



Behaviour and Discipline Policy

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“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.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the academy’s problem not an individual teacher’s problem.

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 try to raise the 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 and quality resources.
- 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 academy 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 academy/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,
Special Needs Policy,
Attendance Policy,
Marking Policy,
Restrictive physical restraint Policy,
Ofsted Briefing and guidance

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.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. 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 behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Rules

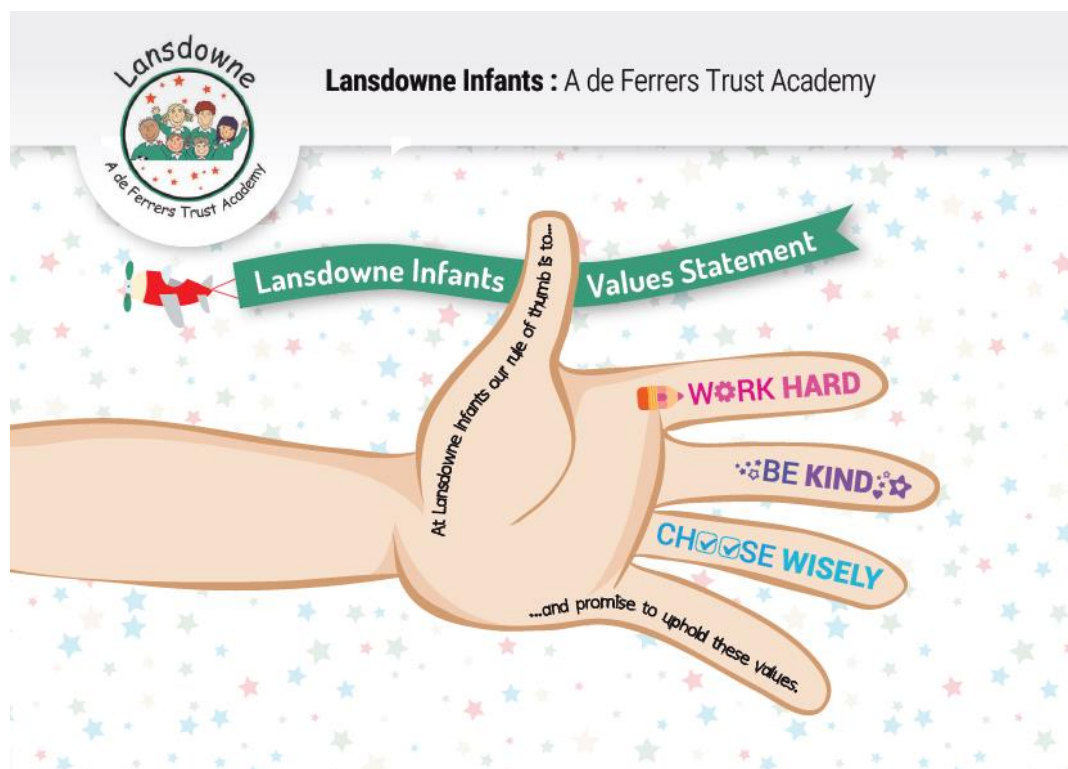
Academy rules are kept to an essential minimum and they have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

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 academy property through repeated carelessness or vandalism, parents will be asked to ensure that they repay a reasonable proportion of the cost.

1. Our Code of Conduct is:

These basic values are simplified and displayed in all classrooms and corridors and regularly verbalised.



We have specific rules being enforced on the grounds of health, welfare and safety

a. Food and drink

Children are provided with fruit to eat during at morning play. No food of any kind should be brought into academy (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around academy would soon create a hazardous and unhygienic environment. Some children have allergies, care plans are in place, we must ensure safety for all. Children have regular access to water and are supplied with water bottles. Water is available during lunch.

b. Jewellery

Stud earrings are the only items of jewellery which may be worn at academy and these must be removed during P.E. 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. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson. Watches may be worn once they are able to tell and understand the concept of time.

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.

c. PE Kit

Appropriate clothing must be worn for all PE activity.

Indoors:-No jewellery, bare feet, shorts, T shirt. Children need to wear the academy uniform version of the PE kit; this is considered part of the academy uniform. For religious reasons, legs may be covered by wearing black jogging trousers.

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 a change of clothing to compensate for heat loss and hygiene.

Outdoors:- No jewellery, plimsolls or trainers, shorts, T shirt, (Tracksuit in certain conditions).

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 Academy Clothing

The academy has a separate academy uniform policy. Uniform may be purchased from Clothing4, Anglesey Road. 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 an academy uniform. Academy uniform reinforces academy identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the learning environment.

e. Personal property

The academy 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 academy should be placed in an envelope that shows the name of the child and the amount contained in the envelope. It should be handed in as soon as possible and never left in trays, bags or coats.

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 should not be brought into the Academy.

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

Behaviour Guidelines	Procedures
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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.

No child should ever be 'sent to the Principal's office' as a sanction, as there is no guarantee that the child will arrive or that someone will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to change their behaviour, the principal should be sent for. If unavailable, the most senior staff member present should be called.

Our 'Restrictive Physical Intervention and Restraint 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.

If a child should run out of the academy 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 Principal 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 principal or appropriate staff member will attempt to approach the child and calmly persuade him/her to return 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, 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 academy views this behaviour.

Movement in and around the Academy

All movement in and around the academy should be purposeful. Staff should see that all children are suitably supervised when moving around. Expectations of behaviour of children sent around the academy with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as '*There you*

are, you can walk sensibly. Well done!' and so on. If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Dojo'.

Classroom Behaviour Management

There is a whole academy consistent approach to behavior management in classes. This supports a smoother and quicker transition when moving year groups and ensures less disruption if classes are covered by any staff member/supply staff.

- No hands up strategies are used in all lessons. (see strategies for richer contributions)
- Gaining the class/group attention strategies. (1, 2, 3, eyes to me, with one arm raised) leading to needing to raise one arm only.

Registration should be quick and accurate following whole academy format-

Am- Teacher responsible for completing registration via Sims and saving details by 09.00hrs.

Pm- Registers need completing by 13.00hrs.

Nursery- Self registration using photos.

- Children are taught to walk around the classroom quietly; replacing chairs under the tables and tidying own work/resources. This includes times when children are moving from the carpet to work tables and vice versa- Children should be led in continued learning at these times. E.g., during maths lessons timetables can be recited, during English the alphabet, vowels, days of the week etc.

Line Up Code

When asked to line up children should-

- Stop talking
- Walk to the line
- Join the end of the line, leaving a person space between each other
- Face the front
- Place hands behind their backs as a reminder not to touch/push others

This should be maintained at all times when children move through the academy.

Movement around the Academy - Procedures for Large Groups

- Call the group together using the familiar phrase: '1,2,3 eyes to me'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).

- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, doors etc.
- Encourage the concept of person space. In due course, this should lead to sensible self-disciplined movement around academy as the children mature.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff (E.P) and four staff (Lans) members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

No hot drinks should be taken onto the playground.

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 socialise 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 yard area maximises levels of visual supervision at Eton Park, two members of staff for Lansdowne.

At the end of play, a whistle is blown. Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle, they walk to their class lining up point, joining at the back of the line. Staff send in a class at a time, ensuring there is no running, shouting or congestion. Good behaviour whilst entering academy should be reinforced with praise and/or the awarding of a 'dojo'.

In poor weather, duty staff may decide and have a whole school agreement that children should not go outside at break time. In these circumstances, teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised.

Playground procedures

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, teachers should supervise their own class in the corridors, putting on coats etc. 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 inside during playtimes except to go to the toilet. Staff should be aware of groups of children asking to go in at the same time. Other staff will be aware of this and will challenge if they see children unsupervised.

Children may not bring balls or equipment/toys from home for use at playtimes but may use those supplied by the academy.

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

A member of staff with first aid training will deal with any child needing medical attention at playtime.

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

Behaviour Guidelines

Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be 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.

Rewards

General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written Academy 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. during star assembly and through the presentation of awards etc.
- Children's work should be displayed as much as possible both in the classroom and corridors of the academy.
- A visit to the Principals for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of academy facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in the academy should be fostered e.g. Playtime Monitors, Head Boy & Head Girl, and School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Learning sticks

Children will collect learning sticks in recognition of achievement in their learning. These are designed to promote effective learning behaviours i.e.: concentration, persistence and determination. Children collect the sticks, which are displayed visually in the classroom, at the end of the week these are counted up and are exchanged for dojos, and if more than seven are achieved, they receive a prize from the class prize box.

Whole Academy Reward System: 'Dojos'

As well as the rewards listed above, the academy has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'dojos'. Dojos may be awarded for any actions, deeds or attitudes that are deemed noteworthy and may include:-

- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Dojo, the member of staff should reinforce the good behaviour, e.g. 'You can have a Dojo for waiting so patiently'.

Once awarded, a Dojo can be deducted but this should not become the only sanction used by a class teacher, it should be one of many responses to behaviour management.

They are primarily intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Dojo points will be tracked by the class teacher and the whole class through the class dojo software.

Parents are encouraged to monitor and encourage their child with the collection of dojos. An app is available and offered to all parents at the start of the academic year.

Any staff member can award a 'dojo' to any child at any time. All staff should carry 'dojos' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in academy.

The dojos are accumulated over a term and the girl and boy in each class with the most at the end of each term receive a 'goody' bag.

Golden Achievers Assembly

Each term the academy holds a golden achiever's assembly where children are chosen for their good progress and attitude towards learning. The class teacher chooses one child for English and one child for Maths. Parents and carers are invited to share in their child's success.

At the end of the year a special golden achievers assembly is held where staff choose one child from each year group who have demonstrated exceptional standards across the curriculum. They also choose a Head girl and Head boy from each class.

Behaviour Guidelines	Sanctions
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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.

Note See also our policy on the 'Use of Restrictive physical intervention'.

- If behaviour results in physical or verbal abuse towards a teacher/adult, an 'Unacceptable behaviour' form needs completing.
- Serious physical abuse should be reported on an 'Assault' form 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 incident book or principals 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 the academy.

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'.

SANCTIONS PROCEDURE

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, generally for minor misdemeanors, the following sequence should be adhered to, **with steps 1 and 2 being compulsory.**

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite but firm requests, warnings (**three**). Consider repositioning, separating etc.

Step 1 (Classroom teacher)

Give a final warning:

Use the agreed phrase, '***This is your final warning. Do you understand?***'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

Time Out (A)

- Child sent to designated area of classroom (the blue spot).
- 4-7 minutes sitting alone in order to reflect, calm down etc without causing disturbance. (time dependent on age)
- Child explains why they are on time out and apologises to the teacher and class

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

For a regular offender:

- Record who, when, why.
- Possible removal of treats / dojos/ playtime etc.
- Discussion with Team Leader and/or SENCO : consider Behaviour Intervention.

Step 3 (Teacher colleague)

Time Out (B)

- Child escorted to other class in year group with work to complete.
- Up to 1 hour/session working alone without causing disturbance.
- Class teacher records when, why in class logbook.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

For a regular offender:

- Discussion with principal and/or SENCO: consider monitoring within the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Profile' if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.

Step 4 (Principal) Time Out (C)

- Child escorted to Principal.
- Up to half a day working alone without causing disturbance.
- Record who, when, why and store in Principal's behaviour log.
- Parents informed of isolation by letter.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 5***

For a regular offender:

- Discussion with Principal/ SENCO: consider the need for SEND intervention
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / MAT informed by letter that the child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced academy day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 (Principal /SENCO) Pastoral Support Programme (On Report)

- Teacher completes a Behaviour 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,
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

If targets are achieved remove from PSP.

*If PSP failed, move to **Step 6**.*

Step 6 (Principal) Behaviour Contract

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in academy.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.

If behaviour improves return to PSP

*If not move to **Step 7**.*

Step 7 (Principal) Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates
- The internal exclusion could be set at any MAT site

- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion.

If behaviour improves return to class on a Behaviour Contract or PSP.

*If not move to **Step 8**.*

Following latest government guidance

Step 8 (Principal) Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Governors, CEO of MAT (Mr McNeilly), LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to academy, child stays on Contract for a minimum of 2 weeks.

If behaviour improves remove from Contract to PSP.

*If not move to **Step 9**.*

Step 9 (Principal) Fixed Long Term Exclusion

- Parents, Chair of Governors, CEO of MAT (Mr McNeilly), LA Officer informed.
- 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 reinstates or upholds the exclusion.
- Upon return to academy or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

If behaviour improves remove from PSP.

*If not move to **Step 10**.*

Step 10 (Pupil Discipline Committee) 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 reinstates or upholds 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 academy 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:

- Persistent disruption to teaching and learning
- 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 academy property.

Troubled children

The academy 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 especially true of children with or being assessed for statements of SEN and those in public care. 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 academy will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. The impact of fixed term exclusion is carefully evaluated by the SMT and LGB.

Regular communication between home and academy as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour Reports

These use the academy 'dojo' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

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.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

Appendix A

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. Alternatively, 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

