

Pye Bank CE Primary School

Behaviour & Discipline Policy



September 2018

PYE BANK CE PRIMARY SCHOOL: Behaviour and Discipline Policy

“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)

1. Introduction

1.1. Our policy is based on the belief that:

- 1.1.1. We are a nurturing school.
- 1.1.2. Good behaviour is not automatically learned but needs to be taught, and supported by parents.
- 1.1.3. Children’s behaviour can change and that we as adults can assist children to manage their behaviour more effectively.
- 1.1.4. A child with problems is the school’s problem not an individual teacher’s problem.
- 1.1.5. A child’s behavior may be a symptom or sign of an underlying challenge linked to Special Education Needs or welfare concerns.

2. Purpose of this Policy

- 2.1. to capture the values and beliefs of the school
- 2.2. to set out expectations of behaviour
- 2.3. to maintain levels of good behaviour
- 2.4. to ensure that behaviour does not inhibit learning or impede potential
- 2.5. to indicate how good behaviour will be developed and encouraged
- 2.6. to set out how inappropriate behaviour will be corrected
- 2.7. to promote a consistent and shared approach for the whole school community

3. General Aims

- 3.1. To support the school and all stakeholders in achieving outstanding behaviour from all our pupils, within a positive ethos and culture.
- 3.2. 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.
- 3.3. For staff to have a high standard of pupil expectation in all aspects of work.
- 3.4. For staff to try to raise the levels of pupils’ self-esteem.
- 3.5. To provide a broad, balanced and differentiated curriculum which is interesting and relevant.
- 3.6. To provide a varied range of teaching and learning styles to suit the needs of pupils.
- 3.7. To provide an attractive learning environment and quality resources.
- 3.8. 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.
- 3.9. 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.
- 3.10. 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.
- 3.11. To encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.

Other relevant documentation: Anti-Bullying Policy, Equality and Diversity Policy, Missing Child Policy, Special Needs Policy, Attendance Policy, Marking Policy, Parent Handbook, Parent leaflets for behaviour, attendance and Building Learning Power and P.E. Policy.



4. The Role of Staff: behaviour is the responsibility of ALL staff within school.

- 4.1. Leaders set the procedures and policy and establish the ethos and culture throughout school, modeling a positive and proactive approach at all times.
- 4.2. Teachers need to establish consistent levels of acceptable behaviour with the support of other staff, parents, governors and senior leaders.
- 4.3. Positive expectations, praise and reward are the key to successful classroom management.
- 4.4. Teachers need to liaise with parents and the pastoral team in a timely way, prior to any escalation of behaviour challenges.
- 4.5. Pupils need to know how to make good choices.
- 4.6. They need to receive consistent positive encouragement as means of motivation.
- 4.7. Pupils need to be taught to manage their own behaviour.
- 4.8. Teachers and all other staff need to apply the behaviour policy consistently and fairly.
- 4.9. Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.
- 4.10. Teachers and other staff need to record behaviour incidents consistently and accurately.
- 4.11. The Pastoral team consists of a Strategic lead and two pastoral managers. The key lead for behaviour is Jasper Belgrave. All members of the team are there to support children and staff with identified difficulties and challenges.

5. Rules

- 5.1. School rules are kept to a minimum and are intended to be meaningful to children.
- 5.2. They are all designed to develop courtesy, good manners and mutual respect.
- 5.3. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.
- 5.4. We always challenge unkind or disrespecting behaviour.
- 5.5. It is essential that parents and teachers work together through discussion and action on any problems which develop.
- 5.6. Any action taken will be with understanding and in keeping with that of a responsible parent.

6. Learning Behaviours

- 6.1. The school uses Building Learning Power (BLP) to support children's Learning Behaviours
- 6.2. The children are taught and given the opportunity to apply the four R's: Reciprocity, Resilience, Resourcefulness and Reflectiveness
- 6.3. The focus of BLP is to create a learning culture that encourages children and teachers to become better learners and support a no fear environment for children to make mistakes.
- 6.4. BLP is not additional to teaching but should be grounded within everyday teaching and learning. It gives clear labels for the children to use to develop understanding of learning processes
- 6.5. All teachers are expected to ensure this is high profile in their classrooms and need to orchestrate opportunities for children to practise and consolidate these behaviours.



7. Our Code of Conduct is:

Look After Yourself

Always: tell someone if you are unhappy, being picked on or bullied.
Never: do anything silly or dangerous where you might be hurt
leave school without permission
talk to strangers in school unless they have a school visitor's badge

Look After Others

Always: be friendly to visitors, newcomers and other children
Never: do anything to hurt others (such as hitting/name calling)
distract others from working
be cheeky or rude to adults

Look After Your School

Always: be proud of your school
Never: steal or deliberately damage school equipment.
drop litter or deface the school building.
give the school a bad name.

8. Health, welfare and safety

8.1. Food and drink

- 8.1.1. Children may bring fruit from home to eat at morning play.
- 8.1.2. They may also obtain fruit at breakfast club or from the tuck shop.
- 8.1.3. 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 unless by prior arrangement on special occasions.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Previously, when children brought drinks into school 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, (Sheffield has one of the worst dental health records for children nationally and Pitsmoor has one of the poorest records in Sheffield). Drinks were frequently spilled and bottles damaged, spoiling other packed lunches. Children have regular access to water.

8.2. Jewellery

- 8.2.1. Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons.
- 8.2.2. 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.
- 8.2.3. Any articles removed should be locked away for the duration of the lesson.

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.

8.3. PE Kit

- 8.3.1. Appropriate clothing must be worn for all PE activity – information leaflets provided.
- 8.3.2. Indoors:-No jewellery, bare feet, shorts, T-shirt or vest, leggings for girls

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.

- 8.3.3. Outdoors:- No jewellery, plimsols 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).

9. School Clothing

- 9.1.1. The school has a separate school uniform policy.
- 9.1.2. Uniform may be purchased from the school office.
- 9.1.3. 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, but flip-flops and some open sandals are not appropriate.

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

9.2. Personal property

- 9.2.1. School cannot accept responsibility for loss or damage to clothing or personal property.
- 9.2.2. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission).
- 9.2.3. Any money brought into school should be handed in as soon as possible and never left in 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.

9.3. Mobile Phones

- 9.3.1. Mobile phones are not to be brought in to school under any circumstances.
- 9.3.2. 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, although the school does believe that a child can become vulnerable outside of school when in possession of a mobile phone.
- 9.3.3. 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 as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

10. Behaviour Guidelines : Procedures

10.1. ***The Procedures Document outlines the systems for supporting behaviour in school. There is a strong focus on rewards and praise, through the use of the House point system.***

10.2. 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 children believe they are 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.
 - ✓ **Texts home:** Texts home can be sent for good behaviour or achievement- please use the slips provided and send to the office.
 - ✓ **House Points:** Children are often motivated by collecting points for their house. These can be awarded for good behaviour in class, outside and in the Gemstone Café.
 - ✓ **Be Spotted Being Amazing wristbands:** These are awarded at lunchtimes in the Gemstone Café for children who have displayed good, polite and considerate behaviour. They are a visual recognition of a child's good behaviour.
 - ✓ A gold award assembly takes place each week and recognises and rewards learning behaviours and achievement. Achievements beyond school can also be recognized.
 - ✓ Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
 - ✓ A visit to the Headteacher, Assistant Head or Deputy Head for commendations or to show good work.
 - ✓ 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. Classroom jobs, Playground Buddies, Job Squad, School Council etc.
 - ✓ Above all, praise and encouragement in and out of lessons should be used as much as possible.
- 10.3. A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique.
- 10.4. 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.
- 10.5. No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. The headteacher is happy to be involved in behaviour but children would need to be brought to the office by an adult to explain the reason. This should only be in line with the steps outlined in the behaviour systems.
- 10.6. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, a member of the pastoral team or SLT should be called for.
- 10.7. ***It is VITAL that behaviour concerns are discussed at the earliest opportunity with parents, to avoid escalation. This is every teachers responsibility. This often leads to behaviour improving.*** Higher level sanctions and involvement of the pastoral team or SLT being needed should very rarely be a surprise to parents.
- 10.8. Our 'Positive Handling' 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. Trained staff should be responsible for restraint situations which are always a last resort. All incidents of restraint are reviewed and recorded.
- 10.9. A number of staff are trained in 'Team Teach' for safe handling and de-escalation techniques.
- 10.10. If a child is perceived as missing or should run out of school for any reason, staff should not overreact and must not run after them. They may be placing a child in greater danger by doing so. The Missing Child Policy should be immediately implemented. (Please see procedures within the Missing Child Policy).
- 10.11. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the assistant head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.
- 10.12. If a child has left the school grounds, 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.
- 10.13. If inappropriate is shown the school operates a **WARN, SANCTION** system.
- Sanction 1: loss of 5 mins playtime or lunchtime**
Sanction 2: Behaviour continues and child is given time out
Sanction 3: For more serious incidents or refusal, Pastoral team or member of SLT is called for.

- 10.14. Serious incidents or incidences of repeatedly disruptive lower level behaviours are always dealt with by the pastoral team or Senior Leaders and always involve parents. These are recorded using the CPOMs System. Serious Incidents may include fighting, swearing, violence and aggression, bullying in all forms, racist comments, deliberate damage to property and non-conforming behaviours shown to teachers.
- 10.15. Serious incidents are always recorded and are monitored and analysed to support improvement over time.
- 10.16. When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express 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'.
- 10.17. The aim of behaviour management should always be to minimise disruption to others especially teaching and learning time.
- 10.18. Children should be given every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- 10.19. Sometimes behaviour goes beyond the mainstream behaviour systems in place and a range of strategies are then used, including Pupil Contracts/behaviour cards, personalized behaviour systems and positive handling plans, one to one support, behaviour panels, PSPs.
- 10.20. If inappropriate behaviour continues despite intervention and rigorous application of the behaviour policy it is important to discuss this with the SENCO who may involve support agencies beyond school.
- 10.21. **If behaviour is persistent despite some intervention and involvement of parents a behaviour Panel will take place.**

What is a behaviour Panel?

- ✓ A behaviour panel meeting has **one important purpose**. It is there to work in partnership with parents and families to help a child to improve their behaviour, so that they are able to achieve their potential in their learning. **There is a very strong link between good behaviour and good achievement.**
- ✓ Behaviour panels are part of our strategy to avoid exclusions. It shows our belief that by working together we can achieve more.
- ✓ It is attended by the parent/guardian, a member of the pastoral team and Mrs Andrews, the Headteacher. Sometimes a class teacher may attend or a member of the Governing Body might attend. Your child will be invited to attend some or all of the meeting, depending on their age.

During the meeting we will:

1. Talk about what is going well in school- what is your child good at?
2. Talk about the issue or problem with behaviour and what we see happening in school. We will try and work out why your child is showing this behaviour.
3. Find out what you and your child think.
4. Talk about what needs to change to make the situation better
5. Decide what everyone can do to make the situation better: the parents/carers, the pupil and the school.
6. We will set some targets and timescales and arrange to meet again.

11. Movement in and around School

- 11.1. All movement in and around school should be purposeful.
- 11.2. Staff should see that all children are suitably supervised when moving around the school.
- 11.3. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).
- 11.4. Children not behaving appropriately should be encouraged to do so using the WARN, SANCTION system.
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).

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

12. Movement Around School - Suggested Procedures for Large Groups

- 12.1. **Use our 4 S Line Code: SMART, SILENT, STRAIGHT AND SMILING!**
- 12.2. Ensure all children have a clear line order.
- 12.3. Make sure all children are settled before setting off and keep the expectation high throughout the journey through school.
- 12.4. Use set points to walk to and wait i.e. foot of steps, corners, doors etc.
- 12.5. Encourage a child to hold the door for others to pass through (thank them for this).
- 12.6. Walk to the left hand side of the corridor
- 12.7. Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- 12.8. Staff should think about their own position to allow maximum supervision of the group as they move around i.e. stand at corners, etc.
- 12.9. Encourage the concept of person space. The aim should always be to secure sensible self-disciplined movement around school as the children mature.

13. Movement Around School - Suggested Procedures for Individual Children

- 13.1. Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- 13.2. Make sure messengers know that they can enter any classroom.
- 13.3. Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- 13.4. Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- 13.5. Ensure a fair system for choosing messengers and monitors to avoid favouritism.
- 13.6. Children showing good behaviour should be chosen. If two children are sent with a message it is important to ensure an appropriate choice is made.
- 13.7. If children are sent to the toilet, they should not be sent more than one at a time and staff need to be observant of the length of time a child is out of the classroom.

14. Playtime Supervision

- 14.1. Teachers and teaching assistants are required to perform supervisory and play duties including playtime supervision.
- 14.2. Playtimes and lunchtimes are a key time for social learning. It is vital that staff engage with and interact with children on the zones allocated.
- 14.3. A minimum of two staff members is required to supervise playtimes on each yard. Supply teachers should cover the duty of absent teachers but should never be without support.
- 14.4. Duty staff **MUST** be present on the playground before the children arrive for breaktime.
- 14.5. One member of staff from each class should accompany the children outside at the end of the day and when they are released for break. The other should help ensure the building is quickly vacated. No hot drinks should be taken onto the playground, or indeed anywhere around school.
- 14.6. All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.
- 14.7. When on duty, staff should circulate (if not allocated a zone) 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.
- 14.8. The MUGA must have a member of staff supervising within the area at all times.
- 14.9. Members of staff **MUST** be outside to receive and walk in with the children back into the classroom after a break. One member of staff should head into the classroom and the other should be at the exit door or on the corridor as this happens.
- 14.10. If, for whatever reason, the siren does not sound, staff should assume that playtime will end at the normal time and respond accordingly.

- 14.11. Upon hearing the siren children should stop what they are doing, stand still and remain quiet. They will then be instructed to walk in quietly.
- 14.12. Good behaviour whilst entering school should be reinforced with praise.
- 14.13. In suitable weather conditions the field may be used at lunchtimes. This is the decision of staff on duty. There will be times the woodland area should not be used. Again, the member of staff on duty will make that decision.
- 14.14. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances both **teachers and teaching assistants remain responsible for the supervision of their own classes. Short comfort breaks can then be taken between staff.**
- 14.15. 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. Please ensure all children know what is allowed to be used during indoor breaks and lunches.
- 14.16. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised.

15. Playground procedures

- 15.1. In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, 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.
- 15.2. Children are not allowed back into school during playtimes.
- 15.3. Pupils may not remain in the building unsupervised unless permission has been given and this should only be given to responsible pupils who may be undertaken a job/task. A child who has an injury etc could be asked to stay in the Lavender Field where a number of adults are often around.
- 15.4. Playground equipment is provided by school so children may not bring balls or equipment from home for use at playtimes. Footballs should be lightweight, and should only be used on the KS2 yard, the MUGA or the field in appropriate conditions at the discretion of the duty teachers. The Pastoral Team are responsible for zones and equipment provided.
- 15.5. Any inappropriate behaviour at playtime should be dealt with by the teachers or members of staff on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions). Lower level behaviours should be dealt with by any member of staff who has had this brought to their attention. Time out can be given, with a child asked to sit quietly at the side for a short while- not asked to 'stand at the wall'. Concerns should be fed back to the class teacher if necessary.
- 15.6. Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.
- 15.7. 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).

16. Troubled Children

- 16.1. 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.
- 16.2. This may be especially true of children with or being assessed for statements of SEN and those in public care.
- 16.3. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.
- 16.4. In these exceptional circumstances the school will make every effort to avoid exclusion.
- 16.5. 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.
- 16.6. 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 Logs or books (for KS1 and less mature KS2 children).
 - Regular informal updates to parents

17. Exclusions

- 17.1. On occasions it may be considered appropriate to use Fixed Term or Permanent Exclusion as part of the Behaviour Policy.
- 17.2. Exclusions are used as a response to one off serious incidents at a higher level. This may include extreme bullying incidents, violence and aggression, fighting or abusive behaviour towards staff.
- 17.3. Exclusions may also be used for persistent breaking of school rules and/or persistent disruption to the learning of others and persistent bullying despite intervention.
- 17.4. The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another person
 - Sexual abuse or assault.
 - Supplying an illegal drug.
 - Carrying an offensive weapon.
 - Arson.

(Please see Exclusions Policy and Guidance)

Written: September 2018
Next review: September 2019

Signed: _____ (Headteacher) Date: _____

Signed: _____ (Governor) Date: _____

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:

18. Set high standards
19. Apply rules firmly and fairly
20. Smile and relate
21. Avoid confrontation
22. Listen
23. Stay calm
24. Use humour
25. Know the children as individuals
26. Look out for good behaviour
27. Praise quickly and consistently
28. 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:-

- | | | |
|----------------------------|---|------------------------------------|
| 29. Humiliate | - | it breeds resentment |
| 30. Shout | - | it diminishes you |
| 31. Over react | - | the problem will grow |
| 32. Use blanket punishment | - | the innocent will resent you |
| 33. Over punish | - | never punish what you cannot prove |

CHILDREN'S RIGHTS

34. To be looked after by caring adults
35. To be taught well
36. To be able to rely on an atmosphere conducive to learning
37. To be made to feel welcome
38. Not to be talked down to
39. To feel as important as anyone else
40. Not to be smacked or shaken
41. Not to be bullied
42. Not to hear swear words