



LYNDHURST HOUSE SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY (whole school including EYFS)

This policy is written with due regard to the DfE *Behaviour and Discipline in Schools, 2014 (updated January 2016)*, *Use of reasonable force (July 2013)*

See also **Antibullying Policy, Safeguarding Policy, Continuing Professional Development, SEND Policy, PSHEE Scheme of Work, Awards and Prizes Policy.**

Introduction

Lyndhurst House School seeks to create an environment in the school which promotes good behaviour, self-discipline and respect for others. This is achieved by the following aims:

- To maintain an ethos of good behaviour throughout the whole school, through strong school leadership, effective classroom management, and a consistent approach that is understood by parents, teachers and pupils based on a sense of community and shared values.
- To encourage consistency of response to both positive and negative behaviour through a system of rewards and sanctions.

1. Equality Act 2010

The School has due regard to the Equality Act 2010. Whilst all pupils are expected to behave well, there may be some pupils with conditions, such as ADHD or Aspergers, for whom reasonable adjustments to classroom management need to be made. Pupils with special educational needs or disabilities may also be targets for unpleasant behaviour from other children, and due care should be taken to prevent this.

2. Behaviour Management;

High standards of conduct and behaviour are expected from all pupils, in and out of the classroom, on school trips or visits, and while journeying to and from school.

To achieve this staff must be consistent in their approach, firstly by rewarding good behaviour and secondly by not tolerating poor behaviour. However, praise/awards must be deserved, otherwise their value is undermined and eventually they become meaningless.

Staff should:

- Enforce the School Rules – Code of Conduct - **CONSISTENTLY**.
- Not be over-familiar with pupils i.e. keep a professional relationship.
- Demonstrate courtesy to children and colleagues at all times.
- Be sensitive to pupils' problems and special needs.
- Respect the children, their views and their feelings and not use sarcasm which can be hurtful.

When dealing with an incident of poor behaviour staff should:

- Give pupils the opportunity to explain their behaviour or grievance.
- Follow the guidelines within the School's Behaviour and Discipline Policy.
- Make clear the consequences of actions involving poor behaviour.
- Give the appropriate sanction or refer to a senior colleague if that is more appropriate.
- Ensure the Form Teachers of all children involved are informed
- Remain patient and tolerant, and think before they speak.

3. School Leadership

The proprietors promote good behaviour amongst pupils by ensuring that – (a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils' misbehaviour; (b) the policy is implemented effectively; and (c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour. The Headmaster reports to governance on a regular basis on these matters.

The Headmaster has responsibility for the good conduct of the pupils throughout the school, including the EYFS. In order for this to be effective, this behaviour policy is discussed regularly in staff meetings and is reviewed annually.

The two Deputy Heads have responsibility for the day-to-day running of the school and will generally be available for colleagues to refer to and ask advice on behavioural issues. The Deputy Head Pastoral is also responsible for the administration of more serious sanctions such as detentions (for example, organising a rota of staff responsible for overseeing detentions). The Headmaster is responsible for the recording of sanctions and the keeping of the discipline log. The Senior Master has particular responsibility for pastoral and behavioural issues in Years 6 to 8, the Head of Lower School in Years 3 to 5 and the Head of Pre-Prep in the Pre-Prep. Any more serious sanction such as after-school detention will always be discussed with the Headmaster before being given to the child. Parents will always be informed of this in writing.

Members of the Senior Management Team, and other staff, will give guidance on good behaviour in assemblies, using topics such as religious tolerance and understanding disabilities as well as regular reminders of the school rules.

All staff are responsible for good behaviour and should lead by example. The Staff Code of Conduct and the Staff Handbook give guidance on what is appropriate. Colleagues should be respectful to one another, and should enforce any sanctions given by another. Should they feel a sanction was not deserved they should refer this to a senior colleague and not indicate this to the child.

4. Classroom Management

Children behave better if they are enjoying school, and enjoying their lessons. A well-structured curriculum delivered through well planned and effective lessons should achieve this.

Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, as well as structured feed-back, all help to avoid the alienation and disaffection that can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

In addition, teachers should:

- Create a positive climate with realistic expectations
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Promote, through example, honesty and courtesy
- Ensure fair treatment for all regardless of age, gender, race, religious background, ability and disability; but make reasonable adjustments to classroom management for pupils with learning difficulties or disabilities (see SEND policy)

- Show appreciation of the efforts and contribution of all
- Ensure sufficient challenge and avoid pupil boredom leading to distraction
- Ensure all pupils are involved in lessons
- Ensure pupils do not waste time waiting e.g. for a turn, for work to be marked
- Avoid marking in class when teaching should be taking place
- Point out and reward good examples of behaviour
- Deal immediately with minor offences e.g. calling out, talking inappropriately during a lesson

5. Behaviour Strategy and the Teaching of Good Behaviour

a) Behaviour and attitude:

The School's Code of Conduct and School Rules underpin discussions in Form Times and assemblies. In addition, the PSHEE Scheme of Work includes topics that address friendship and tolerance; for example: religious tolerance, disability, working together, how to be a good friend.

The Code of Conduct and School Rules clearly explain what is acceptable. When a child's behaviour or attitude is unacceptable they should be made aware of this quietly and firmly. Remember always to:

Praise in public, reprimand calmly and quietly and preferably in private.

Children should be reminded of what is expected and of the consequences if they continue. Staff should always ask the child if they understand what they have done wrong as misunderstandings can lead to further problems.

b) Misbehaviour towards other children and adults:

This can vary from simple bad manners and rudeness to bullying so it is important that appropriate sanctions are issued. It should be made clear to the child that his behaviour is 'unacceptable' and he should be asked if he understands. An apology to 'injured parties' should be made immediately.

c) Attitude to school-work, homework and other school related activities

If a child is not producing the work expected, teachers should ask why?

- Do the pupils understand what is expected of them?
- Do they understand what has been asked of them?
- Have they been given work they are not capable of doing?
- Are expectations reasonable?
- Are there other factors that are causing the problem and are staff fully aware of them?

6. Rewards and Sanctions

Rewards

Rewards are to recognise and encourage positive behaviour and attainment, in any of the following forms:

- A verbal expression of praise
- A written comment on a piece of work
- A symbol of praise – a sticker, star or stamp
- The award of a House Point, or points

- Recognition given in Assembly, to success in various areas
- The giving of responsibilities or tasks as a reward
- Display of work
- The award of a formal Commendation presented by the Headmaster in Assembly
- The award of a Headmaster's "Recommended Work"
- Any of the above to groups of children for group, team, or collective endeavour or achievement.

A separate policy exists explaining the different types of awards and prizes that are awarded at the school.

Sanctions

It is important to emphasize that where sanctions must be imposed it is the conduct which is unacceptable rather than the child, and that future expectations are clearly set out. There are degrees of flexibility, to allow for individual circumstances, but we aim to be consistent and fair.

At times, there will be incidents which require no formal sanction but nevertheless should be recorded in order for the Form Teacher, and/or the Headmaster, to see if there are underlying patterns of behaviour. In some cases, for example when a sanction is not appropriate but a teacher has a concern over a pupil's behaviour or a change in a pupil's attitudes, a record should be kept of this and passed on to the headmaster. Please see the School's Safeguarding Policy for further details and the two Safeguarding concerns reporting forms (found at the end of this policy, and also in the Safeguarding Policy) should be filled out, and then copies given to the Headmaster. It is important to note that the School Welfare Concern note is not a sanction but a device for staff to record concerns and monitor behaviour.

There are three levels of sanction:

- Low level - for minor, or initial, incidence of misbehaviour (e.g. a first instance of a pupil not listening in class, playing with an object when he should not have been doing so, or of a poor attempt at homework) receive
 - a disapproving comment or frown
 - a verbal correction or reprimand
 - a temporary confiscation of any object(s) which have made a contribution to the misconduct
 - instructions for the re-doing of poorly attempted work
 - a written "Warning" (for example for repeated low level misbehaviour) (a copy of which should go to the Form teacher, the Head of Section and the Headmaster). Three warnings in a half-term would result in a Minus (see below) in order to keep parents informed.
- Medium Level – for medium level misbehaviour (e.g. an act of unkindness, deliberate disruption to the class, deliberate disobedience, or repeated lack of effort with homework), a "Minus" can be given. No type of swearing, including blasphemy, is allowed at school, and may result in a minus. All "Minuses" should be sent home for signing by parents, and then returned to the teacher who issued the minus. 3 minuses in a half term automatically results in an after-school detention. All minuses should be copied to the Form Teacher, the Head of Lower School or Senior Master, and the Headmaster, who keeps a log of all sanctions (the "Record of Behaviour, Sanctions and Unkindness").

In addition to receiving a minus, pupils in the senior school will be sent to the Senior Master, and all pupils may well have to do one or more of the following:

- miss an activity or privilege
- be given extra work or an assignment to complete
- be asked to write an explanation or apology
- be removed from the classroom if disturbing or distracting others (for a short period of time)
- be given appropriate community chores to do
- be placed on Daily Report (or Daily Support)
- any combination of the above

Two after-school detentions in any half-term is likely to result in a Saturday morning detention (in full school uniform from 0900 to 1200) overseen by the Headmaster.

- High Level – for even more serious offences, such as theft, vandalism, violence, lewd behaviour, racism, bullying (including cyber-bullying), malicious behaviour, or a succession of Medium Level punishments, there may be
 - intervention and action by the Headmaster
 - consultation with parents by phone call or meeting
 - temporary exclusion from school for a period of time of one day or more as determined by the Headmaster
 - permanent exclusion from the School (in cases of expulsion, parents have a right of appeal against that expulsion by complaining directly to the Proprietors).

Record of Behaviour, Sanctions and Unkindness

Although all pupil concern forms, written warnings and minuses are kept by relevant form teachers and heads of the different sections of the School (Head of Pre-Prep, Head of Lower School and Senior Master), the centralised log of sanctions is held by the headmaster. For each incident, the pupil is named, his year group given, and the severity of the sanction and the date recorded. This is to ensure that any particular patterns of behaviour are recorded and acted upon.

Incidents involving More than One Child

If an incident of any sort occurs:

a) It is important that it is logged. Clearly a member of staff's first responsibility is to the children, and specifically any child who is hurt, physically or emotionally, in any way. However once the situation has been dealt with it is important that it is written up and that the procedure that followed is therefore recorded. It is much easier to do this as soon as possible. This log should then be passed to the Deputy Head or Headmaster, who can then deal with any issues that may remain.

b) For events involving two or more children it is important that the child or children concerned also give their record of events in writing, if they are able to. The procedure is to sit down all those who witnessed or took part in the incident with pen and paper and ask them to write a full account of what happened. As most incidents happen when a member of staff is not present this helps you to get a full picture; it is also easier for the children to write an honest account rather than to speak, and thus 'tell tales'. This procedure also gives a formality to the incident, which is often better than a reprimand, and allows everyone to calm down.

c) If a child is seriously hurt, either emotionally or physically, then the Headmaster should be informed and parents will be contacted on the same day or as soon as is reasonably practicable. Staff should not contact the parents themselves, except after consultation with the Headmaster.

Corporal punishment

Under no circumstances may corporal punishment be used or threatened on any pupil during any activity, whether or not within the school premises. This prohibition applies to all members of staff.

Reasonable force/Physical intervention

The Education and Inspections Act 2006 enables school staff to use “such force as is reasonable in the circumstances” to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Current DfE guidance gives the following, not exhaustive, list of examples when reasonable force may be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground; and
- To restrain a pupil at risk of harming themselves through physical outbursts.

However, no member of staff may use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Headmaster and authorised staff can use such force as is reasonable given the circumstances to conduct a search for certain “prohibited items”. These include stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The use of reasonable force/physical intervention applies where a member of the staff of a school is (a) on the premises of the school, or (b) elsewhere at a time when, as a member of its staff, s/he has lawful control or charge of the pupil concerned.

Any instances involving physical intervention by a member of staff will be recorded, and parents should be informed on the same day or as soon as is reasonably practicable.

7. Staff Development and Support

Misbehaviour is discussed at staff meetings. There can be times when a particular class is causing problems. Staff should be honest about difficulties they are having as in sharing their experience they may find others have similar problems, or have developed strategies that could help them.

Strategies that can help a problematic class could include:

- Rearranging the seating
- Separating a particular disruptive child
- Having a Learning Support teacher in the lesson
- Planning for changes in pace in the lesson so that children are engaged and interested

The best strategy for dealing with problematic classes is to follow the School's Behaviour Policy and have a consistent approach to poor behaviour.

Should any member of staff need any further support with maintaining discipline and encouraging good behaviour then this will form part of their Appraisal, even if this arises out of the normal cycle of Review. Details of the support that is available for members of staff are given in the School Policy for Continuing Professional Development. As well as INSET, these include coaching and mentoring, allowing a personal, flexible and supportive approach.

8. Support Systems for Pupils

Pupils who have received several sanctions may find it difficult to modify their behaviour. Their peers may have come to expect their inappropriate behaviour and they can end up 'playing to the gallery'. This can be particularly true of ADHD pupils.

Through circle time, or other strategies, pupils should be encouraged to give peer support and help their errant colleague earn respect.

A child who has been on the receiving end of unpleasant behaviour, has effectively been bullied even if this was not the intention. The victim and the bully must both receive appropriate support and it may be made clear to all that unpleasant behaviour is not tolerated. (see Anti-bullying policy)

9. Liaison with Parents and other Agencies

Parents should always be informed of any sanctions.

The Form Teacher should inform them of minor sanctions, preferably in person and otherwise by phone. The Senior Master, Head of Lower School or Head of Pre-Prep will inform parents of more serious incidents and sanctions.

The Headmaster and Deputy Head Pastoral will meet with the parents should an incident be so serious that suspension is being considered.

Other agencies may also be involved, such as local police or social services, as appropriate. See also the School's Safeguarding Policy.

10. Managing Pupils' Transition

When pupils move from one year group to another they are introduced to their new form teacher at the end of the previous term.

When pupils move to another School, it is usual for a report to be requested from the Headmaster. On the report, there will normally be questions about behaviour. It is important that such reports are honest in order to avoid a poor reputation from Senior Schools. Older pupils being prepared for Senior School entry and their parents should all be made aware of the importance of the Head's report, and that poor behaviour may prejudice their chances of entry to the School of their choice.

Concerns about a move to a new School can cause anxiety that itself triggers episodes of poor behaviour. Parents should be made aware of this and suitable strategies discussed with them.

11. Organisation and Facilities

The Senior Management Team are all experienced in managing poor behaviour and staff should consult with them at an early stage should they have any concerns. The SENDCO is also available to advise and can come into a class in order to observe any child causing concern. Poor behaviour may be disguising, or even symptomatic of, a learning problem. Poor eyesight/hearing can also be a trigger for boredom and thus poor behaviour and any such concerns should be taken into consideration.

It is important that all concerns are recorded and a Pupil Concern Form should be filled out and a copy passed to all relevant teachers and the Headmaster. Any further meetings with the child, or with the parents, should also be recorded and copies distributed as above.

12. Disciplinary action against pupils who are found to have made malicious accusations against staff.

Any allegation against a member of staff is taken extremely seriously (see Safeguarding policy). Should an allegation be found to be unfounded or malicious then this may result in suspension or expulsion.

13. Conclusion

The School prides itself on the good behaviour of its pupils. This is achieved by maintaining an ethos of mutual respect between pupils and staff together with the excellent quality of teaching.

This is not to say that instances of poor behaviour do not occur from time to time. No teacher should ever feel isolated when facing a disciplinary problem. Any sanctions are essentially temporary measures and pupils will only learn to exercise self-discipline and behave in the desired manner when they have respect for the school as an institution and develop a caring and respectful attitude towards their teachers and their peers.

Headmaster

July 2019

This policy is reviewed annually

To be reviewed: July 2020

Appendices.

1. Pupil Concern Form
2. Boy's Code of Conduct/ School Rules
3. Additional Notes for Staff

School Welfare Concern Note

NB you should speak to the DSL (or Deputy DSL) about your concerns before completing this form. You should complete this form after speaking to the DSL to create a record of a welfare concern (e.g. pupil broke down in class or at home; persistent or worrying anxiousness/stress; significant event that the pupil seems to be finding difficult to cope with; indications of self-harm; persistent unexplained absence; diagnosis of depression; referral to psychiatrist/psychologist);

Pupil Name:

Class:

Your Name:

Date of this record:

Description of welfare concern (explain what your concerns are, your observations of the child and any observations by other staff or pupils/parents. Where appropriate provide dates/times):

Have you spoken to the child? (If yes, use the child's own words):

Have you spoken to anyone else about your concern? (If yes, who?):

Is this the first time you have been concerned about this child? (If no, provide further details of previous concerns, or any relevant history.):

Further comments/additional information:

Please now send this Note by email to the DSL and Deputy DSL

The DSL and/or Deputy DSL will review the information contained in this form and convene a pupil support meeting to discuss and address the concerns.

Child Protection record of concern information form

NB you should speak to the DSL (or Deputy DSL) about your concerns before completing this form. Issues that might have raised a safeguarding concern include: evidence of significant harm or significant risk of harm from neglect; emotional abuse; physical abuse; sexual abuse or exploitation; radicalisation; missing from education; FGM, etc.

NB: If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form.

Pupil Name: Class:

Your Name:

Date of this record:

Description of safeguarding concern (explain what your concerns are, your observations of the child and any observations by other staff or pupils/parents. Where appropriate provide dates/times):

Has the child disclosed? (If yes, use the child's own words; if no, provide details of the source of the concern):

Have you spoken to anyone else about your concern? (If yes, who?)

Is this the first time you have been concerned about this child? (If no, provide further details of previous concerns, or any relevant history.)

Further comments/additional information

The DSL and/or Deputy DSL will review the information contained in this form and convene a pupil support meeting to discuss and address the concerns.



LYNDHURST HOUSE SCHOOL

CODE OF CONDUCT AND RULES FOR PUPILS

High standards of conduct and behaviour are expected from all pupils, in and out of the classroom, on school trips or visits, and while journeying to and from school.

Everyone should be a considerate member of the school community at all times, with an awareness of the needs of others, and of the moment.

This means that you should

- remember that you are at School to learn
- always try to understand other people's points of view
- walk in a quiet manner around school. This means never pushing, running or shouting indoors. Always be ready to open doors for others, to stand back to let adults pass by, and to offer help to carry things or do other tasks
- speak politely to everyone – other boys, and all adults
- not argue, call names, or be unpleasant to others
- remain silent when you are told to be
- keep the School clean and tidy, so that it is a smart and welcoming place which we can all feel proud of. You should always clear up your own things, and help to keep your classrooms and other rooms tidy too
- always be smartly dressed in your school uniform
- always obey a teacher's instructions
- never do anything to put your own, or anyone else's safety at risk

Pupils: Personal Rules

- Full School uniform to be worn coming to and from school, and at school. Hair to be neat and tidy, its natural colour, and a normal length. Jewellery (with the exception of that of a religious nature) is not allowed.
- Mobile Phones – Mobile phones must be handed in to the Headmaster at the beginning of the day to be collected at the end of the day. They should not be used at any time during the school day.
- Electronic gadgets – Personal music players including i-pods, may not be used on coaches to and from games, nor at any other time. All electronic gadgets should be handed in to the Headmaster at the start of the day in the same way as mobile phones.
- Pupils are not allowed to access the internet except through the school network.
- Pupils are not allowed to bring sweets or any other confectionary.
- School lunch is compulsory. All attend.
- Pupils travelling to School on their own must observe the highest standards of conduct in the street, must do nothing to bring discredit on the School, and must not trespass on private property.
- All pupils are responsible for their own books, kit and equipment and its storage
- All pupils are responsible for their classrooms.
- All pupils are responsible for good social relations with other pupils, and should immediately report any problems or difficulties.
- Pupils should report at once any bullying or vandalism taking place, or any damage to people or property.
- Pupils should support the School as a community, follow its rules, and fulfil any obligations and commitments they have to the School.
- Pupils must be on time for Registration, and arrive punctually at lessons.

Break Time Rules	
<p>Pupils must</p> <ul style="list-style-type: none"> - be fair, no cheating - be considerate to one another, and helpful - make friends, don't leave anybody out - stop playing at once when the whistle blows or bell rings - sort out arguments in a reasonable way, and ask the teacher's help if necessary - share the playground space and equipment so all can use it - go outside at break-times, unless having special permission to stay in. 	<p>Pupils must not</p> <ul style="list-style-type: none"> - leave the playground without permission - throw stones or other objects - play in out-of-bounds areas - run out onto or in from the playground - kick or fight - swear - play roughly - do to others what you don't like having done to you
In wet breaks, pupils have to stay in their class base, and Indoor Rules apply.	
Indoor rules	
<p>Pupils must</p> <ul style="list-style-type: none"> - move in an orderly fashion from one part of the School to the next - be careful of doors, and never let a door go without checking for someone behind - hold doors open for others, especially any teacher or other adult - keep their own kit and belongings tidy and in the proper place - help to keep their classroom and the rest of the school neat and tidy - come and go from Assembly, and line up for lunches, in an orderly fashion - remember to flush toilets after use, wash hands, and place paper towels in the bin. 	<p>Pupils must not</p> <ul style="list-style-type: none"> - run on stairs or in corridors - be noisy indoors - stay indoors at play-times without permission - go to other classrooms without permission - make mess or leave any area untidy - push through doorways in front of others - go into another boy's locker or bag - take anything that does not belong to them - go into any out-of-bounds area - damage any school or personal property
Classroom Rules	
<p>Pupils must</p> <ul style="list-style-type: none"> - Pay attention to the teacher - Listen with concentration - Raise their hands and wait their turn to speak - Work neatly and sensibly - Co-operate and share in group work - Always be respectful and polite - Keep their homework diary up-to-date - Have everything necessary for each lesson including writing equipment - Always try their best - Always ask the teacher if help is needed, or there is a problem 	<p>Pupils must not</p> <ul style="list-style-type: none"> - talk without permission - interrupt the teacher or other pupils - be without the books and equipment needed for the lesson - hand-in assignments late without permission - behave in any way to disrupt the class - make comments about the responses or work of other pupils

Special Games Day Rules

Pupils must

- Line up for the games coach in order. Don't push or shove in line.
- Carry any equipment that needs carrying or as instructed.
- Always wear a seat belt all the time on the coach.
- Change quickly and sensibly. Keep track of clothes.
- Always follow the teacher's instructions.
- Never cross a road without a teacher's command.
- Always play with good spirit and good sportsmanship, obey the referee, and be polite.
- Always remember kit on a Games Day.

Behaviour Policy - Staff Notes

Sanctions

- Full support will be given to all Staff in the successful implementation of this policy. Staff will be given opportunities to evaluate its operation in Staff Meetings, and can comment upon it at any time to the Head or Deputy Head Pastoral.
- Staff must themselves set a good example of calm, controlled, and fair, behaviour towards pupils. Individual children should be shown courtesy and friendliness as a rule, so that curtness and reprimand are all the more effective when they have to be.
- Remember that it is the conduct one is reprimanding, not the person. Do not personalise or insult.
- In general, praise publicly, reprimand (if at all serious) privately.
- Do not shout at an individual child.
- Follow the steps of Low Level, Medium Level, or High Level. Tell the pupil where he is at on the escalator, and where he is headed for.
- Keep notes of meetings, or phone-calls, with parents arising from behavioural concerns and significant pupil incidents.
- In meetings and “interviews” with pupils, make it clear what is expected, and engage the pupil in target-setting for behaviour, which he can write down.
- Be ready and generous with smiles. A smile from the teacher can mean a lot to the pupil.
- Use praise, and encouragement, at every opportunity.
- Be liberal with House Points.
- Be sparing with Commendations, so as not to devalue them.
- Use stickers, stamps, gold and silver stars, as you wish, to reinforce praise in books for written work.
- Be generous in written comments.
- Bring to the Head’s attention examples of good citizenship, positive behaviour, peace-making on the playground, responsibility, initiative.
- Encourage participation in the community by giving tasks and responsibilities as a reward.
- Don’t put a boy in the dog-house and leave him there. Always give him a chance to “make a come-back” by giving him a question he can answer or something to do for which you can praise him. Sanctions can be leavened by rewards e.g. a House Point for a well-done punishment assignment, etc.