

Ashgate Primary School



Acceptable Behaviour and Discipline Policy (v1.3)

Promoting and managing expectations through clear and consistent practice

This Document should be read in conjunction with:

- Safeguarding Policy
- British Values Statement
- Acceptable Physical Intervention Policy
- SEND Policy
- Equal Opportunities Policy
- Child Protection Policy
- Staff Handbook (for staff only)
- Statutory Right to Search and Screen Policy
- Mobile Devices Policy

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Acceptable 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 1998)

The 5 Behaviour Action Principles

1. The practices for behaviour management must be precise and firm enough to both challenge and support the pupil/s in your care.
2. The processes undertaken should be a natural and established part of school life; they should not require undue or unnatural effort to implement or understand.
3. The actions must be aligned with a targeted outcome for the perpetrator and/or victim – not a knee-jerk or uncalculated action.
4. Practices must be consistently applied and followed through without undue disturbance to others.
5. There will always be reasons, but these cannot be seen or treated as excuses.

Remember: The last behaviour you accept is the threshold you have established.

1. Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by adults.
- Behaviours can change and that we as teachers can assist children to manage their conduct effectively.
- Although particular adults may be required to address a pupil's behavioural needs, a child presenting challenges is the whole school's concern, not an individual's.
- There will always be reasons, but not excuses for unacceptable conduct – ignoring poor behaviour only reinforces it.

Aims:

- For staff to project themselves as good role models, co-operating and support one another, and treat 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 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)

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.

2. Bullying definition:

Where bullying is mentioned; it is included within the context of the following definition:

There are many definitions of bullying, but the Anti-Bullying Alliance bases its definition on the accounts of the victims of bullying. They consider it to be:

- deliberately hurtful (including aggression)
- repetitive or persistent
- based on an imbalance of power, leaving the victim feeling defenceless

Bullying can take many forms, but the main types are:

- **Physical:** pushing, hitting, kicking, pinching, threats, stealing
- **Verbal:** name calling, insulting, sarcasm, persistent teasing, offensive remarks, spreading rumours
- **Emotional:** tormenting, ridicule, humiliation, exclusion from social groups,
- **Racist:** racial taunts, jokes, offensive mimicry, graffiti, gestures
- **Sexual:** inappropriate and uninvited touching, abusive comments, innuendoes

3. The role of the adult

Adults need to establish consistent levels of acceptable behaviour with the support of parents, governors and wider school leadership. Positive expectations, praise and rewards are the key to successful behaviour management. Pupils need to know how to make good choices and must be guided to this aim; they need to receive consistent positive encouragement as a means of motivation so that they value the behaviours of others and their own contribution to society.

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

4. The RESPECT Agenda:

Positive approaches to preventing poor conduct and rewarding good behaviour

There has been, in wider education and rightly or wrongly, a mounting opinion by some that children who misbehave receive benefits, whilst other pupils who behave well are ignored, and that good conduct is treated with a degree of apathy. In essence, some can perceive 'being good' as 'not worth it'. This opinion undermines the value of the common actions taken to address poor behaviour, reduces morale and results in increased levels and instances of negativity towards a school, its policies and reputation.

The RESPECT Agenda aims to address this and ensure that, not only are pupils who consistently behave and work well rewarded but that a culture is created in which it is seen as 'worthwhile' to be good and the good 'learning behaviours' are recognised.

It is worth noting that the RESPECT Agenda benefits all, in any circumstances, regardless of stages in development. For some it will be a starting block, for others a refinement. Its principles are universal.

RESPECT is an acronym. It identifies 7 'attitudes'/'statements' that can be used to reference all behaviours, so that pupils recognise why actions (reward or sanction) are enacted.

R = Responsibility

E = Equality

S = Skill Development

P = Positive Participation

E = Exceeding Expectations

C = Clever Choices

T = Tirelessness

At least one heading can be applied to all behaviours and attitudes, with some overlapping. Key to the success of the RESPECT Agenda is clearly identifying and explaining how an action meets, or fails to meet one or more of the 7 statements.

It is more desirable to promote good behaviours by actively rewarding them and this should be the most prevalent use of the agenda, however, if used well, it can be used to highlight 'corrective actions'.

The RESPECT Agenda offers adults and children alike a framework to work within, rather than a subjective and exhaustive list of 'dos and don'ts' that cannot be enforced, is ever extending and above all does not encourage reflection, accountability, risk assessment or opportunity to become a decision maker.

What do children gain from the RESPECT agenda?

Children respond to the agenda on two key levels.

Physical rewards:

In the first instance, children respond to exclusive rewards, receiving:

- Recognition in weekly respect assemblies.
- RESPECT Tickets which can be accumulated as a reward to spend in the RESPECT Shop.
- But most importantly some pupils are awarded 'RESPECT Student Status'.

Rewards associated with RESPECT Student Status include:

- Unsupervised (direct) freedom to agreed areas of the school and/or facilities.
- High-profile accreditation assembly.
- Recognition in newsletters, on the school website and with the presence of a graded, 'RESPECT band' which acts as a passport to the privileges.
- Selection for privileged activities with overt reference to their selection being related to such status.
- Special events
- Fast-track selection for off-school activities that are non-educational or limited in availability.

Social rewards:

These are wide, varied and in some cases hard to measure. As a result of the high profile status awarded to RESPECT Students a 'positive kudos' for these individuals develops quickly and, as the status is hard to attain, admiration soon follows and role model standing is established.

What does the school community gain from the agenda?

The application of the RESPECT agenda and its impact on pupil behaviours ensures that the school is a calm and ordered environment that promotes a positive learning atmosphere. As a result, pupil behaviours become increasingly positive, engagement is increased and social and academic progress is accelerated.

There is increased recognition that the school addresses issues positively but firmly, and that all children's behaviours are recognised, rewarded and dealt with in a methodical, systematic and justifiable manner.

What does the RESPECT Agenda not do?

The RESPECT Agenda is not a 'behaviour policy' in itself and does not usually provide a policy for sanctions; it is an 'ethos' and approach to recognising behaviours that the school wishes to promote and provides the platform to base actions on. It must be backed up by clear and consistent actions for poor behaviour that can be acted upon in line with the high expectations set.

In this context, it is not the sanction or reward that is important, but that the sanction or reward is applied based upon an embedded understanding of what is expected.

Practical processes

How is the RESPECT agenda presented to pupils and how do they access it?

It is important that, in order for the agenda to have an immediate impact on pupils, it is embedded across the school and fully supported by the staff. It is repeatedly visited through PSHE activities and assemblies. Every child must know the principles and expectations inside out.

All staff are required to understand fully the expectations and methods used to embed the agenda. Their thorough knowledge of how to implement the rewards and sanctions based upon the 7 RESPECT criteria is critical. They are to be versed and rehearsed in the positive application of the expectations, for example:

“Well done XXX, you have managed to XXX, and this shows you are showing RESPECT by [making Clever Choices/Exceeding Expectations]”

“I will ask you not to do that because it shows a lack of RESPECT as you are not [being Responsible with the equipment]”

Speaking to children in this way is not new, however applying at least one of the 7 RESPECT statements reinforces the child’s understanding of what is expected, rather than leaving them unclear of the why and what.

In addition, a weekly focus on one of the 7 RESPECT statements must be conducted. Stories with a moral purpose can easily be adapted to include a reflection that includes one of the 7 statements. This must be on-going and conducted by a senior staff member, thus ensuring that the link between the daily classroom expectations and practices and the Senior Leadership Team are maintained.

Clear / high expectations

Repeatedly rehearsing the use of the RESPECT agenda and applying it consistently must be maintained. Consistency is the key to success, ensuring that the children need not second guess what is expected of them and how it may be dealt with.

High expectations apply to everyone.

There will often be ‘reasons’ why children behave in particular ways, but these can never be ‘excuses’.

Where a child cannot adhere to the high expectations outlined by the agenda, it should be assumed or requested that additional support via the Senior Leadership Team has been sought or implemented. Steps to this aim are included later in the policy under the ‘Sanctions and actions for behaviours that do not meet the standard’.

Advertising

There is a reason that industries spend billions annually advertising their products...it works. The RESPECT Agenda must be continually advertised, it must be ‘in the face’ of the children and promoted in all areas of school life. Posters, slideshow presentations, assemblies and reference in communications all promote the programme. Children themselves must know the system ‘inside-out’, therefore advertisement and pro-active engagement must be maintained with almost monotonous regularity.

Selection of RESPECT students: Who, why and how?

No compromise

Selection of RESPECT Status Students is pivotal. Only the very best pupils, those who are without fault, are selected. This status is not an incentive, but a reward for good behaviours, social and learning, that are consistently evident and maintainable.

Academic attainment is not used as a measure, however application of excellent learning behaviours is.

Selection

Termly, each teaching staff nominates a pupil who they feel has earned the right to have RESPECT Student Status. Where appropriate, more than one student may be nominated; this is usually when two pupils meet the same standards and the selection of one over the other would be arbitrary.

All staff (including mid day supervisors and other support staff) are allowed to view nominations (staff meetings are ideal) and have the right to *request* to 'veto' any nomination if they feel that they have experiences with the child that would prevent them from being nominated. This means that the number of students receiving the status varies term to term; indeed there may be none. This is adhered to in order to avoid dilution of the expectations needed to attain the status.

The decision as to whether a pupil will be 'vetoed' will be made by the SLT, considering the views and representations made by other staff.

All pupils who are vetoed are informed of their nomination and a reason for the veto given by the head of the establishment, enabling to address this in the future.

Once nominations have been confirmed, parents are informed discreetly and asked to attend a 'RESPECT Assembly' where their child will be recognised and presented their 'RESPECT Band' by the other RESPECT Students and granted their right of passage and associated privileges.

Staff should always be mindful of unintentional or subconscious bias towards pupils for any reason. RESPECT Student status should be awarded on merit and should reflect the current and recent conduct of pupils. Staff are to ensure they do not unfairly focus on historical matters, including behaviour incidents, that have since been addressed and rectified. We aim to apply the RESPECT Status to promote and reward, not subconsciously or otherwise use it as a strategy to act punitively.

Who monitors and over sees the RESPECT Students out of lesson time?

There is no need. They, by definition, need not be monitored continuously. If they have been selected well, they will be trustworthy, responsible and reliable. Expectations must be made clear, and boundaries identified, but they need not be shadowed.

RESPECT Student Status does not elapse. It can be lost, at the discretion of the head of the establishment, should the conduct not be maintained.

5. Removing/recognising barriers

Social and learning behaviours are a priority

The status of the agenda is high and is not compromised as a result of not being a 'subject'. It is cross-curricular and raises attainment in the school if it is applied consistently. It is as important as (initially in some cases more so) than curriculum development.

IF GOOD LEARNING AND SOCIAL BEHAVIOURS ARE NOT EMBEDDED, EFFECTIVE TEACHING AND LEARNING ARE IMPAIRED.

6. Pupil perceptions

The majority of pupils respond instantly; others take time to understand the need to respond to the agenda without an exhaustive list of 'dos and don'ts'. These pupils are identified early and time is invested discussing and explaining the expectations over again. Their inability to respond is no different to a child who has difficulties reading – time is invested and guidance given.

A minority of pupils with 'extreme' behaviours recognise quickly that the expectations will be (initially at least) unattainable. These pupils are supported in other ways, but the expectations remain. REASONS – NOT EXCUSES. Their needs would need to be met in other ways if the agenda was not in place, and this is maintained.

There may be some resentment to those who receive rewards via the RESPECT Student Status and this should be looked for and dealt with swiftly.

Space and time

No successful school leader would suggest that they do not have the time or space to teach basic skills such as reading; this unequivocal stance is taken with the RESPECT Agenda. Teaching learning and social behaviours have an equal weighting to reading, writing and mathematics, indeed without them, the latter are impaired greatly.

Keeping the momentum

New privileges and resources are added and shared with the whole school, not just the RESPECT Students. The children are asked what they see as a reward. The status evolves with the children and is adapted to meet their interests and expectations.

Evaluating the success

Some schools, like ours, record in detail behaviour trends and patterns. It is immensely valuable to assess the impact of the RESPECT Agenda and this is done termly, shared with staff and pupils. Specific behaviours are considered. These will vary occasionally depending upon the development stage and priorities and could, as an example, include reduction of instances of:

- Violent conduct
- Inappropriate language
- Poor sharing skills
- Disregard for instructions
- Something as simple as the manner in which they talk to adults and peers

The focus is unimportant to the process, but whatever the foci(cus) becomes, its impact is monitored carefully.

7. Items that are deemed prohibited

Pupils cannot bring to school or have access to the following items. Should it be found that a child has any such item the school will be required to consider significant, immediate sanctions including suspension or exclusion.

List of prohibited items:

Knives and weapons*, alcohol, cigarettes or vaping paraphernalia, illegal drugs, stolen items, mobile communication or image-capturing devices, and pornographic items.

8. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have 'reasonable grounds' to suspect that the pupil may have a prohibited item (listed below under definitions) or any other item that the school rules identify as an item which may be searched for (DfE 2022)

The school has a specific policy/guidance document outlining the statutory right to search and this should be read in conjunction with this policy.

9. Sanctions and actions for behaviours that do not meet the standard expected

It is fundamentally important that class teachers set clear expectations, have strategies to enforce them, that are predictable and understood, and that children see the class teacher (and associated support staff) as managing conduct effectively.

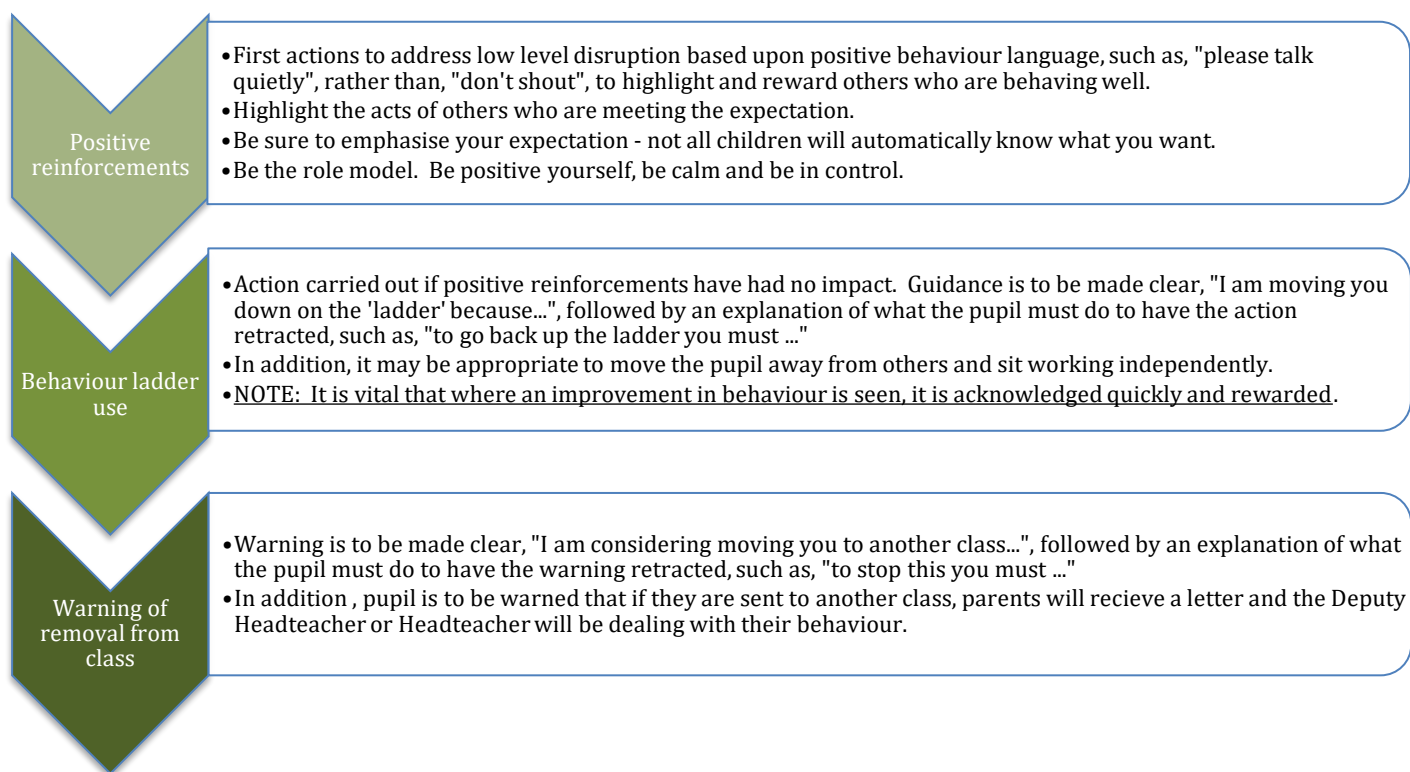
Although it is vitally important that staff are supported by Senior Leaders and that other sanctions and responses are made available by those in positions of wider responsibility, the risk of undermining one's own authority is increased if adults do not take ownership of the conduct of their pupils.

Staff should always consider carefully their own steps and actions (with the knowledge that guidance and support is available to them) and that, where necessary and appropriate, they will be backed up by policy and decisive actions by those in leadership positions.

Progression towards higher sanctions and those in Senior Leadership positions should be progressive and managed. **Do not undermine your own authority.**

10. Behaviour: Initial preventative steps and at class level

Remember: The key to long term success is the understanding, by all, that there will always be reasons, but never excuses, for poor behaviour. Beware of enforcing poor conduct by accepting it, beware of positive and negative prejudice and be seen to be firm but fair to everyone. Be predictable.

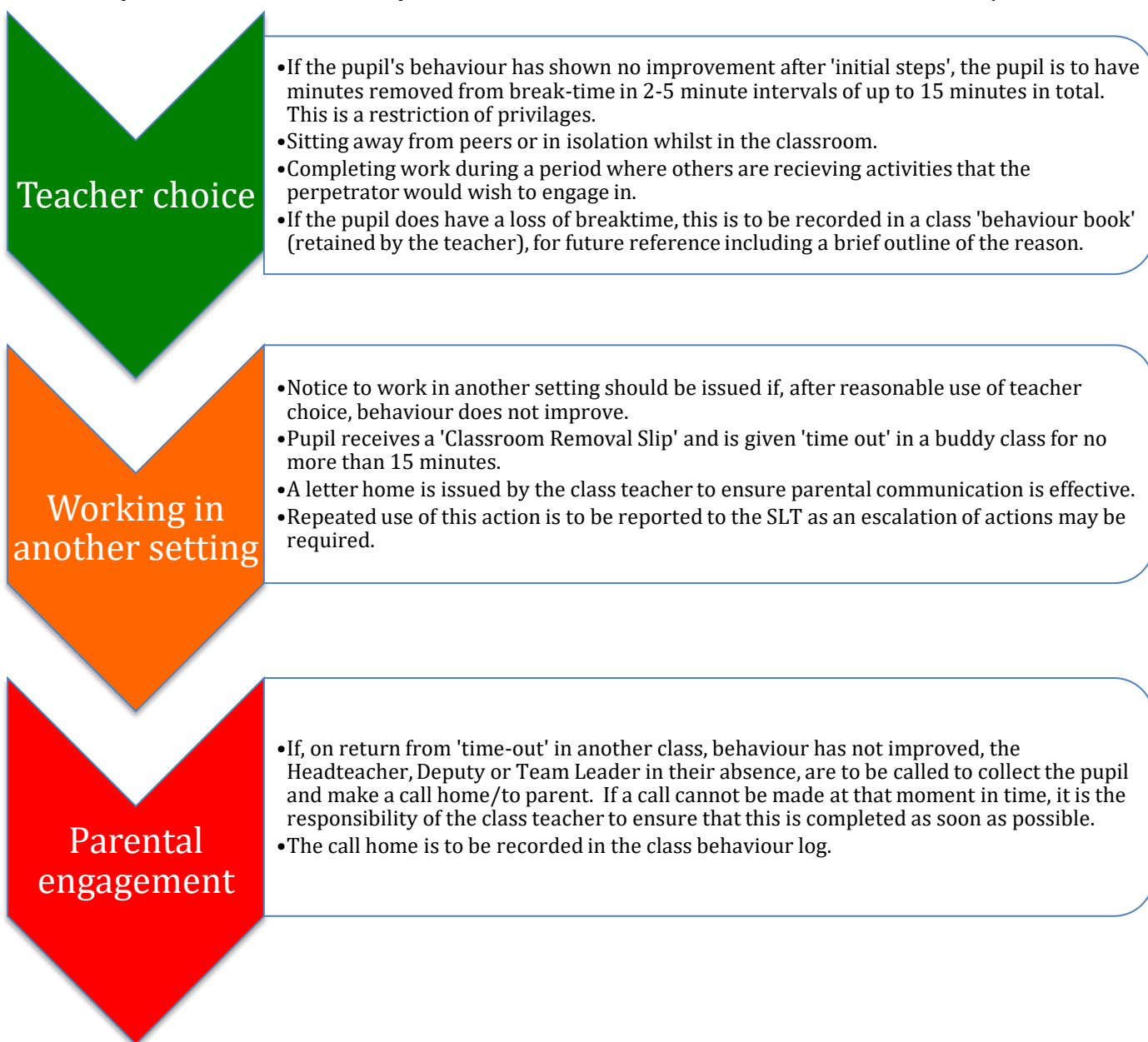


Overtly acknowledge improvement, reward it and be seen to do it.

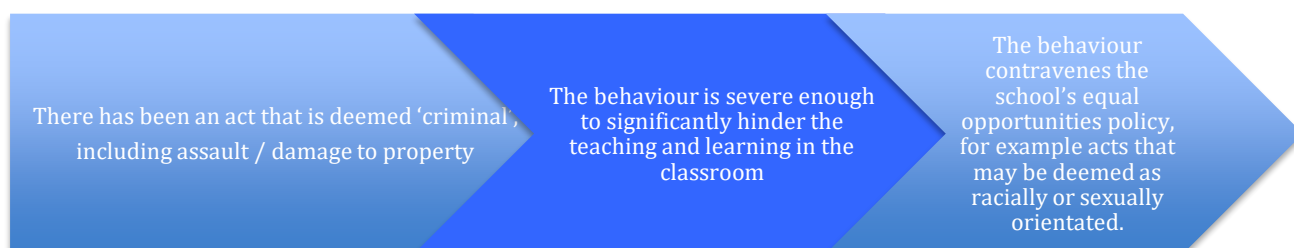
"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Lea)

11. Acceptable initial sanctions

Actions open to adults under the premise of the 'Behaviour Ladder/Teacher Choice' (Not exclusive)



These steps are to be bypassed if:



12. SLT conduct intervention flow chart:

Actions process for Headteacher, Deputy, and Team Leaders beyond 'Behaviour Ladder'

A Progressive Response



- 'Significant individual actions' that may be seen as, or potentially lead to patterns of bullying or are considered to be notably (deliberately or passively) disruptive to good order, discipline or effective learning are to be reported to the Deputy Headteacher or Headteacher and recorded in the Whole School Behaviour log.
- All incidents of a racial nature, child protection or criminal conduct must be reported to the Headteacher so that the appropriate authorities can be informed.

The Headteacher can be consulted at any time regarding actions being taken.

13. Support Staff and Supply Staff

Support and supply staff (including Mid Day Supervisors) should work following the guidance set above under 'Teacher Choice', in consultation with the class teacher or Senior Leadership Team, when working unsupervised or with individuals or groups. Where it is necessary to work beyond this, a teaching staff member should be consulted, or a member of the SLT.

Office staff should seek the support of a qualified teacher, preferably the class teacher, when dealing with matters of poor conduct.

14. Lunch break

Mid Day Supervisors are provided with a 'Lunchtime Slip' to communicate matters relating to pupil conduct. This slip enables Mid Day staff to act on their own initiative to handle matters, but also enable clear communication with teachers and the opportunity for teachers to escalate responses to or investigate the conduct of their pupils. Lunchtime slips are handed over to the class teacher at the end of lunchtime.

15. Persistent / Serious Acts of Misconduct

15.1 Written agreements (often referred to as Behaviour Agreements/ Kindness Contract or similar)

Prior to putting in place a significant sanction, the headteacher or delegated staff may seek to have a written agreement shared and signed. This is a common practice in education settings and a recognised good practice strategy. The process ensures that the pupil is clear about the expectations and what is required to meet the required standard. They are a representative measure designed to educate and de-escalate to avoid significant sanctions.

When applying a written agreement, consideration should be given to the wording to ensure it is positive in nature and not a list of 'don'ts'. Likewise, consideration should be given to the age and capacity of the child to understand what is being agreed upon and the consequences of not meeting said expectation. If it is felt that the child cannot understand (as a result of, for example, SEND needs or age) then parents should be consulted in advance so they can advocate on behalf of the child and support understanding.

Behaviour agreements are entered into voluntarily by the child and therefore not legally binding. They are supportive and symbolic in nature and as such are not subject to the legal definition of a 'Contract'. Should a child refuse to agree, then it may be a requirement to escalate to the later stages of the sanctions listed.

15.2 Internal Exclusion

Where appropriate, pupils may be subject to an 'internal exclusion', working within the school but in isolation from other pupils. This should only be used as a preliminary measure to deal with isolated incidents or to allow pupils an opportunity to 'cool off' whilst an issue is investigated. In most cases, this would be under the supervision of a member of the SLT.

The Headteacher is not authorised, even if requested by the parents, to allow them to voluntarily take their child home to 'cool off' or 'reflect'. This would be deemed an 'illegal exclusion'.

15.3 Suspensions (Fixed term exclusions) and Permanent Exclusions

The school adopts the Local Authority Guidance for Exclusion, which may be implemented for pupils who consistently display poor behaviour or act in a manner that is serious enough to warrant its application.

Exclusions may be:

- 'Fixed Term Suspension': A set period of time set by the Headteacher (up to but not exceeding 45 sessions).
- 'Permanent': Removal from the school role.

In the case of permanent exclusions, pupils will be expelled from the school site immediately. The Local Authority will be informed of the action and take the necessary steps to find alternative education. The school Governing Body adopts the Local Authority guidance regarding exclusions.

15.4 Specified Exclusion times

The Headteacher may choose to exclude a pupil from the school site at specified times in order to address periods where 'behaviour triggers' occur. For example, pupils may be excluded from the school site at lunchtime, break-times or before and after the school day. It is the responsibility of parents to ensure appropriate care arrangements for their child during any periods of exclusion.

16. Physical intervention

The handling of pupils is to be avoided at all times and staff must act in accordance with the school's Physical Intervention Policy. As a guide to the law:

Pupils can only be restrained if failing to do so would 'risk injury to themselves or another, or if they are in the process of carrying out a criminal act'.

Only appropriate physical intervention is to be used in such cases. (All such occurrences should be reported immediately to a member of the pastoral care team, or a member of the Senior Leadership Team in their absence.)

The school has a specific Physical Intervention Policy which must be read by all staff accessing pupils.

17. Recording of incidents

The school records all serious incidents of misconduct on a secure database, including actions deemed as or suspected as bullying. Data is recorded to enable the tracking of patterns of conduct, the pupils involved in them and the impact of sanctions that are applied.

Where appropriate, the Headteacher, or in his or her absence, the next senior staff member, may issue an 'Inappropriate Conduct Letter' or make a call home, informing the parent of the actions taken.

18. Strategies to support good conduct – minimum expectations.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. 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).

Children not behaving appropriately should be encouraged to do so and 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 'RESPECT Ticket'.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- 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. foot of stairs, 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/stairs.
- 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, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- 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).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Other Behaviour Rewards to Support the RESPECT Agenda and good conduct.

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

Always:

- Create an interesting, stimulating and attractive classroom environment.
- Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Be aware of what is going on around you.
- Do not be static.
- Do not let children 'snake queue' for basic classroom management tasks, such as marking work or receiving feedback.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour or where the stimuli is weak, they have little to do, or are unguided.

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

It is very important that praise and rewards 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.

19. Other Rewards

General

- Favourable comments can and should be entered on pieces of work, (see Feedback Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- 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 (see Display Policy).
- A visit to the Headteacher for commendations.
- 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. Playtime Pals, Monitors, School's Council etc.