

STATEMENT

At St. Christopher's the Hall School we always try to reinforce positive behaviour and as a result discourage unacceptable behaviour before it occurs.

AIMS

Our aims for discipline are that all children will

- Be tolerant and understanding of the feelings and needs of others.
- Develop a responsible and independent attitude towards their roles in the community.
- Develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour.
- Learn to have respect for others and to behave courteously towards them.
- Contribute to a safe environment
- Be able to work in an orderly atmosphere
- Be able to understand the role of and need for discipline as a positive part of school life.

PRINCIPLES

- The school's belief that good discipline is a result of consideration for others is encapsulated in the first point stated on the Code of Conduct - "Be Kind".
- Discipline and the development of self-discipline are achieved through a co-operative process involving parents as well as teachers.
- All members of the community work towards the school's aims by:-
 - a) Respecting the children as individuals
 - b) Providing a well-ordered environment in which all are fully aware of behavioural expectations.
 - c) Encouraging, praising and rewarding good behaviour.
 - d) Promoting a sense of belonging to the community.
 - e) Providing good role models – supporting the roles and responsibilities gained by Year 6 children as well as demonstrating good role models through staff.
 - f) Supporting one another.

STRATEGIES

- Under no circumstance do we include or support Corporal Punishment.
- All members of the school community must be made aware of and agree with the expectations of behaviour. This is to be achieved through staff induction and regular discussions at staff meetings.
- Parents should receive a clear explanation of the school's ethos before they choose the school, and a description of the school's discipline policy at the annual syllabus evening.
- Pupils are made aware that home and school are working in partnership.
- In order to foster and promote good discipline teachers
 - a) Actively look for the positive
 - b) Praise, give positive feedback and reward good behaviour
 - c) Reinforce examples of correct behaviour wherever noted – in the children themselves, in books, in related incidents (news), through drama
 - d) Provide clear, consistent expectations of behaviour.

REWARD SYSTEMS include:-

- House points. House totals and individuals are congratulated in assembly.
- Gold Star of Excellence – awarded to children displaying outstanding ability. Commendation by senior staff. Work to be highlighted in assembly.
- Silver Star of Good Work – awarded to children who have made marked improvement. Commendation by senior staff. Work to be highlighted in assembly.
- Gold stickers are awarded weekly to Lower School children.
- Verbal commendation from members of staff.
- House cup awarded termly.

Where poor or unacceptable behaviour is observed, the teacher:

- Must ensure that the child understands why the behaviour is unacceptable.
- Should listen to the child's explanation.
- Request that their Head of House speaks with them.

Can:

- Give demerits
- Set a task, preferably relating to the original misdemeanour
- Give break-time detention
- Send the child to the following members of staff in the following order as appropriate or as available - Head of House, Head of Lower School, Deputy Headmaster or Headmaster

BREAK TIME BEHAVIOUR

- Teacher explains why poor behaviour is unacceptable
- Minor incident dealt with by child 'cooling off' by teacher's side

If poor behaviour is persistent and the child does not respond to the above, the Head

- Calls in the child's parents to discuss (are home factors affecting child?)
- Agrees strategy with parents, records it and gives parents a copy.
- May implement encouragement card in which performance per lesson is monitored
- Monitors and reports back to parents.

In extreme cases, an outside agency may be used, e.g. child psychologist, behavioural therapist, family counsellor.

The school reserves the right to suspend or expel a child whose behaviour is severely disruptive or puts other children at risk.

REPORTING AND RECORDING

A good relationship between parents and school is essential. Parents should feel welcome at the school and must have access to the teacher or the Head at the beginning and the end of the day.

Reports on development of discipline include

- Daily verbal reports
- Comments in homework diary
- Written reports
- Parent / teacher evening.

Teachers are committed to communicating to parents positive feedback concerning behaviour as well as pointing out areas requiring improvement.

***Policy reviewed by all staff and amended Lent 2017
To be reviewed Summer 2019***