



 EQUALS TRUST

Keyworth Primary and Nursery School Behaviour Policy

June 2026

Introduction - Key Principles

We believe that Keyworth Primary and Nursery School (KPNS) should be a caring and happy community which models positive behaviour and fairness. We want everyone to feel safe, valued and respected.

At Keyworth, the management of behaviour is acknowledged as a core part of the responsibilities of all adults who work in our school.

We know staff who are 'relentlessly bothered' about building relationships and supporting all pupils' behaviour build and sustain a positive rapport with children in their care. This is fundamentally important to the management of behaviour at KPNS.

We have a responsibility to support children as they develop self-discipline - the ability to regulate their own behaviour and to control their emotional responses to everyday situations. For some children this means that we will need to provide additional support.

At KPNS, approaches such as Zones of Regulation and Emotion Coaching help pupils recognise emotions, understand their responses and develop strategies to regulate with adult support.

We believe that it is important for us to help children understand the choices they make about behaviour; the model of behaviour which we use for these conversations considers the causes, or antecedents, of behaviour and its consequences. We recognise that behaviour can be a way for a child to communicate their needs, anxieties or distress, and that adults have a responsibility to respond calmly, safely and consistently.

Where pupils have individual behaviour support plans, risk assessments or positive handling plans, staff should follow the agreed strategies within those plans. These plans help adults understand possible triggers, use agreed de-escalation approaches and review what helps pupils regulate and return to learning.

We acknowledge our responsibility to promote positive behaviour and manage behaviour in the classroom so that all children can learn in a calm and purposeful atmosphere. All staff are constantly looking for children who have gone 'above and beyond' the expectations of the Keyworth Code – these are rewarded and celebrated.

At Keyworth, we believe that we should all have consistently high expectations of the behaviour of others and that these high expectations will help children develop their ability to manage their own behaviour.

Consistency – 'This is how we do it here'

A crucial element of our approach is that all staff should have a commitment and focus for our school to create consistency about managing behaviour. We work hard to develop a shared language that all staff use.

Our Rules – The Keyworth Code

Our Rules – The Keyworth Code

At Keyworth we have a small number of school-wide rules which we call the Keyworth Code (see Appendix 1). These three rules allow us to involve children of all ages, in groups or individually, in discussions about their behavioural choices. This approach encourages children to develop their ability to reflect on their behaviour and understand how their actions affect themselves and others.

We expect older children to remember what these three rules are. Adults should refer to the Keyworth Code regularly so that pupils hear clear, consistent language about expectations across the school and understand, 'this is how we do it here'.



These expectations apply at all times when pupils are under the authority of the school, including during school visits, off-site activities and when representing the school in the community.

In addition to the Keyworth Code, class teachers and their classes will agree a small number of key rules for their own classroom, which always reference and exemplify the Keyworth Code. These rules and the Keyworth Code will form part of a display in every classroom and at various points around the school.

Managing Behaviour

At Keyworth we want every child to be able to enjoy learning successfully. Our preferred approach involves high-quality teaching which motivates and enthuses children about their learning in all areas of the curriculum, including learning about behaviour.

We believe that it is essential that teachers clearly share their expectations for how children should behave in class and that they should be proactive in addressing any behaviour that does not meet these expectations. When the behaviour of children begins to make it difficult for others to learn, teachers should use the progression of warnings and sanctions.

1. Quality First Teaching

We believe that the incidence of problematic behaviour can be minimised by excellent teaching and support which recognises the importance of:

- Relationships;
- Interesting and enjoyable lessons;
- Motivation;
- Considering the whole child;
- Reminders of expectations;
- Mutual respect;
- Appropriate support / differentiation / challenge;
- Engagement;
- Seating plan;
- Transitions within lessons planned to minimise disruption;
- Routines;
- Relaxed vigilance;
- Preparation for playtimes;
- Reflecting on previous behaviour;
- Considering individual needs;
- Zones of Regulation and Emotion Coaching, where these help pupils recognise emotions, understand their responses and develop strategies to regulate with adult support;
- A carefully designed curriculum to include: Jigsaw (PSHE programme); DAaRT (Drug, Alcohol and Resilience Education); e-safety; assemblies; external provider input (such as NSPCC).

2. Low Intrusion Behaviour Management

Our efforts to manage behaviour should aspire to positively influence undesirable behaviour with the minimum disruption to our lessons / the school day. Staff aim to recognise early, set limits calmly, support regulation where needed and repair briefly once calm. This approach may involve:

- Affirmation of children making positive choices / finding a WAGOLL;
- Reassurance;
- Use of non-verbal cues;
- Changing position in the classroom / playground (“circulation and proximity”);
- Targeted questions during a lesson;
- Remembering to allow take-up time;
- Providing choices for children;
- Tactical ignoring;
- Deferring (“We can talk about it later / at playtime / after this activity.”);
- Distraction / deflection;
- Checking if support is needed with work;
- Using calm, brief language to recognise emotion and restate the expectation;
- Supporting in-class regulation before considering time away from the classroom;
- Following agreed strategies in a child’s behaviour support plan, risk assessment or positive handling plan, where one is in place

At Keyworth, behaviour is everyone’s responsibility. Class teachers and adults working directly with pupils are expected to lead the day-to-day management of behaviour in their classrooms and around school. This is important

because strong relationships, clear routines and consistent expectations are built through regular adult interaction with pupils. Support from SLT should strengthen this work, not replace it. Where behaviour is unsafe, significantly disruptive, repeated or causing concern, staff should seek support and follow the agreed systems, while continuing to remain involved in understanding the behaviour, supporting the child and rebuilding expectations.

WE BELIEVE THAT SHORT, QUICK INTERVENTIONS AT THE POINT OF AN INCIDENT HAVE THE BIGGEST IMPACT.
THEREFORE, WE ALWAYS AIM TO INTERVENE AS QUICKLY AS POSSIBLE.

3. Warnings and Reminders

Adults should be attentive to children beginning to make poor behavioural choices and should use low-level reminders and warnings at an early stage to reinforce expectations. These should be brief, calm, predictable, consistent and fair.

Where possible staff try to PIP / RIP; Praise in Public / Reprimand in Private. Staff should use shared language, give take-up time and avoid unnecessary public correction.

Low-level reminders and warnings are normally part of everyday classroom management and do not need to be recorded on CPOMS unless they become repeated, form part of a pattern, link to an individual plan, or require wider follow-up.

4. Sanctions

We believe that the consistent application of sanctions helps to minimise problematic behaviour by helping children understand that making poor choices about their behaviour will have clear and proportionate consequences.

Adults in school will apply sanctions using the following sequence which is used consistently across school. This sequence is intended to be used when children have continued to behave in a problematic way despite reminders and warnings, or in the event of seriously problematic behaviour — including violence towards others.

Consequences should sit alongside calm adult response, regulation and repair. Staff should continue to consider what the behaviour may be communicating and how future incidents can be reduced.

NB Please see Appendix 1 for a flowchart that can be used for children who regularly do not complete their work in class.

Level 1. Child misses minutes

The child should usually stay in their classroom, working with the class teacher, if they have not completed work. This time may also be used for a brief, calm discussion about the behaviour which led to the sanction.

Examples of behaviour at this level may include low-level learning disruption/refusal, low-level verbal behaviour, low-level physical behaviour, low-level social conflict, or low-level regulation difficulties.

Following incidents of behaviour causing concern, staff should reflect on possible causes and how they might minimise the likelihood of recurrence.

Level 1 incidents are not typically recorded on CPOMS unless they are repeated, form part of a pattern, link to an individual plan, require parent/carer or SLT follow-up, or help staff understand the child's needs, triggers or provision.

Level 2. Child spends some time in another classroom

The child spends part of a lesson, or the remainder of a lesson, working in another classroom. This may be used when the child has not responded to reminders, warnings or a Level 1 sanction, and needs a short reset away from the class in order to continue learning.

The class teacher remains responsible for the child's learning and follow-up. Appropriate work should be sent with the child, and the class teacher should speak with the child afterwards to discuss the behaviour which led to the sanction and how they can get back on track. The receiving teacher provides a calm place to work, while the class teacher remains responsible for follow-up and repair.

Examples of behaviour at this level may include repeated low-level learning disruption/refusal, low-level verbal behaviour, low-level physical behaviour, low-level social conflict, or low-level regulation difficulties where the child has not responded to earlier support or sanctions.

Following incidents of behaviour causing concern, staff should reflect on possible causes and how they might minimise the likelihood of recurrence.

Level 2 incidents should be recorded on CPOMS to help staff understand the child's needs, triggers or provision. Parents/carers may be informed so that school and home can work together to support improvement.

Level 3. Time Out

The child misses part or all of a break and spends this time with their class teacher. This may be used when the child has not responded positively to Level 2, or where behaviour is serious enough to require a more significant consequence and follow-up.

This time may be used to complete unfinished work, discuss the behaviour which led to the sanction, refer to the Keyworth Code, and consider regulation strategies in line with Zones of Regulation. The child may complete a restorative "Thinking About My Behaviour" sheet where this will support reflection and repair.

The class teacher remains responsible for the follow-up conversation, parent/carer contact and CPOMS record. If the class teacher is unavailable because of duty or another immediate responsibility, SLT may cover part of the break duty or supervise the child after the initial discussion led by the class teacher.

Examples of behaviour at this level may include serious learning disruption/refusal, serious verbal behaviour, serious physical behaviour, serious social conflict, or serious regulation difficulties. This may include failure to respond to Level 2, behaviour that risks safety, injury to another person, deliberate damage to property, or significant disruption to learning.

Where behaviour involves harm, targeting, bullying, discriminatory or sexualised language, fear, coercion or another safeguarding concern, staff should use the appropriate safeguarding category and involve a DSL immediately. SLT should also be involved where there is serious behaviour, risk or wider follow-up needed.

Parents/carers should always be informed by the class teacher whenever behaviour reaches this level, or earlier if staff judge this will support the child's improvement. A conversation is preferable to an email wherever possible.

Level 3 incidents should be recorded on CPOMS, including what happened, what adults did, the outcome and any follow-up needed. Staff should reflect on likely causes, consider how to reduce recurrence, and use the restorative prompt to support the child's reflection.

Level 4. Behaviour Support Plan / Behaviour Targets

Where previous levels have not brought about a positive change, or where incidents show a repeated pattern, increased risk or ongoing need, a Behaviour Support Plan may be created with personalised targets for the child. Parents/carers should be involved, and the plan should be monitored by the class teacher, with support from SLT and/or the SENCO.

The class teacher, SLT and/or SENCO should consider how the child can be supported to improve their behaviour, including whether additional information, training, reasonable adjustments or support may be needed. This may include nurture or ELSA support, or involvement from other professionals such as Early Help, the Healthy Families Team or other relevant agencies.

Where a child has a Behaviour Support Plan, Risk Assessment or Positive Handling Plan, staff should follow the agreed strategies in that plan. Incidents should be recorded on CPOMS when they meet the recording threshold in the plan, show a repeated pattern, indicate that provision may need to change, or suggest that the plan needs review.

Level 5. Exclusions

In the event of seriously problematic behaviour, the Headteacher and governors will consider the use of exclusions. Suspension or Permanent Exclusion

In the rare event that seriously unsafe or disruptive behaviour occurs, the Headteacher, or delegated senior leader, may consider a suspension or permanent exclusion, taking into account the pupil's needs and circumstances.

Decisions will follow Department for Education guidance and Nottinghamshire Local Authority procedures.

Parents will be informed without delay, the decision recorded formally, and the governing body and local authority notified in line with statutory requirements.

Any behaviour that leads to suspension or permanent exclusion must be recorded on CPOMS, alongside the formal exclusion records.

5. Managing Behaviour Around School – not just in your own classroom

Every adult in school has a responsibility to support the behaviour of every pupil in school. We recognise that it is also the responsibility of all adults to manage the behaviour of children at transitions during the school day, for example, at the end of breaks or when moving to assembly.

It is important that all adults clearly and consistently communicate our expectations about the behaviour of children during these transitions so that school is a safe, calm and predictable place. Adults should use the Keyworth Code, shared routines and agreed language to reinforce expectations.

Where a pupil has an individual behaviour support plan, risk assessment or positive handling plan, staff should follow the agreed strategies in that plan during transitions, playtimes, assemblies and other parts of the school day.

We believe that this approach helps children develop their understanding of the different expectations for behaviour in different contexts, for example, playtimes and assemblies.

Behaviour concerns around school should be recorded on CPOMS when they meet the school's recording threshold, including when they are repeated, form part of a pattern, link to an individual plan, require SLT or parent/carer follow-up, or involve risk, harm, prejudice-related behaviour or significant dysregulation.

6. Rewards

All adults at Keyworth are encouraged to reward and affirm children who are making positive choices about their behaviour. This affirmation could involve praise, stickers or visits to other teachers or the SLT, who may send a text home.

Positive choices about behaviour and effort in class are also affirmed at our weekly Golden Egg Assembly, to which parents are invited.

All staff are constantly on the lookout for behaviour that is 'above and beyond' the expectations of the Keyworth Code. These behaviours are shared during weekly staff briefings, through texts to parents and through an 'above and beyond' section during our celebration assembly where they are invited to sit on a special bench.

7. Coping with Risky Behaviours

Very infrequently, a child's behaviour may present a significant risk of harm to themselves or others. In such cases, staff aim to respond calmly, professionally and in line with their training, school procedures and any individual plan in place.

A number of staff at Keyworth Primary and Nursery School have completed CPI Safety Intervention training, which focuses on early de-escalation and preventative strategies to minimise risk. Staff use calm, brief language, reduce demands or audience where appropriate, support regulation and aim to repair once the child is calm.

In rare circumstances, where there is a clear and immediate risk of harm, reasonable force may be used as a last resort. Any intervention will be proportionate to the situation, used only to protect safety, and will aim to preserve dignity for all involved. Wherever possible, restrictive physical intervention should be carried out by CPI-trained staff; however, in an emergency, any member of staff may need to act reasonably to prevent immediate harm.

Incidents involving significant risk, serious unsafe behaviour or restrictive physical intervention must be logged on CPOMS, reported to parents without delay, and reviewed by the Senior Leadership Team to identify ways to reduce the likelihood of recurrence. Where the incident meets the threshold for the EQT serious behaviour incident form, this must be completed and uploaded to CPOMS.

Where a pupil is known to present ongoing risk, an individual Positive Handling Plan and Risk Assessment will be created in consultation with parents and reviewed regularly. Incidents should be reviewed against the plan to consider whether triggers, strategies, provision or recording thresholds need to be updated.

8. Recording, Monitoring and Reporting of Behaviour

We believe it is important that adults help children understand why behaviour causing concern has happened. This helps us promote positive behaviour, provide the right support and reduce the likelihood of recurrence.

Behaviour is recorded and monitored using CPOMS. CPOMS is a professional safeguarding and behaviour record. Entries should be factual, neutral, precise and proportionate. They should record what happened, what adults did, what the outcome was and what follow-up is needed.

Staff should write CPOMS entries on the understanding that records may later be reviewed by school leaders, safeguarding partners, inspectors or, where appropriate, shared through data protection processes such as a subject access request. This is why entries must be factual, professional and based on what was seen, heard, said and done. Not every reminder, redirection or low-level correction needs to be recorded on CPOMS. Staff should continue to use low-intrusion strategies, reminders, warnings and classroom routines without creating unnecessary recording workload.

However, staff have a responsibility to record behaviour on CPOMS when it:

- is a safeguarding concern;
- is a serious behaviour incident;
- involves harm, risk of harm, significant dysregulation or damage;
- involves bullying, prejudice-related behaviour, discriminatory language, sexualised behaviour or sexualised language;
- reaches Level 2 or above in the school's sanction system;
- requires SLT involvement beyond routine advice;
- requires parent/carer contact because of the behaviour;
- is repeated or forms part of an emerging pattern;
- links to an individual behaviour plan, risk assessment or positive handling plan;
- may help staff understand the child's needs, triggers, provision or progress.

Low-level behaviour at Level 1 does not need to be recorded every time. Minor one-off incidents can usually be managed by the class teacher without a CPOMS entry. However, low-level behaviour must be recorded when it meets one of the thresholds above. This ensures that low-level behaviour is not ignored, and that school can track patterns, analyse concerns, respond early and show how behaviour is being understood and supported over time. Where behaviour involves harm, targeting, bullying, discriminatory or sexualised language, sexualised behaviour, fear, coercion or another safeguarding concern, staff should use the appropriate safeguarding category on CPOMS and follow safeguarding procedures.

CPOMS records should help class teachers, SLT, the SENCO and other relevant staff review provision, evaluate adult responses and decide whether further support, reasonable adjustments, a behaviour support plan, risk assessment or positive handling plan are needed.

Where a child has an individual behaviour support plan, risk assessment or positive handling plan, the plan should make clear any specific behaviours or thresholds that need to be recorded. CPOMS records should help staff and leaders review whether agreed strategies are working and whether the plan needs to be changed.

All incidents involving restrictive physical intervention must be recorded on CPOMS. Where a CPI hold or other restrictive physical intervention has been used, the EQT serious behaviour incident form must be completed and uploaded to CPOMS.

Analysis of Behaviour

In order that we can promote the positive behaviour we wish to see at Keyworth, it is important for SLT to analyse recorded behaviour incidents so that we can understand why individual incidents have occurred and spot any patterns in repeated behaviour. This includes serious behaviour incidents and low-level behaviour where it meets the school's recording threshold.

We believe that this is important in allowing us to ensure that we are:

- Providing the appropriate support to children;
- Providing the appropriate training and support to staff;
- Considering whether provision, routines or reasonable adjustments need to change;
- Considering how organisational changes, for example moving a queue or changing a transition routine, can reduce the incidence of problematic behaviour.

When analysing behaviour with individual children or groups, we use a model which explores:

- the antecedents, or what happened before the behaviour;

- the behaviour itself;
- the consequences of the behaviour, including how adults responded and what happened next.

This is often called an ABC model. CPOMS records should support this analysis by recording what happened, what adults did, what the outcome was and what follow-up is needed.

Individualised Behaviour Targets for Children / Progress Meetings

We believe that we have a responsibility to help all children develop self-discipline - the ability to regulate their own behaviour and to control their emotional responses to everyday situations. For most children, most of the time, positive behaviour role models around school, reminders about expectations and use of the school's reward and sanction system will help children develop this ability.

When a child is repeatedly exhibiting similar problematic behaviours, we recognise that we should work to understand the antecedents of these behaviours and support the child to improve their ability to manage their own behaviour. As part of this support, it will sometimes be helpful to agree individual behaviour targets with the child to help them focus on actions which are most likely to reduce problematic behaviours.

Where concerns continue, or where behaviours are linked to specific triggers, dysregulation or risk, staff should consider whether an individual behaviour support plan, risk assessment or positive handling plan is needed. These plans should identify known triggers, early signs of dysregulation, agreed adult responses, regulation strategies, recording thresholds and review arrangements.

CPOMS records should be used to help staff and leaders review whether individual targets and agreed strategies are working. Where records show repeated patterns, increased risk, or strategies not having the intended impact, the child's targets, provision or plan should be reviewed with parents/carers and, where appropriate, external professionals.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Using the Keyworth Code and agreed shared language;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Following individual behaviour plans, risk assessments or positive handling plans where these are in place;
- Recording behaviour concerns on CPOMS when they meet the school's recording threshold;
- Informing parents and SLT if there is concern regarding a child's behaviour.
- Taking responsibility for behaviour in their own classroom or area of school, using agreed routines, relationships and expectations before seeking additional support, unless there is immediate risk or significant concern.

We believe that all staff are entitled to training and support to help them manage behaviour effectively. It is the responsibility of the SLT to monitor the training needs of staff and to work towards addressing these areas of need. This includes support with consistent routines, Zones of Regulation, Emotion Coaching, CPI-aligned approaches, CPOMS recording and the use of individual plans. It is important that we recognise that this monitoring and support should include all staff who work with children, including midday staff.

Liaison with Parents and Other Agencies

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 behaviour may be differentiated 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 or ongoing 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.

Support for pupils with additional behavioural needs follows a graduated response of assess, plan, do, review. CPOMS records may be used to help staff, parents and external agencies understand patterns, triggers, adult responses and whether agreed strategies are working.

Where a pupil has an individual behaviour support plan, risk assessment or positive handling plan, parents will be involved in the creation and review of the plan. These plans should include agreed strategies, review arrangements and any specific recording thresholds.

At Keyworth Primary and Nursery School, we request that parents:

- Support their child in adhering to the Keyworth Code;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Work with school on agreed strategies where their child has an individual behaviour support plan, risk assessment or positive handling plan.

This policy has been written considering current guidance from the DfE.

This policy has been written considering 2024 guidance from the DfE [available here](#).

Monitoring and Review

The governing body monitors behaviour trends and reviews this policy annually through headteacher reports and behaviour data. This ensures the policy remains compliant with national guidance and reflects the lived experience of pupils and staff.

Appendix 1: Restorative Practice in school

Appendix 2: Understanding our Feelings

Appendix 3: 'Getting back to Learning' – flowchart for children and guidance for adults

Restorative Practice in School

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

www.elsa-support.co.uk

Images from My cute graphics



Understanding Our Feelings

BLUE ZONE

Sad, Tired, Bored

Shake Out!



30 Second Naming Challenge

00:30

Name 5 Animals!



GREEN ZONE

Calm, Happy, Focused

Stretch



Breathe



Drink Water



YELLOW ZONE

Worried, Frustrated, Wiggly

Finger Breathing



Pause Before I Pop



Grounding Using My Senses



RED ZONE

Angry, Out of Control

Safe Space Reset



Red Zone



Hand on Heart Breathing



Strong Statues Technique



Getting back to learning

My aim is to learn well and do my best.

Green Zone = calm, focused and ready to learn

1

Calm reminder

My teacher gives me a calm reminder and helps me take the next step.

Are my body and brain calmer, closer to the Green Zone, and ready to learn again?

Yes - keep going

Step 2

2

Quieter learning space

I move to a quieter learning space in my classroom to help me focus. My teacher gives me a small next step and checks back.

Are my body and brain calmer, closer to the Green Zone, and ready to learn again?

Yes - keep going

Step 3

3

Short, calm reset

I move to another classroom for a short, calm reset and to continue my learning. My teacher will speak with me afterwards so I know how to get back on track.

Are my body and brain calmer, closer to the Green Zone, and ready to learn again?

Yes - keep going

Step 4

4

Finish the learning and plan support

I finish the learning at breaktime with my teacher or another agreed adult. We talk briefly about what will help me next time.

If this keeps happening, my teacher will talk with my parents/carers and SLT so that we can agree a plan to help me.

Every step is a chance to reset, get help and return to learning.

Adult guidance: using the pathway well

Keep the purpose clear: regulation, focus, work completion and return to learning.

First check access to learning

Before moving through the steps, check whether the pupil understands the task and can access it. Adjust support where SEND, anxiety, dysregulation, tiredness, curriculum difficulty or safeguarding concerns may be affecting learning.

Adult tone

Use calm, private language. Keep the message short: "I am helping you get back to learning." Avoid public warnings, repeated negotiation or language that feels shaming.

Small next step

The next step should be achievable and visible. Reduce the barrier, not the expectation. Check back quickly so the child knows an adult has not just moved away.

Another classroom reset

Use this as a short, calm reset where the child continues important learning. The pupil should know when and how they will return, and the class teacher should reconnect afterwards.

Breaktime work

This is not the first response. It is used when learning still has not been completed after support and reset. Keep it brief, calm and linked to helping the pupil succeed next time.

When patterns repeat

Talk with parents/carers and SLT so there is a shared plan. Look for patterns: lesson, task type, time of day, peer context, adult support, regulation needs, attendance, SEND and curriculum access.

Suggested staff script

"You are not in trouble. I can see this is not moving forward. I am going to help you take the next step. The work still matters, and I will help you get back to learning."

Editable note: all text is in PowerPoint text boxes and shapes, so wording, names, colours and stages can be changed directly.