

Discipline Policy

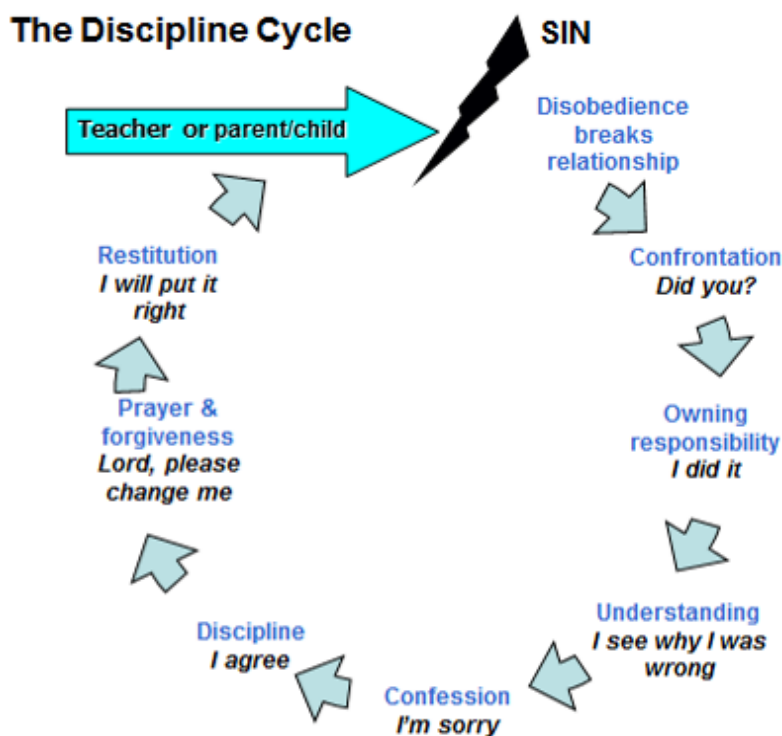
"Our fathers disciplined us for a little while as they thought best; but God disciplines us for good that we may share in his holiness. No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it."

Hebrews 12 v 10 & 11

At Emmanuel School we aim to encourage the children to conform to the behaviour laid down by the school's Behaviour Policy. To achieve this we will help the children to understand why certain behaviour is right or wrong, using the Bible as our standard. We recognise the important role of The Holy Spirit in helping the children to own up to the things they have done wrong, developing their understanding of right and wrong, and bringing freedom from guilt after apology. Therefore, we believe it is important to pray for, and with, the children – especially after serious offences.

The discipline cycle (see below) is a useful tool for working this through with the children.

In all aspects of disciplining children, Emmanuel School rejects corporal punishment in any form.



In addition we will use:

- a) incentives to encourage good behaviour,

- b) sanctions to discourage poor behaviour.

Incentives

a) Praise

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

Praise enables children to identify and feel good about their successes. It affirms self-worth and encourages them to strive for success again. We believe it is important to acknowledge all the children's successes by encouraging words.

Children who make an especially big effort with their work may be allowed to show their work to the headteacher, or another class teacher, as an extra encouragement. In addition, excellent work and good behaviour will be commended, and certificates given, in school assemblies. Whenever possible, parents will also be informed when their child makes progress with their behaviour.

Children are also frequently reminded that good behaviour pleases their Heavenly Father.

b) Merits

The merit system reinforces the encouragement of praise in a more concrete way. Politeness, serving, kindness, effort and initiative are rewarded so all children are able to achieve. Merits are given, which are put on a merit chart in the classroom. At the end of each half-term the child with the most merits in each year group is awarded a treat (currently a turn on the golden table).

Each child is in a team group and merits are added up each week and recognised in assembly. The team with most merits is awarded a 'cup' at the end of each half-term.

Sanctions

A young or immature child may receive a couple of verbal warnings before a sanction is applied. Older, more mature children, who have a clear understanding of behavioural expectations, will be sanctioned with less warning. If a major sanction is applied parents must be informed. We believe that it is often beneficial for the child to receive a sanction even after they have apologised. Sanctions are an important part of character training. On occasions the adult responsible for disciplining a child may believe that a heart felt apology is sufficient in itself and no sanction is required. (***Serious offences must always be reported to the Head teacher.**) The Holy Spirit helps us as we discern the response which will most benefit the child in the long term.

a) Minor Sanctions

For unsatisfactory behaviour, attitude or effort, minor sanctions will be imposed within school. This type of sanction will usually be related to the poor behaviour.

b) Major Sanctions

Serious offences should in the first instance be communicated to the headteacher and will then normally be communicated to the parents by telephone or personally. On these occasions we ask for the parents' support by imposing appropriate sanctions at home. All major offences should be recorded and given to the headteacher.

If a child refuses to tell the truth, or appears unrepentant, after a serious offence, the headteacher may decide to suspend the child from school for a day. **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 demonstrate a genuine desire to correct their behaviour.** On these occasions the Head teacher and class teacher will work closely with the parents to clearly identify the problem and decide upon a plan of action to see progress made in the child's areas of difficulty. If a child is suspended 3 times in a school year, members of the School Governors 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 headteacher will write to the parents stating that their child has been excluded from school with immediate effect.

Any appeals against the exclusion of a child should be handled according to the procedures laid out in the complaints policy. Please see **Complaints Policy** for details.

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. **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.

If a junior child is made to miss a break time as a sanction, they should write about why what they did was wrong and how and why they should behave well in the future. The teacher may decide it is important to refer the child to certain parts of scripture.

For serious offences the child can be sent to sit outside the headteacher’s office.

It is recognised that with all negative behaviour, there are differing levels of seriousness and repetition, this will be taken in to consideration when applying sanctions.

Behaviour	Sanction
Laziness with work	Stay in at break to work. Work could also be sent home.
Calling out in class	Spend brief period of time outside the classroom or sit in silence for a period of time e.g. the duration of the discussion, the rest of the lesson.
Disturbing or distracting behaviour	Work on own or spend time out as appropriate
Rude to adults – teachers or assistants. (inc. disobedience i.e. repeated minor offences)	Miss break times. Letter of apology.*
Speaking unkindly to others	Sit on their own for the rest of the lesson and/or miss their break. Letter of apology*
Playing inconsiderately e.g. misuse of toys/playground equipment, too rough with others	Stopped from playing with playground toys, or, made to sit on a bench for a short period of time.
Hitting others.	Sit in isolation in the classroom for an appropriate period of time /miss break times. Letter of apology*
Deliberate and repeated lying	Miss a break time to write a detailed letter of apology – write specifically for what they are sorry.*
Bullying <i>Please also note our Anti- bullying policy</i>	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.**

**a sorry card to fill in is available for KS1.*

***It may also be appropriate, depending on the age of the child, to ban them from taking part in extra-curricular activities.*