To take responsibility for their own actions and behaviour.	To provide the school with a written explanation of the reasons for any absence, and to keep authorised absences to a minimum in the interests of the child's progress.
To provide an appropriate, challenging and stimulating curriculum.	To show respect, listen and follow the instructions to all members of staff (teaching and non-teaching).	
To support and comply with the terms of the Home School Agreement.		

Rewards and Positive Strategies

Golden Time

All children are entitled to thirty minutes of golden time each week if they have followed the golden rules. During golden time, children will have the opportunity to take part in a range of enjoyable activities of their choice. The privilege of golden time will be withdrawn for unacceptable behaviour. Teachers will award a sticker to each child displaying the minutes they achieved for golden time on a weekly basis. Parents will be able to look out for the sticker on a Friday afternoon.

Within each phase a teacher will be responsible for supervising those who have lost golden time. If any child loses **all** of their golden time more than three times in a half term the class teacher will contact parents to inform them of their child's behaviour.

Team Points

Team points to celebrate positive behaviour:

The children, teachers and teaching assistants all belong to one of our four school teams: Branson, Devonish, Donaldson and Goodall.

Team points are awarded by any member of staff for behaviour that particularly supports the Golden Rules. Staff must be clear which golden rule the team point is for. Team points can also be awarded for good work or effort in learning. Only one team point at any one time can be awarded. Team points are displayed and collated in each class. The class totals are collected at the end of each week by team point monitors, the results are announced in assembly. The winning team each week will receive a trophy to display with their colours.

The members of the winning team over each term will receive a small prize/reward. The winning team will be announced on the weekly newsletter.

Gems

Our school reward system also includes the use of **GEMS**. This reward can be given by teaching staff for **exceptional** or **outstanding** work, attitude or effort:

G Growth mindset. To encourage a growth mindset about their potential ability children will be rewarded for showing **outstanding** qualities such as perseverance, motivation, resilience.

E Effort. Children will be rewarded for making **exceptional** effort in their learning.

M Manners. Children will be rewarded for showing **exceptional** manners to each other, school staff or visitors to the school.

S Success. Children will be rewarded for **exceptional** successes in their learning in or out of school.

A gem will be exchanged for a special message home and a choice of rewards from the Headteacher's office.

Unacceptable behaviour at St Christopher Primary School

Guide to levels of unacceptable behaviour:

Level One: behaviour that can be effectively managed within a classroom environment by the class teacher – consequence includes loss of golden time.

Level Two: more serious negative behaviour that is not so easily managed within a classroom environment.

Level Three: Serious negative unacceptable behaviour or persistent level two type behaviour.

Level Four: Very serious unacceptable behaviour or persistent level three type behaviour.

Please see Appendix A for behaviour level slips.

Unacceptable behaviour explained:

<u>Level One</u>	<u>Level Two</u>	<u>Level Three</u>	<u>Level Four</u>
Not on task/ wasting time.	Any Persistence of level one.	Any persistence of level two.	Any persistence of Level three.
Deliberate avoidance or non completion of set work	Telling lies.	Not responding to instructions; uncooperative behaviour.	Serious acts of sustained Violence towards pupils and adults eg: hitting, kicking, fighting, and biting.
Distracting another child, chatting in class/assembly.	Teasing others, name calling, making, unkind and derogatory comments.	Stealing.	
Distraction, interruption of activities, calling out, attention seeking behaviour.	Play fighting, dangerous or rough/aggressive play on the playground (including when playing football).	*Racial or prejudice abuse.	Persistent bad language and verbal abuse.
Negative body language.	Answering back.	Deliberate, persistent or malicious lying.	Continued refusal of an adult’s reasonable request.
Accidental damage to school/others’ property through careless behaviour.	Retaliation	Inappropriate/bad language.	Vandalism of school buildings/property.
Running indoors.		Graffiti on school property (including school books).	Bringing dangerous items into school.
		Deliberately damaging another child’s property.	*Bullying (including cyber)
		Deliberately injuring another pupil	Leaving school premises without consent.

*** This will be investigated by the AHT/DHT or HT and could result in level 4 consequences depending on the outcomes.**

All level four type behaviour will result in a full investigation and will be logged on cpoms. (Please also refer to the school anti-bullying policy)

Consequences for Unacceptable Behaviour

Level 1 type behaviour

Each class teacher will use an individual, age related behaviour chart however all teachers must follow the same procedure:

Every lesson counts for learning and it is extremely important that lessons are not interrupted by children displaying persisting low level behaviour.

- Any child displaying level one type behaviour will, after a verbal warning, lose five minutes of golden time.
- This must be displayed on the behaviour chart. If any child loses **all** of their golden time more than three times in a half term the class teacher will contact parents to inform them of their child's behaviour.
- Teachers may also use professional judgement when deciding how much golden time the child should lose depending on the child and their behaviour.

Persistence of Level One

If a child displays the same behaviour again after losing five minutes they will then lose a further ten minutes golden time without warning. If they then choose to display the same negative behaviour or another act of unacceptable behaviour within the lesson they will be asked to **leave the classroom for the rest of the lesson**. They will be sent to the partner class. They will not receive any attention other than to be told where to sit. They will return to their class teacher at the end of the lesson and will then be given a **level two**. They will complete any work missed during their missed playtimes. The child should then return to the next lesson and with a fresh start approach. The same procedure will be followed. If all golden time has been lost for that week then the minutes lost will be calculated and the child will miss the total number of minutes in their own time: eg: playtimes, in addition to what they are already missing. If they are asked to leave the lesson again they will be **sent to a leader's classroom**. They will then be issued with a **level three** and the AHT/DHT will be informed.

If the child chooses to behave inappropriately in a third lesson on the same day then the procedure will be followed and if they are asked to leave the classroom they will be **sent to the AHT/DHT**. They will not return to the class for the remainder of the day. Parents will be informed.

If a child refuses to leave the classroom and or an area and becomes further disruptive they will be warned that if they don't leave then they will be removed. This behaviour will result in a level 4. The child will be given the choice to move independently and if they choose not to then a senior leader will be called and the child will be removed.

Level 2

- The child will be sent to the 'Timeout Zone' (outside DHT office/outside staffroom) at playtime with a **Yellow** behaviour slip, which will refer to the reason. The level will be recorded on the class list along with the date. The slip will then be filed behind the class list.
- The child will miss two of their playtimes and fifteen minutes golden time will be removed for that week.
- If any child receives a level 2 behaviour slip 3 times per half term the leader of the phase will contact parents and inform them about their child's behaviour. (Leaders will monitor file on a weekly basis). Files will be kept in DHT and AHT office.

Level 3

- If a member of staff believes the child has shown unacceptable behaviour at level 3 they will summarise the incident to the DHT/AHT. The DHT will consider the behaviour and if the behaviour is a level 3 the child will be given an **Orange** behaviour slip and sent to the 'Timeout

Zone' at playtime. The level will be recorded on the class list along with the date. The slip will then be filed behind the class list.

- The child will not be allowed outside to play for the following 3 playtimes/lunchtimes and will not be allowed to take part in off-site or extra curricular activities for the next three sessions. Lunch will be eaten whilst being supervised by AHT/DHT.
- Privileges for an extended period will be withdrawn at the discretion of the Headteacher
- The AHT/DHT will contact the parents that day and inform the parent/carer about their child's behaviour.
- Children will also automatically lose their golden time for that week.

Level 4

- If a member of staff believes the child has shown unacceptable behaviour at level 4 they will summarise the incident to the HT. The HT will consider the behaviour and if the behaviour is a level 4 the child will be given a **Red** behaviour slip.
- After investigation; parents will be immediately informed by telephone and will be expected to support the school's actions. This phone call may be followed by a formal letter. An appointment may be made with parents, teacher and Headteacher to discuss the child's future behaviour.
- All privileges for an extended period will be withdrawn at the discretion of the Headteacher.
- Children will also automatically lose their golden time for that week.
- The child may be issued with an internal exclusion whereby the child loses the privilege to work within their class/year group/phase.
- In some cases, the child may be excluded for a fixed period, usually in the first instance of 2 to 5 days and the formal recording of that exclusion will be made.
- In extreme cases the child may be permanently excluded.

Fixed term and permanent exclusion will follow guidelines set by DFE.

Lunchtime

LA's may give children for golden tickets. The picture ticket will be given to the child or class teacher depending on the age. The stub of the ticket will be named by the LA and handed into reception at the end of lunchtime. Reception will then collect this in readiness for Friday's assembly. LA's will award at least one ticket per day and explain why it has been awarded. LA's will aim to vary who they award their tickets to. Tickets will be drawn in an assembly on a Friday so every child with a ticket has a chance of winning a prize. Golden tickets will be given for behaviour that support the school's golden rules.

LA's will encourage the children to follow the same four golden rules.

1. We will always follow instructions with thought and care.
2. We will show good manners, being kind and considerate to others at all times.
3. We will treat everyone and everything with respect.
4. We will walk around school safely and sensibly

Unacceptable behaviour at lunchtime:

All LA's will have a lunchtime logbook. At all times they will focus on praising positive behaviour. A child who chooses to behave in an inappropriate will be warned first unless the behaviour is so serious a warning is not possible eg: a child has been hurt. LA's will warn the child involved they have a warning and they will refer to the rule being broken. If they do not correct their behaviour or break another rule during the lunch break then their name will be entered into the book with reference to the golden rule broken and they will receive between 5 and 10 minutes timeout in a designated area on the playground. If the behaviour is more serious negative behaviour such as those behaviours listed in level 3 and 4 then this will require an investigation by a teacher/leader and the child or children involved will be sent into school and will stand outside the staffroom. If the child refuses then the learning mentor or senior supervisor will contact a senior member of staff via walkie talkie. If the learning mentor is available then she may deal with the investigation and report to a leader. LA's will supervise outside the staffroom until a member of staff is available. LA's will log the details. LA's will pass the class logbook to the class teacher at 1pm and any discussions necessary about lunchtime will take place, positive behaviour will be shared first. If required LA's will remain in the classroom until 1.15pm and will be directed by the teacher. (unless its wet play whereby LA's will be needed in the dining rooms) Class Teachers will monitor the book and any child who appears in the book three times in a week for level 1 and 2 behaviour will be warned about their persistent unacceptable behaviour and careful monitoring will continue. Further sanctions maybe issued such as having lunch in isolation and, or referred to senior staff who may then contact parents. If a child receives a number of consequences for play or lunchtime behaviour the school may consider using the supervised and structured play option that is located inside school for playtimes and lunchtimes. These sessions will be supervised by very experienced TA's who will setup appropriate free play activities. Part of their role in these sessions is to help children develop social skills alongside other children in a smaller more nurturing environment. Children with SEND may use this provision too. Staff in school will decide how this is managed.

Persistent unacceptable behaviour (including pupils in Nursery or Reception)

On the rare occasions when a child persistently struggles or chooses not to follow golden rules and not learn from consequences (predominantly level 3 and 4 behaviours), other strategies may be put in place to support the child and to ensure teaching and learning in class is undisrupted for other pupils and staff. The school may request specialist advice and support from outside agencies. The school may consider use of a reduced timetable if deemed appropriate. The school may introduce an age appropriate daily chart to:

- split the day for the child into smaller sections
- help the child manage their own behaviour.
- reduce the number of level consequences
- be used to help track and log behaviours- identify patterns etc..
- to try to increase the amount of golden time and build in other rewards
- to prevent persistent behaviour disrupting teaching
- to enable daily communication between staff and parents

The chart will be explained to the child and parents involved. Parents will be expected to return the chart on a daily basis. Should a child's behaviour be a risk to his or her own safety and, or, that of others a risk assessment will be completed and there will be an agreed response developed between parents and school.

If a child is placed on a chart or has similar intervention for persistent unacceptable behaviour the Headteacher may withdraw access for a period of time to extra curricular activities eg: clubs and Playpals (before and after school club). The Headteacher may also restrict access to other special events such as trips and events eg: Disco or activities off site. If there is no improvement in behaviour then the child remain on his level of intervention and monitoring, It will be the Headteachers teacher to withdraw such strategies.

Deliberate physical abuse towards other pupils and staff will not be tolerated and may result in reduced time/sessions during school, fixed term exclusions or at worst, permanent exclusion.

If the child receives a number of levels for unwanted behaviours on the playground then the use of a supervised play area within school could be utilised. Well trained staff will supervise the free play within the area. The location is set in Playpals where there are numerous games and a hall for physical play too. Sometimes, if behaviour in the classroom is not an issue then a chart may be used solely for play and lunchtimes.

Use of reasonable force

Occasionally staff may need to use reasonable force in order to:

- To maintain the safety of pupils and staff
- To prevent serious breaches of school discipline
- To prevent serious damage to property

Staff Authorised to Use Force

'All teachers and staff the head has authorised to have control or charge of pupils automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.' At St Christopher this includes all teachers, teaching assistants, and admin staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so

threatened their own safety. If reasonable force is necessary then staff will ensure that there is at least a second member of staff with them where possible.

The Governing Body of St Christopher has adopted DFE guidance on 'the Use of Force to Control or Restrain Pupils'. Most of the guidance is non-statutory, though staff are strongly advised to follow all sections of the guidance, but the section on 'recording and reporting significant incidents' is statutory.

Temporary authorisation can also be granted in specified circumstances such as volunteer parents helping on a school trip but this is under specific direction of a supervising member of staff.

If a child requires regular positive handling in order to keep themselves and others safe the headteacher will train staff in de-escalation and positive handling to ensure safe handling is used. There are a number of staff who have been trained using Maybo handling techniques. Parents will be informed if such techniques are used. School will look to organise an agreed response document will be shared with parents and signed should regular handling be required.

Minimising the Need to Use Force

Use of force is only used as a last resort and procedures are in place at St Christopher School to create a calm and orderly environment and supportive school climate that lessens the risk and threat of violence of any kind. Effective relationships are developed between staff and pupils and PSHE and SEAL activities support pupils in managing conflict and coping with feelings. Staff are also given guidance and training in how to manage pupil behaviour.

Please refer to Use of Reasonable force policy for further details.

Anti Bullying Policy

*Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally.*

At St Christopher we do not tolerate bullying of any kind. Every child has the right to learn in a safe and happy environment where all children respect each other as individuals.

Bullying can take many forms, it may happen face to face or indirectly through cyber bullying, all types of bullying will be taken equally seriously and will be dealt with appropriately. No child at Courthouse Green Primary should be in fear of bullying. We understand that friends have disagreements and fall out, this is not usually bullying. The 4 main types of bullying are:

Physical	hitting, kicking, taking belongings
Emotional	spreading rumours, intentionally being unfriendly or excluding
Verbal	name calling, teasing, insulting child or family
Cyber	mobile phone calls, texts, use of social media to intimidate, insult or upset

Bullying can be motivated by actual differences or perceived differences between children. It may be due to a prejudice against a specific group. Specific types of bullying include:

- Bullying related to race, colour, religion, culture or belief
- Bullying related to special educational need or disability
- Bullying related to appearance or health condition
- Bullying related to sexual orientation
- Bullying related to home or family circumstances, different family make ups eg. Looked after/ adopted children, children from lesbian, gay, bisexual or transgender families.

Our aim is to have no bullying at St Christopher but any reported cases of bullying will be dealt with swiftly to ensure the best care and education for the children at school.

Preventing Bullying

All children are taught to treat one another and school staff with respect. The curriculum, assemblies and specific PSHCE lessons teach children to understand themselves as individuals and celebrate the differences in the school community. Class discussions, stories and the curriculum provide opportunities for children to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Children are taught that the use of any prejudice based language is unacceptable. The schools behaviour policy ensures children take responsibility for their own behaviour and learn to understand how their actions can affect others.

Children are specifically taught about what bullying is and the forms it can take. They understand how they can prevent bullying and what to do if they are ever the victim of, or witness to, any incidences of bullying.

We use national initiatives such as anti bullying week and external agencies to further embed the work in school that bullying, of any form, is unacceptable.

Identifying Bullying

A child may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and investigate if a child:

- is frightened of walking to or from school/ begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) and begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet

Reporting Bullying

All children and families should feel confident to report bullying without fear that further bullying will take place. Bullying can be reported to:

- Any adult in school that the child/ parent/ carer feels confident to tell- teacher, senior leader, learning mentor, lunchtime supervisor.
- Another child
- A child can write a note and put it in their year group talk box located in every classroom

Dealing with bullying

Every case of bullying is a level 4 behaviour and will be logged and investigated by the Headteacher or Deputy Headteacher. Each case is individual and will be dealt with sensitively and swiftly. This may include talking with the victim and bully/ bullies, talking with other children who may have witnessed/ heard about incidents and parents will always be contacted.

Supporting children

Bullied children will always be given support, staff will reassure children that they are safe and the bullying must not continue.

Bullies must also be given support to ensure their attitude and behaviour can be improved for the future. However consequences will also be put in place in response to the behaviour, these may include:

- Writing a letter of apology
- Missed playtimes

- Loss of extra-curricular activities and privileges
- In serious cases, exclusion may be considered

Resolving Bullying

All the children involved should be part of the discussions leading to a positive solution. Honest group discussions with a supportive adult should aim to resolve the situation and identify a positive way forward. Staff should ensure that they follow up any actions put in place and are vigilant to ensure no further bullying takes place.

Involving Parents/ Carers

- Parents/ Carers will be informed of policy and procedures for preventing, reporting and dealing with bullying.
- Parent workshops on cyber bullying and e safety.

Logging and Monitoring cases of bullying

Staff may setup weekly meetings with a child who they feel is vulnerable or who feels they are being bullied. This would ensure there is a weekly conversation to share any concerns. There may be observations of children in the playground. A diary may also be introduced where the child is encouraged to write down any issues that they feel they cannot talk about.

An annual questionnaire to children and families is used to inform school practice and regular pupil and parent conversations identify any areas of potential concern and future actions.