

Herne Hill School

for love, care and an excellent education

Independent Co-ed Pre-Prep & Nursery,
Founded 1978, Member ISA

www.hernehill-school.co.uk



BEHAVIOUR AND DISCIPLINE POLICY

Introduction

Our aim is to help the children to develop self-discipline, which we believe is ultimately the only worthwhile form. This will help create a good caring community. To encourage this, we provide a calm, caring atmosphere throughout the school day, with emphasis on good relationships, mutual respect between adults and children and among the children themselves, consideration for others and an awareness and tolerance of each other's particular needs.

We recognise and reward good behaviour in a positive way. Unacceptable behaviour is treated, in the first instance, through discussion to find the cause, and then if repeated, through loss of privileges.

We believe that close co-operation between the school and parents is invaluable to enable the children to develop consistent values and to feel secure.

We do not accept corporal punishment within the school for any reason.

Good discipline in school is a result of every member of staff working together with the common aim of producing polite, well-mannered, well-behaved children.

Each member of staff is responsible for the management and control of his/her pupils. This applies to all areas of the school e.g. corridors, hall, playground, not just the classroom. Collective responsibility for our pupils exists too. Staff are 'on duty' all the time and should correct inappropriate behaviour wherever it occurs.

Class teachers should deal with discipline problems that arise with children in their class. They should refer the children to the Headteacher when unable to deal with the problem, or if the problem persists or escalates. Even in cases where children are not referred, the Headteacher must be kept informed of all behaviour problems, particularly if they persist.

How we aim to use punishment

- Use punishment sparingly
- Focus upon the act, not upon the child
- Punishment should be reserved for repeated offences

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- Give a clear warning before punishing
- For punishment to be respected and effective, it is important that the offender and the rest of the class perceive it is deserved.

Maturity in making moral judgments develops earlier in young children who live in an environment where adults refrain from being bossy and domineering and appeal to a child's sense of reasoning about what is right and wrong. Therefore, we believe that through a warm, non-punitive style of disciplining produces children learn earlier to empathise with each other's point of view. Nevertheless, used sparingly when other methods have been tried, punishment has a part to play in helping children to feel accountable for what they do.

Punishments

- Loss of privileges
- Loss of freedom, i.e. missing playtime
- Segregation - but only for a short period
- Severe telling off (not shouting) - if this is done privately then it has more effect
- Doing extra tasks - socially useful and matched to the crime
- Sending the child to the Headteacher - reserved for serious or repeated offences
- Enlisting the parents' support - letter/phone home, asking parents to come into school

Ways to encourage appropriate social/learning behaviour

- Involve children in planning their own work to achieve a greater commitment and sense of ownership
- Use praise effectively; give feedback on exactly what you are praising
- Use praise to communicate the message: 'I know you can do it. I want you to succeed.'
- Praise both work and conduct
- 'Catch them being good'. Look out for good behaviour
- Pass on to the children favourable comments from other adults
- Decide whether public or private praise is more appropriate

Remember:

- Speak of problem behaviour, not a problem child
- Separate the behaviour from the child
- Make it clear that it is the behaviour which you do not like, not the child
- Some behaviour cannot be helped
- Some children misbehave because it is the only way for them to achieve recognition
- At our children's age, peer praise is as important as teacher praise
- Monitor on-task/off-task behaviour in order to pinpoint what the difficulties are for the child

Extreme cases of non-compliance of school rules and guidelines may result in suspension or exclusion in accordance with the provisions made in the school's standard terms and conditions.