Date of last review: 20/09/2025
Date of next review: Nov 2026

BEHAVIOUR POLICY

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1. Purpose

Good behaviour in school is central to a good education. At Kingdom Christian School we recognise the need to manage behaviour well so we can provide a calm, safe and supportive environment for our pupils where they want to attend and where they can learn and thrive.

Proverbs 22v6 says: *"Train up a child in the way he should go; and when he is old he will not turn from it."* Being taught how to behave well and appropriately within our school will help lay the foundation for our pupils to succeed as the progress through life.

At Kingdom Christian School we aim to:

- "Train up" our children to love God first and then to love their neighbour as themselves.
- Encourage the children to behave in a way that shows love and respect to all people and to demonstrate self-control.

We believe that all our children are precious gifts from God and have the right to feel respected, safe in class and the opportunity to achieve their full "God-given potential."

2. Policy Statement

We believe that children flourish when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour. As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations.

A Whole-School Approach

Kingdom Christian School ensures a whole-school approach to behaviour, ensuring that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. At Kingdom Christian School we treat one another with dignity, kindness and respect.

We will:

- Consistently and fairly implement the measures outlined in this policy across our school, from Nursery through to KS1 and KS2
- Provide additional support to pupils who require it to meet our school's behaviour expectations. Additional support will be consistent, predictable, applied fairly and only where necessary.
- Have simple, clear and well communicated expectations of behaviour
- Provide staff with bespoke training on the needs of pupils at our school.

This is a **statutory policy** and will be reviewed by the Governing Body annually.

3. Roles and Responsibilities

School Leadership

The Headteachers and Deputy Headteacher will be highly visible and will routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The Senior Leadership Team (SLT) will make sure that all staff understand the behavioural expectations and the important of maintaining them. The SLT will ensure that all new staff are inducted clearly into the school's behaviour culture, policy and procedures and that they understand how to best support all pupils to participate in creating the culture of the school.

The SLT will consider any appropriate training which is required for staff to meet their duties and function within this policy, including that related to SEND support. Staff will also be provided with access to helpful guidance, such as the DfE Mental health and behaviour in schools (November 2018) guidance.

Teachers and Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviours. Staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed.

Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, all pupils will be made aware of the school behaviour standards, expectations, consequences/sanctions and support. Pupils are expected to follow the school behaviour policy and uphold the school rules and ethos. Pupils will be asked about their experience of behaviour and provide feedback. This feedback will be used to help support the evaluation, improvement and implementation of this policy.

Provision will be made for new pupils to ensure they understand the school's behaviour policy and ethos.

Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. Parents will be encouraged to read the school's Behaviour Policy and take part in the life of the school. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate.

Where a parent has a concern about management of behaviour, they should raise this directly with the SLT while continuing to work in partnership with the school.

4. Behaviour Procedures

Behaviour Expectations

Our school rules all relate to scripture from the Bible which we believe are all encompassing for the expectations of the children.

- Always do your best (Work as if working for the Lord) (Colossians 3:23)
- Forgive others as God has forgiven you (Ephesians 4:32)
- Encourage friends and teachers with kind words and actions (1 Corinthians 13:4)
- Be obedient, do as you are told first time (Romans 13:5)
- Be honest, tell the truth (Leviticus 19:11)

These rules apply to all children at Kingdom Christian School and apply to all areas in the playground and on trips etc.

In short form, the rules are as follows

- Be honest
- Be obedient
- Be kind
- Be forgiving
- Work hard
- Always try your best

This policy and approach to behaviour has been mapped against the following national minimum expectation:

a) The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
b) School leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
c) Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
d) Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
e) All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and every is treated respectfully; and
f) Any incidents of bullying, discrimination, aggressions and derogatory language (including name calling) are dealt with quickly and effectively.

We teach the children at Kingdom Christian School about our Rules and Values through assemblies, circle time and our everyday interactions. The biblical rules for the classroom are displayed as a reminder to the children.

Behaviour in Class

Children should demonstrate a clear respect for the teacher as the person put in authority by God. They should:

- listen attentively
- do as they are told the first time
- speak respectfully
- express their appreciation for help given or things received

Children should demonstrate respect for each other by:

- not shouting out
- working quietly
- listening to each other's point of view
- not behaving in a distracting manner
- being careful with other people's property

Behaviour with Adults

Children should show respect by:

- obeying commands and instructions
- speaking politely and respectfully
- not interrupting conversations
- listening well
- expressing their appreciation for help given or things received

Behaviour with Other Children

We encourage children to:

- love and respect all children regardless of age, religion, sex, race and ability
- recognise that bullying can be verbal, emotional or physical
- look for ways to help and serve each other
- be quick to forgive each other
- be quick to apologise, even for accidents
- to always look for the good in others and to speak in a positive, encouraging manner
- not to look for revenge or retaliation
- to speak kindly and well of each other

Playground Behaviour

We look for all the above aspects of behaviour with both adults and other children to be operating in the playground.

In addition to this we expect children to:

- show kindness to children younger than themselves
- avoid physical contact when playing sports and physical games
- listen to the midday supervisor at all time
- refrain from going back inside during play time, unless they have sought permission from a member of staff

Behaviour at playtime should be dealt with by the teachers on duty or any problems should be reported to a senior member of staff according to severity or frequency.

In all aspects of disciplining children, Kingdom Christian School rejects corporal punishment in any form, including the threat of corporal punishment.

Responding to Behaviour

Maintaining a positive culture requires constant work. Staff will positively reinforce behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour.

Responding to Good Behaviour

Proverbs 12:25 "An anxious heart weighs a man down, but a kind word cheers him up."

At Kingdom Christian School we strive to speak positive messages into our children to raise their confidence and feelings of self-worth. We encourage children who are displaying good behaviour and reinforce this through positive reinforcement and rewards. Good work is celebrated as well as positive behaviour and character traits.

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Positive reinforcement has a reinforcing and motivational role. It helps a child believe he/she is valued. Positive reinforcement can be delivered in formal and informal ways. It can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards (General)

- Favourable comments can be entered on pieces of work
- Children's work can be displayed both in the classroom and corridors of the school
- Stickers given for good work and behaviour which may also include a visit to another class to share work or for a special sticker or praise
- Encouragement in and out of lessons should be used as much as possible

Points/Stickers Card

The school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on a reward card. Stickers are given to children who are displaying good standards in the following areas:

- Particularly good work/effort
- Displaying good manners
- Displaying a caring attitude towards others
- Showing kindness without being asked
- Tidying resources without being asked
- Showing forgiveness

Once the child collects stickers they are recorded on a reward card in the class. These points are gathered until the card is full. Once the card is full children are able to gain a prize from the reward box.

Weekly Shout Out Award
Each week teachers give a shout out to children who have been displaying good effort or behaviour. Teachers write their shout out on cards which are place in the reward box. If a child receives a 'shout out' then they are able to choose a prize from the box.

Responding to Misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. Staff will respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

At Kingdom Christian School we believe that it is important for children to learn their actions have consequences. Positive actions lead to positive consequences, but negative actions lead to negative consequences. Therefore, we have a clear sanction system in place so that children are aware of the consequences of their behaviour. We believe that it is beneficial for the child to receive a sanction even after they have apologised as sanctions are an important part of character training. With any sanction there will be a conversation between the adult and child to give the child an opportunity to apologise and feel they are able to move on. Our aim is to respond to misbehaviour in a way that maintains the culture of the school, restores a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Our response to misbehaviour has various purposes, including:

a) **Deterrence**: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
b) **Protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
c) **Improvement**: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils

will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Sanctions: Minor Incidents

For minor incidents there will be 1 warning given to give the child the opportunity to follow the expected level of behaviour. If the child continues to offend after 1 warning, then the child will go down on the traffic light depending on the nature of the incident (see **Appendix A**) a sanction can be applied.

Examples of minor incidents include:

- laziness with work
- Calling out in class
- Playing inconsiderately/misuse of equipment
- Disturbing or distracting others

Sanctions: Major Incidents

When a child commits a serious offence, the steps above are missed out and a more appropriate sanction is applied. The head teacher will investigate the offence and take appropriate action which will depend on the age of the child and the offence. This may include a report card to be completed after each session, school detention or suspension. The child's parents will be informed. A Behaviour Record is completed to keep a log of the behaviour.

Likewise, if a child repeatedly commits serious offences they may be suspended from school. If a child is suspended from school, he or she will only be allowed back to school after they have admitted their offence, apologised to all parties concerned and demonstrated a genuine desire to correct their behaviour. This period of time will last a minimum of the remainder of a school day to a period of time sufficient for all of the requirements of return to be met.

On these occasions the headteacher and class teacher will work closely with the parents to clearly identify the problem and decide upon a plan of action to see improvement in the child's behaviour.

If a child is suspended 3 times in a school year, members of the school Governing Body will be required to assist in the situation and take appropriate action. A letter will be sent to the parents outlining the important matters that were discussed and

warning of the possibility of permanent exclusion if the child's behaviour does not improve sufficiently before a given date.

If the child's behaviour does not then improve sufficiently, the school governors will write to the parents stating that their child has been excluded from school with immediate effect.

Examples of major incidents include:

- violence or aggression
- bullying
- damage to school property
- racism
- stealing

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

Child-on-Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned.

Following any report of child-on-child sexual violence or sexual harassment offline or online, the DSL (or deputy) will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE 2026), especially Part 5. Each incident will be considered on a case-by-case basis.

In incidents where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it in accordance with this policy.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Although the online space differs in many ways, Kingdom Christian School expects the same standard of behaviour online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour includes:

- Bullying
- The use of inappropriate language
- Soliciting and sharing of nude or semi-nude images and videos
- Sexual harassment

These incidents shall be dealt with in accordance with this policy and reported to the DSL.

Mobile Phones

Kingdom Christian School is a mobile-free environment and prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones throughout the school day, including during lessons, breaktimes and lunchtimes. Parent/carers are asked to ensure that these devices are left at home. Where mobile phones/smart devices are brought into school, any device seen or used will be confiscated and stored securely until the end of the school day. The pupil will receive a detention and parents/carers will be notified.

Exception: if a pupil lives across two homes and may need their mobile phone/smart device for the weekend. In these circumstances the mobile phone/smart device will be handed into their class teacher at the start of the day who will put the mobile phone/device in a locked box in the School Office until the end of the school day.

Where there are reasonable grounds to suspect that a pupil is in possession of a mobile phone or other item prohibited under the school rules, the Headteacher or a member of authorised staff, may search the pupil and/or their possessions in accordance with the DfE statutory guidance Searching, Screening and Confiscation.

For more information see the DfE Mobile phones in school statutory guidance 2026.

Searching, Screening and Confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other sanctions. The law protects staff from

liability in any proceedings brough against them for any loss or damage to items they have confiscated, provided they act lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstance relevant to the case. Reasonable force may only be used where a pupil is suspected of concealing an illegal item.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should also for continuation of the pupil's education in a supervised setting. This continuous education may differ to the mainstream curriculum but should still be meaningful to the pupil. Removal from the classroom is a serious sanction and should only be used when necessary and other behavioural strategies have been attempted. Removal should be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
c) to allow the pupil to regain calm in a safe space.

Removal is distinguished from the use of separation spaces (e.g. calm corner) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. These pupils will be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the school community.

Behaviour Outside of School Premises

The school may sanction pupils for conduct outside the school premises, including online conduct. This may include:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

5. Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions sued by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Incidents requiring 'reasonable force' may include:

- breaking up two children who are fighting
- removing a child from the classroom who is refusing to move
- stopping a child throwing a dangerous object
  (This is not a definitive list)

If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.

Our **Restrictive Physical Intervention in School Policy** provides further details of our procedures and practices.

Corporal (physical) punishment of any kind should never be used - it is unlawful to use force as a punishment. We reject the use of corporal punishment or threat of corporal punishment.

Staff will receive annual training during staff meetings to make sure their knowledge of physical intervention is up to date.

This is in reference to the Government Document *Use of reasonable force Advice for head teachers, staff and governing bodies (2013)*.

6. Support for the Child

Following a sanction, strategies will be used to help the pupil to understand how to improve their behaviour and meet the behaviour expectations of the school. This might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- A conversation with parents/carers
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school
- Inquiries into circumstances outside of the school, including at home, conducted by the DSL or deputy
- Considering whether the support for behaviour management being provided remains appropriate

If a child displays frequent, negative behaviour, we understand that this can be a cry for help. We aim to support the child through intervention programmes such as '*positive play'* sessions with an adult in order to begin to understand their thoughts and emotions. The child will be given coping strategies and techniques to channel their behaviour in a more positive manner. The parents of the child will be contacted, and the school will work in partnership with the parents to try and improve the child's behaviour. The school may choose to involve outside agencies to support the child (Educational Psychologist, Child Psychiatrist, School Doctor, Social Workers).

Part-time timetables will not be used for behaviour management but may be used in some circumstances for pupils with health needs.

Children with Special Educational Needs or Disability (SEND)

For some children with special educational needs (SEN) a slightly different set of procedures may be needed. They may require an individual reward system which focuses on their area of need. They may need to be dealt with in a slightly different manner if they have sensory sensitivity- i.e. one to one in a calm space. The child may require a 'cooling off period' where the teacher gives them time to cool off before they address the incident. Visual signs illustrating the school rules and routines are often used to clearly show children what is expected of them. These strategies will be tailored to the child's needs when the situation arises.

Strategies will be put into place with input from the SENCO and Headteacher when a child with SEN requires a more personalised approach to behaviour management. All adults working with the child will be made aware of the strategies and they will be detailed on the child's Individual Education Plan and kept in the child's file.

The school will do it's upmost to enable all children to flourish through carefully communicating behavioural expectations.

Preventing Recurrence of Misbehaviour

Where a pupil persistently misbehaves and whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour, the following interventions may be considered:

- Frequent and open engagement with parents, including home visits if deemed necessary;
- Providing mentoring and coaching
- Short-term behaviour report cards or longer-term behaviour plans
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Where there is serious concern about a pupil's behaviour we will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's education needs is required.

7. Monitoring and Evaluating School Behaviour

We will collect the following data to monitor and objectively analyse our behaviour culture:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

8. Related School Policies

- Safeguarding and Child Protection

- Online Safety
- Restrictive Physical Intervention in School
- Anti-bullying
- Attendance
- SEND

Version Control Table

Version	Date	Changes	Approval
1	2026	Re-branded to KCS and updated references in text. Formatting.	SO
2	2026	Updated in accordance with DfE Behaviour in Schools Advice for headteachers and school staff. Updates to section 1, section 2, section 4 (added national minimum expectations, child-on-child sexual violence and sexual harassment, behaviour incidents online, mobile phones, searching, screening and confiscation, removal from classrooms, behaviour outside of school premises) section 6 (including ref to part-time timetables, preventing recurrence of misbehaviour) Added Roles and Responsibilities and Monitoring and Evaluating School Behaviour sections.	SO
2.1	Nov-26	Updated reference to KCSIE 2026.	SO

Appendix A: Examples of Misbehaviour and Sanctions

Below are some examples of types of behaviour from minor to serious offences and possible sanctions which could be imposed at school following a warning. Please note that these sanctions are a guideline and for minor offences the class teacher is to use his or her discernment when deciding when and how they should be applied. If a member of staff is unsure of the sanction to apply, they should consult the headteacher.

For serious offences it is recognised that with all negative behaviour, there are differing levels of seriousness and repetition, this will be taken into consideration when applying sanctions.

Behaviour	**Sanction**
Persistent laziness with work	Stay in at break and complete work
Calling out in class Disturbing or distracting behaviour Rude to adults – teachers or assistants. (inc. disobedience i.e. repeated minor offences)	1. Child to sit on their own in silence for 2mins/ receive a time out. 2. If behaviour continues children will spend brief period of time outside the classroom and then they will spend playtime writing a letter of apology to their class teacher. A behaviour slip is sent home and it is recorded in the class behaviour log. 3. If behaviour persists children will be sent to another class and then they will write lines at playtime. A behaviour letter is sent home and it recorded in the behaviour log. If a child receives three letters home in the space of a term there will be a meeting with the child, parents and leadership team and the child will be placed on report. (See Step 4). 4. Meeting with parents. Child placed on report.
Speaking unkindly to others	Sit on their own for the rest of the lesson and/or miss their break. Write a letter of apology during the next break time.
Playing inconsiderately e.g. misuse of toys/playground equipment, too rough with others	1. Stopped from playing with playground toys, or, made to stand quietly next to the wall for 2 or 10 minutes.

	2. If behaviour persists children will spend playtime writing a letter of apology to the head teacher. A behaviour slip is sent home and it is recorded in the class behaviour log. 3. Child placed on report to monitor playtimes.
Hurting other people	1. Child to sit on their own in silence for 2 mins/receive a time out an appropriate time out. 2. If behaviour continues children will spend playtime writing a letter of apology. A behaviour slip is sent home and it is recorded in the class behaviour log. 3. Sit outside headteacher's office and wait to give account. Reflect on what they have done. Write a written account of behavior. Give this to the headteacher with an explanation. A behaviour letter is sent home. Three letters in one term generates a meeting with parents and senior leaders. Child is placed on report. (See step 4). 4. Repeated incidents child placed on report
Deliberate and / or repeated lying	1. Write a letter of apology 2. Sit outside headteacher's office and wait to give account. Reflect on what they have done. Write a written account of behavior. Give this to the headteacher with an explanation. Parents informed via behavior letter.
Bullying (Please also note our **Anti-Bullying Policy**)	Withdrawn from certain activities e.g. playtimes, if that's where the offence took place. Must be accompanied by an adult during certain activities for a given time. In cases of severe or persistent bullying, exclusion may be necessary. Child placed on report.

Appendix B: Charlie Taylor Behaviour Checklist

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour. We use the Charlie Taylor Behaviour Checklist as a guide.

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 is expected of them and that their work is matched to their ability.
4) Be aware of what is going on around you.

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

Never:

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Overreact - 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