



## Town Lane Infant School Positive Behaviour and Relationship Policy



*Article 3: "The best interests of the child must be top priority in all actions concerning children"*

*Article 23: "Discipline in schools must respect children's human dignity."*

Our Positive Behaviour and Relationship policy has, within its foundations, Unicef's 45 Articles on The Rights of the Child. The policy covers Articles 1, 3, 4, 12, 14, 15, 16, 19, 23, 28, 29, 30

All children will be treated equally irrespective of race, creed, sex, age, ability/disability according to the aims and expectations set out in the policy.

### **Aims and expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our values are built on mutual trust and respect for all. The school's Positive Behaviour and Relationship Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where children are encouraged to respect and care for other people and to be sensitive to the needs of others. We aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The emphasis within Town Lane Infant School is always on self-discipline. In all aspects of everyday life in the school the children are encouraged to make decisions for themselves, within the context of consideration for the needs of others. The school expects every member of the school community to behave in a considerate way towards everyone.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for the behaviour and to encourage others to do the same.

We treat all children fairly and apply this behaviour and relationships policy in a consistent way.

Aims:

- To create a culture of exceptionally good behaviour: for learning, for community and for life.

- To ensure that all learners are treated fairly, shown respect and to promote strong relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **Legislation and statutory requirements:**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

### **School Rules**

- Ready
- Respectful
- Safe

Kind feet, kind hands, kind voices

### **Roles and responsibilities**

#### **The Local Academy Board.**

The Local Academy Board is responsible for monitoring this Positive Behaviour and Relationships Policy's effectiveness and holding the Headteacher to account for its implementation.

#### **The Headteacher**

The Headteacher is responsible for reviewing this policy. The headteacher will ensure that the school environment encourages positive behaviour and relationships and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The headteacher will provide new staff with a clear induction into the school's

behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. They will offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy. The headteacher will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

**Senior Leaders are responsible for:**

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Ensure staff training needs are identified and targeted

**Staff are responsible for:**

Implementing the behaviour policy **consistently**

Providing a **personalised approach** to the specific behavioural needs of particular pupils

**Meet and greet** at the door.

Refer to the three rules '**Ready, Respectful, Safe**'

**Model** positive behaviours and build relationships.

**Plan** lessons that engage, challenge and meet the needs of all learners.

Use a **visible recognition** mechanism throughout every lesson.

Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.

**Follow** up every time, retain ownership and engage in reflective dialogue with learners.

**Never ignore** or walk past learners who are behaving badly

Liaise with parents and **engage their support** with behaviour

Ensure that roles of responsibility are allocated to **all children** to promote good citizenship

**Parents are expected to:**

Get to know the school's behaviour policy and reinforce it at home where appropriate

Support their child in adhering to the school's code of conduct  
Inform the school of any changes in circumstances that may affect their child's behaviour  
Discuss any behavioural concerns with the class teacher promptly  
Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)  
Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school  
Take part in the life of the school and its culture

## **Strategies to encourage positive behaviour and recognition**

### Recognition Boards

Each class will have a designated board/area for recognising children who have shown the three rules. Ready, Respectful, Safe. When all children in the class have their names on the recognition board, children will earn recognition time which will be agreed between the pupils and staff member e.g. additional outdoor time, time to tell share jokes, join in with a dance.

Clear routines used throughout the school

### Positive Feedback

Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"

### Headteacher's Tea party

Each teacher each week will choose one member of their class who has gone over and above within an area of personal, social and emotional education. This pupil will attend the tea party and should be able to explain to the others attendees why they were chosen.

### Positive Correction

Tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".

### Headteacher's Celebration Assembly

Two pupils from each class will be chosen to receive a headteacher award when they have demonstrated particularly high level of achievement and effort within their class-based work.

### Give take-up time

Give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

### Tactically ignore

Ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.

### Physical Proximity

Move closer to a disruptive pupil

### Distraction/ Diversion

Give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

### Repair & Rebuild

As soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good"

### Lunchtime Award

One pupil from each class will be chosen to receive this award for demonstrating best behaviour, manners and friendships at lunchtime. Our lunchtime supervisors will choose the pupils. The chosen pupils will be able to eat their lunch at a special table in the canteen.

Our scripted intervention to support good behaviour choices:

- I have noticed that you are not being... (refer to rules and child's behaviour) right now.
- You could choose to ... (refer to behaviour you want to see e.g. moving to another table, complete learning at another time)
- Can you remember yesterday/last week when you... (refer to previous positive behaviour)?
- That is who I need to see today...
- Thank you for listening... then give the child some 'take up' time.

### **Code of Conduct in School**

School is a better place when we try to:

Be polite and helpful to everyone

Work hard and always do our best

Walk sensibly and quietly around school

Look after our books and equipment

Keep our classroom and school tidy

Talk to our teacher/helper when we have a problem

Play fairly and enjoy school

## **Practical steps in managing and demodifying misbehaviour**

Our learners are encouraged to be responsible for their behaviour.

When a member of school staff becomes aware of misbehaviour, they should respond predicatably, promptly and assertively in accordance to this policy.

Our staff will respond in a consistent, fair and proportionate manner.

Our staff will deal with behaviour without delegating.

Staff will use the steps in behaviour for dealing with poor conduct.

It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

### **Sanctions steps**

1) Redirection / Reminder

### **Actions**

Gentle encouragement, a 'nudge' in the right direction.

A reminder of the expectations, Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.

2) Warning

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Refer to previous examples of good behaviour by 'framing the behaviour'. Use

scripted approaches at this stage. (See appendix.)

3) 5 minutes taken from play/lunch time

If the warning is not heeded and the behaviour continues, the learner will be informed that they will have to miss 5 minutes from the next break/lunch time. Five minutes at break time will be spent with the staff who gave the sanction. This is where restorative conversations will take place.

Key year group leaders are expected to intervene if there are two or more of these incidents given in a 5 day rolling period.

4) Communication with parent/ carer

If a child receives 3 in a week, the class teacher must inform parents.

For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.

## **Restorative Practice**

The use of Restorative Practice is used within school to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way (See Appendix). The restorative questions are displayed in class rooms. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

## **Confiscation, screening and searching**

If searching, screening and confiscation is required, it will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Off-site misbehaviour**

Although the children are the responsibility of their parents/carers on the way to and from school, we will apply the school's behaviour procedures, with parent/carer permission, when incidents occur at these times. This encourages in the children a sense of responsibility beyond the school gates.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Mobile Phones**

Pupils are not permitted to bring a mobile phone into school.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.



When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored and follows the safeguarding principles set out in Keeping Children Safe in Education.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Please refer to our child protection and safeguarding policy for more information.

### **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 is in need of 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.

## **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class;

- Meetings with parents, SLT, ELSA
- Use of teaching assistants
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

## **Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

## Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who find it difficult to sit still for long
- Adjusting seating to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (ELSA room) where pupils can regulate their emotions during a moment of sensory overload

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **Pupil support**

Following a sanction, support for pupils will include restorative conversation, discussions with parents and inquiries into pupils conduct with the staff involved.

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

Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Pupil transition**

To ensure a smooth transition to the next year and stage in the children's journey through school, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour concerns may also be shared with new settings for those pupils transferring to other schools.

## **Training**

Our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

## **Raising Awareness**

It is essential that pupils, parents, governors/carers and staff are made aware of the Positive Behaviour and Relationships Policy. This is done in the following ways:

### **Pupils**

The definitions of unacceptable behaviour are discussed with the pupils in Class/assembly time at the beginning of each term.

Further awareness of the Positive Behaviour and Relationship Policy will be raised among the pupils through PSHE Jigsaw lessons, circle time and assemblies as well as through many other areas of the curriculum.

The school's Religious Education curriculum contributes to the spiritual development of the children, encouraging them to follow the best examples of human behaviour and to strive to the highest standards of integrity. The RE curriculum also teaches the children to value all cultures and to respect the views and values of all human beings. Through PE and Games, the children develop attitudes of co-operation, tolerance, interactive skills and self-discipline. Within games settings they learn to follow rules and conditions and to perform within accepted codes of conduct, as well as appreciating the concept of fairness.

Our skills based approach to learning which is consistent throughout all lessons and year groups further develops skills of collaboration, communication and cooperation.

### **Parents/Carers**

Parents are informed about our positive behaviour policies and practices through induction meetings.

Parents/carers are kept informed of any new policies and sanctions via the school website and newsletters. Face-to-face or telephone communications are used with parents to inform about their child's behaviour.

Newsletters also provide updates of any behaviour strategies or initiatives.

Parents/carers are invited to meet with the class teacher, senior teacher or Headteacher if there are any ongoing issues. Parent's evenings allow for teachers to address any minor issues with parents/carers.

## **Governors**

The Governors are involved in the process of both developing and implementing the Behaviour Policy and the exclusion process.

## **Staff**

All staff are consulted when any aspects of the policy are reviewed. Their views are regularly sought through the range of staff meetings.

## **Extra Curricular Clubs/Visits out of School**

The school's behaviour system applies to all extra curricular clubs held at the school, whether they are led by members of staff, parents, or paid coaches. The system also applies when the children are out of the school grounds on an educational visit organised and led by school staff.

## **Prevent & Anti-Bullying/Positive Behaviour Management Procedures**

Prevent from July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves. Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy. These include:

Exploring other cultures and religions and promoting diversity

Challenging prejudices and racist comments

Developing critical thinking skills and a strong, positive self-identity

Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

## **Recording and Monitoring**

The school will collect data from a range of sources. School leaders and staff will analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

## **Review of Policy & Procedures**

This policy will be reviewed annually

## **Appendix 1 Restorative Practice Definition**

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools changing
- behaviour not punishing adults
- modelling restorative approaches finding
- ways to repair harm
- supporting staff, children and families to use RP to build community

### **Why use a restorative approach?**

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

### **The Central Idea:**

'... individuals are most likely to trust and cooperate freely with systems – whether they themselves win or lose by those systems – when fair process is observed.'

### **Restorative Questions 1**

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

### **Restorative Questions 2**

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

### **Why No 'Why?' Questions?**

'Why?' implies: 'I have already judged you and found you lacking – I know what I think you

should(n't) have done.' is a question young people often can't answer – just as  
□ they often act with no  
awareness of possible consequences.