



# Overdale Junior School

## Behaviour, Discipline and Learning to Learn

August 2016

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

### Introduction

#### Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Good learning behaviour is central to a positive classroom environment and academic progress.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with difficulties is the school's problem not an individual teacher's responsibility.

#### Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to raise levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment, where children feel safe to 'take risks' and quality resources to support learning.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

Other relevant documentation : Anti Bullying Policy, Anti Racism Policy, Lunchtime Policy, Special Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement.

#### Our purpose is:-

- to maintain levels of good behaviour;
- to provide a consistent approach in rewarding good behaviour;
- to provide a consistent approach in responding to unacceptable behaviour;
- to ensure that behaviour does not inhibit learning or impede potential.

Our behaviour, discipline and learning to learn policy takes a holistic approach to behaviour and is central to everything we do at Overdale Junior School. It heavily relies upon positive praise and provides the opportunity for both individual rewards and team rewards. Our sanctions are fair, clear and consistently applied throughout school. Our Overdale Values incorporate social behaviours and learning behaviours which support our curriculum vision and our accelerated planning proforma places the child at the heart of all we do.

## 1. The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and the leadership team. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own social behaviour and learning behaviour. Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

## 2. Rules and Expectations

Our rules and expectations are outlined by our 'Overdale Values' – these state our expectations of every child based on social behaviour and learning behaviour. They have been developed to be meaningful to children (Spelling out Overdale) None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. A great deal of time is allocated at the beginning of the school year for teachers to explore and discuss these values with their class.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

The Overdale Values:



The Overdale Values are displayed on posters in classrooms and throughout school, they are valued, rewarded and consistently applied throughout school.

The Overdale Values might be demonstrated in the following way:

O	Open minded and understand others	Willing to develop new skills, take risks, work with different people and explore new concepts.
V	Value others and show friendship	Shows respect for others, listens to other's point of view, is kind, shows friendship towards different pupils and helps to make others feel welcome. Helps keep themselves and others safe
E	Engaged and enthusiastic	Children work hard, they are focused, they concentrate, they avoid distractions and being a distraction and they enjoy taking part and contributing to class discussions.
R	Reflective and responsible	Think about how they can improve their learning and behaviour. They are take responsibility for their learning, belongings and progress. They are trustworthy within the class and around the school.
D	Driven and determined	They ask questions to extend their own learning. They are ready and waiting to learn. They show resilience and have strategies to cope with tasks that they find difficult.
A	Aspirational and achieving	They strive to reach their goals and aim higher every time to improving their learning and their grades.
L	Love of learning and creative	Their learning goes beyond the classroom. Their homework is extending their knowledge and understanding and they go the extra mile.
E	Encouraging and excelling	They have worked hard to achieve their targets and are making good progress.

All children are supported and encouraged to work towards consistently demonstrating these values, when a value is achieved a child will receive a rubber wristband with the name of the value achieved embossed on it. When this value is achieved, a 'Parent Mail' text will be sent home to share positive news with parents. Each year group is easily recognizable by the colour of the wristband; therefore children can build on success and earn wristbands throughout their time at Overdale.

Each Friday, class teachers are responsible for awarding new wristbands (if applicable) and these are celebrated in whole school Monday morning celebration assemblies.

It should be noted that not every child will achieve all eight wristbands in each year group and those values not achieved will become 'behaviour targets'.

### 3. Assertive Mentoring

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, social behaviour and learning behaviour, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

In order to communicate and share behaviour news with parents, the Overdale Values are displayed on our termly report cards and highlighted as applicable. Any values highlighted yellow or red become targets.

My Report Card 2016/17				
Name:	Class:	Class Teacher:		
		Maths Teacher:		
Marking Code:	Meeting Expectation	JUST BELOW Expectation	BELOW Expectation	
Learning to Learn:	Autumn 2016	Spring 2017	Summer 2017	
% Attendance				
Punctuality				
Homework				
Overdale Values – Learning to Learn and Behaviour				
Open minded and Understand others	Values others and show friendship	Engaged and enthusiastic	Reflective and responsible	
Driven and determined	Aspirational and achieving	Love learning and creative	Encouraging and excelling	
Subject	Y2 (Not ARE)	Attainment - Age Related Expectations (ARE): see key below		
		Autumn 2016	Spring 2017	Summer 2017
Reading				
Writing				
Spelling				
Grammar and Punctuation				
Maths				
ARE key:      B/B+ = Beginning      W/W+ = Working Within      S/S+ = Secure				

### Behaviour Targets

Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.

“To stay on task at all times” is not a realistic target for the best behaved child let alone a troubled child.

- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior Teacher.

### 4. Movement around school

In order to ensure a high standard of behaviour and safety in and around the school building we follow four simple rules which are clearly displayed in corridors:

- Walk
- Silence
- Left hand side
- Manners

## 5. Specific rules being enforced on the grounds of health, welfare and safety

### a. Food and drink

Children may bring fruit from home to eat at morning play. They may also obtain fruit from the fruit shop. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks (apart from water only). We are a nut free school. Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health. Children have regular access to water and are encouraged to have a water bottle in school. A choice of quality juice, milk or water is available during lunch.

### b. Jewellery

Watches are the only items of jewellery which may be worn at school and these must be removed during PE and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Children are responsible for storing earrings etc if removed for PE. A Kara may be worn for religious reasons, if this cannot be removed, a 'sweat band' must be purchased and worn over this during PE lessons.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others. Similarly, long hair should be tied back for the school day.

### c. PE Kit

Appropriate clothing must be worn for all PE activities. (See PE policy)

Indoor:

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoor:

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

### d. School Clothing

The school has a separate school uniform policy. Uniform should be purchased online. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. It is also widely felt that school uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are also unsafe for the school environment.

### e. Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats. Children must take responsibility for fruit or pen money, all other monies for trips etc should be sent in an envelope with the child's name, class and purpose written on it. This should be handed in at the beginning of the school day.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

#### **f. Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the Headteacher. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Headteacher in writing. Such requests will be considered on an individual basis. If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded by some as hazardous to health. They further present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

### **6. Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. Supply Teachers should cover the duty of absent teachers but should never be without support. Staff on duty should be present on the playground by 8:45am, when children are asked to arrive, and again after school to see them safely off the premises. One should be present on the playground as children are released, the other should help ensure the building is quickly vacated before joining his/her colleague. Hot drinks should only be taken onto the playground in a protective cup/bowl.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per area maximises levels of visual supervision.

An internal bell rings at the end of play to inform other staff of the imminent blowing of the whistle. If, for whatever reason, the internal bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk carefully and sensibly back in to the school building with school staff supervising key areas of the building. Good behaviour whilst entering school should be reinforced with praise.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time, on these occasions office staff should be notified and the school bell will be rung twice. In these circumstances duty teachers supervise classes.

### **7. Playground procedures**

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, teachers should supervise their own children in the corridor. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes other than to go to the toilet. Children are not allowed to remain in the building unsupervised unless they are monitors and have a 'blue pass'.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to the severity or frequency of said behaviour.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

## 8. Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### a) General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.)
- Opportunities for giving children greater responsibility in school should be fostered e.g. FAB, TOM, Monitors, School's Council, Ambassadors.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

### b) Whole School Individual Reward System

#### Wristbands

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'wristbands' which will be awarded when a child consistently demonstrates one of the Overdale Values. Once rewarded, a wristband cannot be taken away, but a 'conferencing' conversation between child, class teacher and in some cases parents should be held.

#### Head teacher stickers

During learning walks, classroom observations or at any point during the school day, the Headteacher may choose to present a child with a Head teacher sticker – when presented with this, a child has the opportunity to visit the Head teachers office to choose a prize from the treasure chest.

#### Ambassadors

A boy and girl ambassador should be selected from each class fortnightly and announced in the Ambassadors assembly. Ambassadors are children who consistently rise to and work towards achieving the Overdale Values and are given the opportunity to wear a red Ambassadors fleece for two weeks.

### c) Whole School House Team Reward System

The purpose of our house system is to give children a strong sense of responsibility and belonging, and encourage team work and interaction with children of different ages, and alternate to those in their usual class group. We believe that our house system develops a competitive, yet supportive approach towards a common goal.

We have five house teams, named after some of the trees on our school site:

- Elder
- Hawthorn
- Oak
- Willow
- Yew

We aim to have a balanced number of boys, girls, and ages within each house team.

Siblings are in the same house and children remain in the same house throughout their time at Overdale Junior School (unless there are exceptional circumstances/reasons for moving).

A member of the leadership team is assigned to each house as 'Head of House' and all class teachers and support staff are also placed in a house. The Head teacher and Deputy Head teacher are not assigned a house.

Each house is represented by a boy and girl 'House Captain' from Year 6 who are nominated by their class mates, they then go through an interview process with the Assistant Head teacher at which they must present/show how they demonstrate the Overdale Values.

### **Using the House System and awarding points**

The house system is used daily throughout school, and also contributes to wider school life. House teams give us the opportunity to work in groups during: sports day, world book day, creative curriculum days, extravaganzas etc.

- House Points are awarded when any child demonstrates any of the Overdale Values (Children do not earn individual points for themselves, but for their team).
- Any adult in school can award a House Point (Stickers given to children by lunch supervisors).
- House Points are added in the form of 'Dojo Points' to the whole school shared 'Houses area'.
- Each half term, house captains collate points ready for our 'House Team Assembly' at which a cup is presented to the winning team.

### **House Rewards**

- 2,500 points = Additional afternoon playtime (Supervised by Head/Deputy Head teacher)
- 5,000 points = Non uniform day
- 7,500 points = First sitting for lunch for one week
- End of year winners = Cinema trip (or similar)

## **9. Sanctions**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

If, in exceptional circumstances, a child needs to be removed from class or refuses to go to another member of staff, the Head should be sent for.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Note

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form, the teacher's class diary or the Playground Incident Book.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

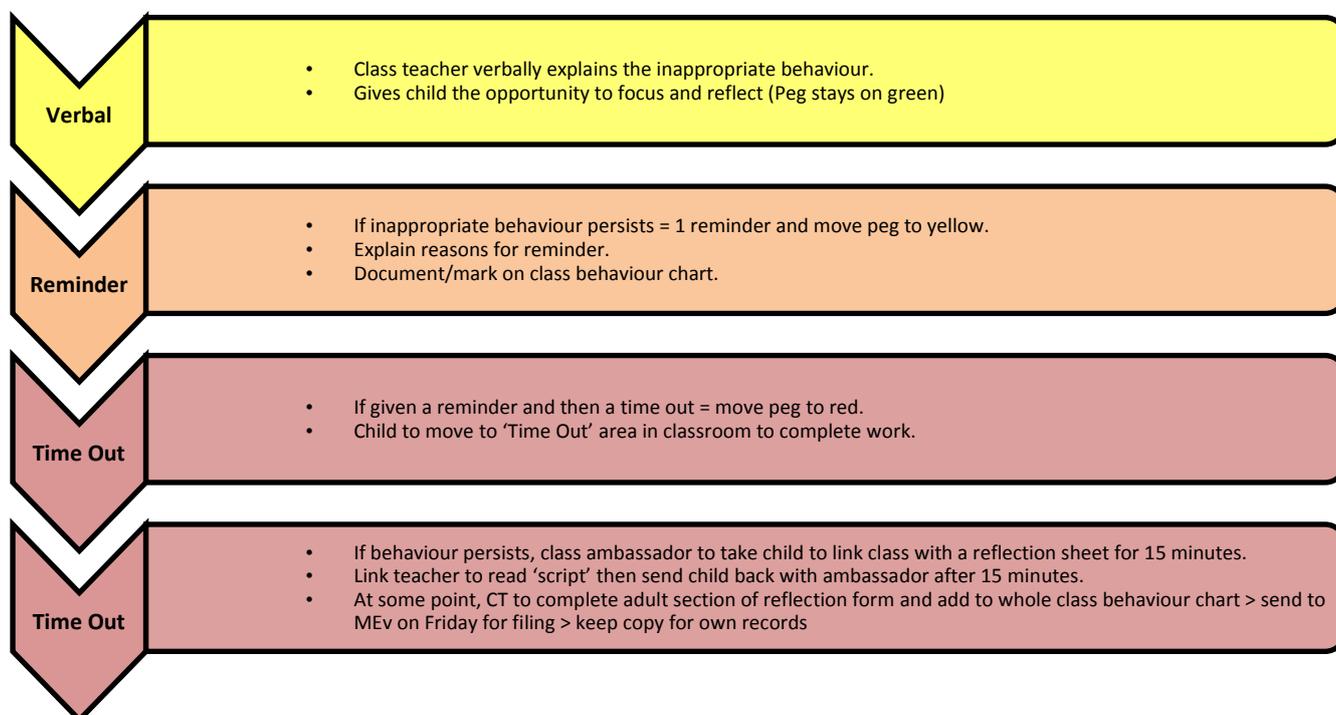
- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

**Procedures**

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

Steps displays and behaviour management 'peg' charts are to be displayed and used in every classroom.



**Lunch time reflection**

At times, certain behaviours, require swift action and are deemed more serious, therefore the above system/procedures are not always applicable. On such occasions a child will be placed in lunch time reflection. Behaviours which warrant a lunch time reflection include:

- A willful act of defiance
- Physical fighting
- Inappropriate language
- Any prejudice (e.g. homophobia, racism etc)
- Stealing or vandalism

If any of the above behaviour is demonstrated before lunchtime, a child's name will be placed in the lunchtime reflection book which is handed to the member of senior staff on lunch time duty. If such behaviour is demonstrated in the afternoon learning session, the child will be in lunchtime reflection the following day.

If a child is in lunch time reflection they will:

- Sit alongside senior member of staff at lunchtime
- Not be allowed to play outside or converse with peers at lunchtime.
- At 1pm they will return to school with member of the leadership team and complete a 'Think Sheet' to reflect upon the incident that led to them being in reflection

**For a regular offender:**

- Discussion with Deputy Headteacher/SENCO: consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern/possible causes/appropriate targets.
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

If inappropriate behaviour continues, despite following the above procedures and taking suggested actions:

- Child may be placed on a pastoral support programme (report)
- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Statement of Special Needs.
- Consider CAF.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

**If PSP fails:**

- A behaviour contract is developed
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular activities.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion

**If behaviour contract fails:**

Following latest government Guidance:

- Fixed Short Term Exclusion (up to 5 days per term)
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

**If short term exclusion fails:**

Following latest government guidance:

- Fixed Short Term Exclusion (up to 45 days per year)
- Parents, Chair and Clerk of Discipline Committee, LA Officer informed by letter.
- Discipline Committee meet (parents/child or representative may attend/make representations)
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated, child stays on Contract or PSP for a minimum of 10 weeks.

**If fixed term exclusion fails:**

Following latest government Guidance:

- Permanent Exclusion
- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold the exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Overdale Junior School has systems in place and works hard to avoid exclusions at any levels. We are determined to support children towards ongoing success.

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be particularly true of children with or being assessed for statements of SEN, and some of those in public care may also benefit from such considerations. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents/guardians are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of Behaviour Reports (for KS2).

<b>Appendix A</b>
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**GOOD PRACTICE**

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

**Always:**

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

**Remember to:**

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

**Never:-**

- |                          |   |                                    |
|--------------------------|---|------------------------------------|
| • Humiliate              | - | it breeds resentment               |
| • Shout                  | - | it diminishes you                  |
| • Over react             | - | the problem will grow              |
| • Use blanket punishment | - | the innocent will resent you       |
| • Over punish            | - | never punish what you cannot prove |

**CHILDREN'S RIGHTS**

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words