



DISCIPLINE POLICY

This policy is a statement of the aims, principles and strategies for discipline at Thomas's London Day Schools. It was developed during the autumn of 1996 through a process of consultation with teaching staff. This policy will be reviewed annually.

1. 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

2. PRINCIPLES

- The school's belief that good discipline is a result of consideration for others is encapsulated in the first school rule "Be Kind".
- The Code of Conduct is a shared expression of expectations.
- 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:
 - respecting the children as individuals
 - providing a well-ordered environment in which all are fully aware of behavioural expectations
 - encouraging, praising and rewarding good behaviour
 - promoting a sense of belonging to the community
 - providing good role models
 - supporting one another

3. STRATEGIES

- 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 schools' ethos before they choose the school, and a description of the schools' 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:
 - actively look for the positive
 - praise, give positive feedback and reward good behaviour
 - reinforce examples of correct behaviour wherever noted - in the children themselves, in books, in related incidents (news), through drama
 - provide clear, consistent expectations of behaviour

4. REWARDS AND SANCTIONS

Each school has its own specific systems and procedures, with some details peculiar to that school. These can be found in the Staff Information Book of each school.

It is the responsibility of all staff to make themselves aware of the systems operating in their school. Staff should monitor and compare the number and frequency of rewards and sanctions given in order to ensure that there is a shared understanding of standards and expectations in implementing the system.

5. EXCLUSION

The school reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School. Temporary or permanent exclusion is at the discretion of the Head.

Details of the procedure are communicated in full to parents in the School's Terms and Conditions.

6. REPORTING AND RECORDING

A good relationship between parents and school is essential. Parents should feel welcome at the school and should have access to the teacher at the beginning and the end of the day and to the Head within 24 hours of a request for a meeting.

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.

This policy will be reviewed annually.		
Reviewed: December 2007	By:	Jill Kelham Vice Principal
Next Review: December 2008	By:	Jill Kelham, Vice Principal

