



# KINGSLAND NURSERY SCHOOL

EAVES LANE, WERRINGTON ROAD, BUCKNALL, STOKE-ON-TRENT, ST2 9AS

TEL: 01782 234430 FAX: 01782 235586 EMAIL: [KINGSLAND@SGFL.ORG.UK](mailto:KINGSLAND@SGFL.ORG.UK) WEB: [KINGSLANDGEACADEMY.CO.UK](http://KINGSLANDGEACADEMY.CO.UK)

**Policy:** Positive Behaviour  
**Ref:**  
**Updated by:** Annie Grattage  
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**Signature:**

**Date:**

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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 school'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 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.
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*"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.

### **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.

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

### **Assertive Mentoring**

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

### **Rules**

School rules are kept to an essential minimum and are included in our home/school agreement. 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 school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

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## 1. Our School Rules are:

- We are kind, polite, helpful, and aware of others' feelings.
- We listen carefully to others without interrupting them.
- We look after our own and other people's belongings.
- We try our best, work hard, and learn from our mistakes.
- We treat other people the way we would like to be treated.
- We always tell the truth.

These basic rules are displayed in all classrooms and are regularly verbalized.

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

### a. Jewellery

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. 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.

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.

### b. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors: No jewellery, bare feet or pumps, shorts, white or yellow polo shirt/t-shirt

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.

Outdoors: No jewellery, pumps or trainers, shorts, white or yellow polo shirt/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).

### c. School Uniform

Children should wear the correct school uniform. Staff are expected to encourage this and speak to parents/carers of those who persistently do not wear the appropriate uniform.

Boys will wear a white shirt, a tie, grey trousers, black shoes and a Kingsland C.E Academy jumper. There is also a matching coat available. Boys can also wear grey shorts in the summer.

Girls will wear a white shirt, a tie, grey trousers or the new school skirts, white socks or grey tights and black shoes. They also have the option of wearing a Kingsland C.E Academy jumper or cardigan and the matching coat. The girls have the choice to wear 1 of the 2 skirts that are available. The existing yellow summer dresses are still accepted as school uniform. Grey skirts will not be accepted as school uniform.



#### **d. Personal property**

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

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.

#### **e. Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the Principal.

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 Principal in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's landlines. Mobile phones present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

#### **Behaviour Guidelines: Procedures**

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 as a sanction, as there is no guarantee that the child will arrive or that the Principal will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the Principal should be sent for. If unavailable, the Vice Principal or most senior staff member available should be called.

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. All staff are trained in MAPA for safe handling and de-escalation techniques. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). If such a situation arises the Principal will record the details and inform the parents. In using reasonable force, the staff should never give the impression that they are acting out of anger, frustration or to punish the pupil. Specific guidelines have been approved by Governors. Reference should also be made to "Ensuring Good Behaviour in Schools" (DfE, 2012). This advice summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The 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 to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

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



## Playtime Supervision

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

A minimum of two staff members are required to supervise playtimes for each phase. 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 socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that children 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 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. Children are not allowed back into school during playtimes.

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

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.

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

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

## Behaviour Guidelines: Rewards

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

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

Every classroom should display the agreed school rules, without exception. The school rules should be referred to regularly. If a child breaks a school rule, the discussion should be based around the rule that the child has broken rather than focus on the actions of the child.



## Rewards

### 1. General

- Positive comments and stickers can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can and should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Principal or Vice Principal 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 Buddies, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

### 2. Whole School Reward System: 'Smileys' & Good to be Green

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stickers. Every child has their own card where they can collect their stickers. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

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

Once awarded a Smiley can never be deducted.

They are intended to help staff focus on positive rather than negative behavior 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.

The reward system is graded as follows:

Any noteworthy behaviour	1 Smiley (recorded on individual card)
100 Smiley stickers	Bronze award
200 Smiley stickers	Silver award
300 Smiley stickers	Gold award
400 Smiley stickers	Platinum award



Bronze, silver and gold awards will be presented in Key Stage assemblies.

Loss of the card will result in a loss of Smileys accrued other than in exceptional circumstances.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' 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 school.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc.

## **GOOD TO BE GREEN**

Across our school we use and apply the "Good to be Green" behaviour system.

The "Good to be Green" system will be used to support and encourage adherence to our school rules and ethos. Under this system each classroom has a visible display showing which colour card pupils have earned during the day. Every morning the children will start with a green card.

### **How it works**

All classes from Nursery to Year 6 have a wall chart which includes every child's name. All children have 3 cards – one green, one yellow, one red. The aim for every child is to stay green all week.

A yellow card may be issued in response to persistent minor infringements, a red card being reserved for serious misconduct. Staff should record children's behaviour colour for the day in their Home School Record by using a coloured dot in the top right corner i.e. a green dot if the child has stayed on green all day. If children have had a yellow card, the class teacher should record this as a yellow dot and provide a brief sentence explaining why in the Home School record. If children have a red card, the teacher should record a red dot in the Home School record and speak to the parent at the end of the school day to explain why. If the parent is unavailable, a phone call should be made.

### **How do pupils stay green?**

By behaving well and following the school rules. Pupils who remain green by the end of the week will get to take part in 'Golden Time'. 'Golden Time' is a structured, staff-led session in each class in which children can come "off timetable" in order to engage in fun activities outside of the normal curriculum e.g. Circle games, team-building activities, board games, colouring, DVD, music, etc.

Golden Time will be led by class teachers and teaching assistants on Friday from 1:30-1:45pm. Children who have not stayed green all week should be sent to the Principal or Vice Principal.

### **What happens if a child is given a yellow or red card?**

In the event that a yellow or red card is given then a record is kept which is monitored by the Senior Leadership Team. Each week during Friday's celebration assembly a draw will take place for children who have stayed 'green' all week. Chosen children will win a prize for the whole family to enjoy, to emphasise the importance of the parents role in their children's behaviour.



## Behaviour Guidelines: Sanctions

### 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.

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

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

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

### SANCTIONS PROCEDURE

All classes will have a behaviour logbook into which any incidents should be recorded. Senior Leaders will monitor logbooks at every Leadership meeting.

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

#### **(Classroom teacher) Use normal strategies:**

- e.g. Polite but firm requests, warnings (no more than 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 chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on class list at isolation table.



### **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 / playtime etc.
- Discussion with Team Leader and/or SENCO: consider Behaviour Intervention.

#### **Step 3 (Teacher colleague) Time Out (B)**

- Child escorted to designated colleague.
- Up to 10-15 minutes working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child records when, why in Attitude section of their Assertive Mentoring file.

### **If behaviour improves return to class. - If not or if child refuses, move to Step 4**

#### **For a regular offender:**

- Discussion with Team Leader and/or SENCO.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed by letter that behaviour is a cause for concern (see Vice Principal).
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

#### **Step 4 (Phase Leader) Time Out (C)**

Child escorted to Phase Leader.

Up to half a day working alone without causing disturbance. The class teacher is responsible for sending work for the child to complete.

Record who, when, why and store in Attitude section of the child's Assertive Mentoring file.

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 Phase Leader /Vice Principal/ SENCO.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / LA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child,



reduced school day etc.

- Access to extra-curricular / enrichment activities dependant on progress.
- Consider referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

### **Step 5 (Behaviour Leader) Positive Behaviour Support Programme (On Report)**

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- PBSP Meeting with Behaviour Leader/Class teacher/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, weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

**If targets are achieved remove from PBSP. If PBSP failed, move to Step 6.**

### **Step 6 (Vice Principal)**

### **Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child must uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Governors informed.

**If behaviour improves return to PBSP. If not move to Step 7.**

### **Step 7 (Principal)**

### **Internal Exclusion (up to 5 days)**

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Governors informed by letter.
- LA informed of likelihood of external exclusion.

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

**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, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.



**If behaviour improves remove from Contract to PBSP.**

**If not move to Step 9.**

### **Step 9 (Principal)**

### **Fixed Long Term Exclusion (up to 45 days per year).**

- Parents, Chair of Governors, 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 reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PBSP for a minimum of 10 weeks.

**If behaviour improves remove from PBSP.**

**If not move to Step 10.**

### **Step 10 (Pupil Discipline Committee)**

### **Permanent Exclusion**

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

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

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

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

### **Troubled children**

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be 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 school 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.

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 books (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).



Both use the school 'smiley' 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.

**Written:** September 2016  
**Next review:** September 2017



## 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. 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