

Emmanuel Christian School

Behaviour and Discipline Policy



**Academic Year
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Emmanuel Christian School

A Policy on Behaviour and Discipline

Introduction

Train a child in the way he should go and when he is old he will not turn from it.
Proverbs 22:6

Discipline provides clear boundaries, which, in turn, create a sense of security and safety. Consistent guidelines administered with love will enable pupils to feel secure; the unconditional nature of this love reflecting the continual acceptance of God, and His never changing desire to have best interests at heart.

This policy of ECSL will be covering:

- Principles of Behaviour
- Aims for Teaching Staff
- ECSL's Culture
- Pastoral Care
- Rewards and Punishments
- Exclusion – Temporary or Permanent
- School Rules

Principles of Behaviour

The principles which shape the behaviour of pupils within a Christian school must convey the truth about God and the way in which He wants individuals to behave personally and in community. They should reflect that God has all authority, is righteous, just, merciful, gracious, loving, slow to anger and His commandments are not grievous but for our blessing. The principles must recognise that every child is a gift from God and belongs to God.

These principles include:

- Establishing an understanding of God's nature, His absolute justice and goodness;
- Developing a child's conscience and ability to discern right from wrong in order to make correct (Biblical) moral choices;
- Encouraging a respect for authority;
- Nurturing self-discipline in each child;
- Teaching each child how to form and maintain godly relationships;
- Teaching godly principles of responsible community living;
- Showing that God's justice demands 'Zero Tolerance': He can have no part of sin – any sin! His holiness, purity and sovereign, just decrees demand that all sin be punished. God never leaves any sin unpunished.

- Showing also that God's mercy and grace reveal the vast extent of His love. Through the Lord Jesus Christ, God provided a means for us to escape His anger at our sin. God's justice was satisfied when He substituted Jesus for us and punished Him instead.
- Showing that the Old and New Testament provide all the instruction needed to understand how we can live in a way that pleases God. The Holy Spirit is active in revealing Biblical truth and illuminating our minds to God's patterns and principles which should govern every aspect of our lives. We can know what God considers to be normal, and aim to comply even though the world, the flesh and the Devil conspire to deflect us.
- Demonstrating Christ-likeness – intolerant of sin but having compassion for those who continually fail. We must make it possible for them to succeed. We must be long-suffering, gentle and kind. However, also like Him. We must be intolerant of those who wilfully disobey. Those who will not behave in a normal way will eventually corrupt the norms. This is unjust and cannot be allowed.

Aims For Teaching Staff

In carrying out their duties, the teaching staff are required to implement all aspects of the discipline policy with consistency, exercising self-control, and always demonstrating unconditional love. The aim will be to encourage pupils to develop self-discipline and a respect for authority and the rule of law.

Staff are therefore required to present a good example in all their conduct, both on and off duty. In order to discipline there must be the credibility to have disciples! The challenge to all staff is very real, as the pupils will be only too aware if double standards are operating. At another level, staff have an added obligation to serve the parents in this important role as examples to emulate.

With all this said, it is the teachers who will ultimately be setting the school's culture by their character and behaviour in the school.

ECSL's Culture

But the wisdom that is from above is first pure, the peaceable, gentle, willing to yield, full of mercy and good fruits, without partiality and without hypocrisy. James 3:17

- The creation of a positive atmosphere based upon shared Christian values;
- A consensus about standards of behaviour among governors, staff, parents and pupils;
- The importance of setting a good personal example;
- Continuing communication about standards, including practical examples;
- A recognition of good behaviour and action against bad behaviour;
- A curriculum which reinforces the school's code of conduct;
- Effective monitoring and supervision of non-classroom activities;
- All members of the school community being respected and valued;
- A structure and order to the pattern of the school day;
- A pleasant, positive, encouraging, stimulating and motivating environment;

- An understanding of and respect for authority;
- A restriction on access to negative anti-social images and a recognition of the effect of media, cultural and peer influences on attitudes and behaviour.

Pastoral Care

Bear one another's burdens, and so fulfil the law of Christ. Galatians 6:2

This is an area where the family, the church and Emmanuel Christian School have a common aim – to see each child come to true, saving faith in God. Parents, Governors and Teachers seek to work together by prayer and action as guided by the Holy Spirit, to encourage the spiritual development of our children. Parents have an essential role to play by sharing insight and information.

Pastoral Care will involve:

- General oversight in school, including monitoring of academic progress, attendance, punctuality, etc.
- Teachers providing time for reinforcing spiritual and moral values, good attitudes and a sense of community and direction. They should prayerfully seek to foster an understanding of the spiritual condition of their pupils and develop an awareness of their spiritual needs;
- Teachers developing genuine relationships with the children enabling them to get a better overview of a child's spiritual, personal and academic development. A child's gifts should be recognised and plans formulated for the exercise and development of particular strengths. Prayer and strategies to enable children to overcome weaknesses is also part of Pastoral Care;
- If a child feels they have been unfairly treated by a teacher they should ask their parents to discuss this with the teacher. If the parent is still unhappy they should speak with the Headteacher or Chair of Governors. **(See our Complaints Procedure for further detail)**
- Where appropriate, and at the request of the Headteacher or Chair of Governors, Governors will seek to work with parents and children to address unacceptable behaviour;
- Providing opportunities for each child to feel valued by the school and for each child to make their unique contribution to the life of the school;
- Impartially dealing with all acts of unrighteousness. Everyone is under God's authority – parents, teachers and children.
- Modelling as Christians a more excellent way before a watching world.

(See **Appendix B**: 'The 6 C's of Correction' as a model of how pupils are disciplined at Emmanuel Christian School – added in January 2019 – and **Appendix C**: 'The Top Ten Tips For Behaviour Management' as a checklist for staff – used in staff training in January 2016)

Rewards and Punishments

Rewards

Jesus said:your Father who sees in secret will reward you openly. Matthew 6:4

Rewards tell you what to do, creating a positive response. God's dealing with His people demonstrates that obedience brings blessing and disobedience is folly.

Rewards should:

- Encourage children who want to behave well;
- Draw attention to positive behaviour and values;
- Be something desirable (i.e. not embarrassing);
- Be accessible to all children.

Rewards could be:

- Eye contact and a smile;
- Signal between child and teacher;
- Verbal praise (including private praise);
- Positive, written feedback;
- Displaying work (including showing in the celebration assembly);
- Time of favourite activity;
- Free choice of activity (end of day/term);
- Stickers;
- Positive report sheet to parents;
- Sending work to show other teachers/Headteacher :
- House Points:
- Special Mention Tickets:
- Subject awards (Seniors)

(See the relevant section of our Staff Handbook for further information on current practice.)

Punishments

Now no chastening seems to be joyful for the present, but grievous; nevertheless, afterwards it yields the peaceable fruit of righteousness to those who have been trained by it. Hebrews 12:11

In assessing the appropriate level of punishment, Teachers and Governors will take into account the effect of the child's behaviour on the overall well-being of the school and all its pupils.

Punishments should:

- Establish a sense of God's justice;
- Convey respect for God's law;
- Promote righteousness and truth by being fair, appropriate and consistently applied;
- Contain a warning;
- Deter bad behaviour;
- Be a means of correction.

All poor behaviour must be addressed with some kind of consequence. Teachers should use their experience and discretion in deciding how to deal with individual behavioural issues within the following staged approach:

Stage 1 - This is the petty rule breaking stage or low-level disruption. This should be dealt with by the class or subject teacher. These incidents must be recorded Impero using the behaviour section.

Stage 2 - These incidents are more serious, calculated or persistent and must be referred to the Senior Leadership Team who will contact parents/guardians. Initial details should be recorded by the teacher on Impero using the behaviour section and emailed to the Senior Leadership Team.

Stage 3 - This stage deals with the most serious incidents. A member of the Senior Leadership Team must be informed immediately. Initial details should be recorded on Impero using the behaviour section by the reporting teacher. The Headteacher will ultimately deal with all such cases

Stage	Behaviour	Consequences
1	Late arrival to lesson Incorrect uniform/hair/jewellery/make-up Missing equipment/books Late, incomplete or no homework Poor standard of class/homework Poor behaviour Inappropriate language Mobile Phone Policy violation	Dealt with by the teacher: Verbal Warning Required to sit in a set place Loss of break time Confiscation of phone (24hrs) Record on Impero
2	Persistent Stage 1 issues Disrespectful conduct Disruptive behaviour Lying/deception Interfering with the property of others Bullying/unkindness Dangerous behaviour (without intent) Inappropriate physical contact Mobile Phone Policy violation	Referral to Senior Leadership Team who will inform parents/guardians: Removed from lesson Break time detention Target cards/Individual Behaviour Plan Confiscation of phone (more than 24hrs) Record on Impero
3	Theft Use or supply of cigarettes, drugs and/or alcohol Bullying of a persistent or very serious nature Deliberate vandalism Physical aggression/violence Persistent or serious unacceptable behaviour Wilful rebellion and gross insubordination Bringing the School into disrepute	Referral to Headteacher and meeting with parents/guardians: Fixed term exclusion Behaviour Contract Formal written warning Final written warning Permanent external exclusion Record on Impero

Exclusion –Temporary or Permanent

The decision to exclude a pupil will be made by the Headteacher, in consultation with the Senior Leadership Team (SLT)

Examples of serious misdemeanours for which temporary and permanent exclusion may be considered are listed below (this list is not exhaustive):

- repeated lying

- misuse of illegal substances
- swearing
- sexually immoral behaviour
- bullying, aggressive behaviour
- stealing
- vandalism
- insolence
- determined disobedience and defiance
- malicious accusations against another pupil, including by text or by Facebook or other forms of digital communication including social media
 - through anti-social behaviour off site when the pupil could be identified as being part of the school community, namely, in uniform or on a school organised or school related even malicious behaviour towards a member of staff
 - any misdemeanour/behaviour for which any other disciplinary measure as listed above is not deemed as sufficient

Temporary Exclusion:

If there are no marked improvements; if inappropriate behaviour continues; or if behaviour is sufficient to warrant it, the Head teacher may decide to apply a temporary exclusion away from school. Work will be provided by the school for the pupil to carry out during the exclusion period.

In certain circumstances it may be appropriate to take the form of some measure of internal suspension, where the pupil is removed from a certain situation, such as break times, or removed from lessons and is supervised within school where they study on their own. This decision is at the discretion of the Head teacher with the SLT.

Permanent exclusion:

If the school considers that a permanent exclusion is in the best interests of the school, parents will be encouraged to come to a mutual agreement for the removal of the pupil from the school. If the school feels it is in the best interests of the school to permanently exclude a pupil, it will do so only after discussion with the Chairman of Governors who will ensure that the correct procedures have been followed and it has been ascertained that all reasonable steps have been taken by the school to resolve the issue.

Parents will be informed of the decision to permanently exclude their child in writing and informed of their right to appeal against the school's decision. The school will provide work for the excluded pupil from the sixth day of the exclusion and until the pupil has been allocated another school.

The school reserves the right to exclude a disruptive pupil or one who persists in disobedient or antisocial behaviour.

In extreme cases or disobedience, the school and parents will cooperate together through the Headteacher or Chair man of Governors in providing the necessary discipline.

School Rules

At Emmanuel Christian School we want to know God, to love Him and to walk in His ways. These Rules need to be in a form clear and visible for every child to see them and know them. As we live and learn together we will ask God to help us to:

- Do our best at all times.

God says, 'Those who honour me I will honour.' 1 Samuel 2:30

- Listen carefully and do what we are asked to do.

A wise man listens to advice. Proverbs 12:15

- Help others who are in need.

Each helps the other and says to his brother, be strong. Isaiah 41:6

- Be truthful, thoughtful and kind in the way we act, listen and speak to each other.

Jesus said, 'A new commandment I give you, that you love one another.' John 13:34

- Move about the building in a calm and orderly way.

You should not look to your own interests but also in the interests of others. Philippians 2:4

- Control the level of our voices.

There is a time for everything. A time to be silent and a time to speak. Ecclesiastes 3:1&7

- Share books, equipment and space with others in a generous and friendly way.

Jesus said, 'Love your neighbour as yourself.' Matthew 22:39

- Take care of our shared books, equipment and space.

Every good and perfect gift is from the Father above. James 1:7

- Show good manners especially by saying 'please' and 'thank you'.

Always give thanks to God the Father in the name of the Lord Jesus Christ. Ephesians 5:20

- Eat our lunches in an orderly way, seated at the table.

Whether you eat or drink or whatever you do, do it all for the glory of God. 1 Corinthians 10:31

Misbehaviour off the school site.

The school can discipline pupils for misbehaviour/misdemeanours that occur off the school site. This includes (but is not limited to) situation such as:

- taking part in any school-organised or school related activity
- Travelling to and from school when wearing school uniform or in some other way identifiable as a pupil at the school. When misbehaviour could have repercussions for the orderly running of the school

- for behaviour which poses a threat to another pupil or a member of the public
- behaviour which could adversely affect the reputation of the school.

Confiscation of inappropriate items:

A member of staff is enabled to confiscate, retain or dispose of a pupil's property as a punishment under section 94 of the Education and Inspections Act 2006, provided they have acted lawfully and it is reasonable in the circumstances.

Staff have the power to search without consent for prohibited items including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

It is for the teacher to decide if and when to return a confiscated item, subject to the head teacher's oversight. If the item confiscated is alcohol or tobacco, it will be destroyed. If the item confiscated is the property of another student it will be returned to the owner of the property. If the item that has been confiscated belongs to the child and it is appropriate to return it to the child, the member of staff will make the decision whether to return it to the child at the end of the session or to return it to the child's parents with an explanation as to why the item was confiscated.

Use of reasonable force

Reasonable force can be used to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

Headteachers and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Accusations against a member of staff

The school's complaints procedure should be followed in the case of a pupil making an accusation against a member of staff.

Powers to discipline

Paid staff, including teaching assistants, acting on the authority of the Head teacher, have the following powers to exercise disciplinary procedures:

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs within school and in some circumstances out of school. This refers to staff supervising educational visits or other school organised events off site, in accordance with Section 90 & 91 of the education and Inspections Act 2006.
- The decision to discipline the pupil and the punishment itself should be made on the school premises or while the pupil is under the charge of a member of staff. The discipline must not breach any other legislation (for example in respect of disability, special educational needs, race, etc) and it must be reasonable in all circumstances.
- A discipline must be proportionate in accordance with section 91 of the Education and Inspections Act 2006 which says the penalty must be reasonable in all circumstances and account must be taken of the pupils age, any special educational needs or disability they may have (under the Equality Act 2010), and any religious requirements affecting them.
- Parents and volunteers working at the school should feel that they can address behaviour as part of their support of the class teacher or of teaching groups. This also applies to educational visits off site. Parents and volunteers should work from the authority and specific boundaries set by the member of staff whom they are assisting.
- Parents are encouraged to bring to the notice of the appropriate member of staff, any behaviour they witness off site which would fall into the categories mentioned below.
- Note that the school can and will take action if a pupil is malicious towards other pupils or members of the school community in what they write via text, Facebook or other means of digital communication. Pupils or other members of the school community such as parents, volunteers and members of staff should provide evidence if they are complaining about the behaviour of a pupil through the above means.

Summary

A successful discipline policy based on biblical principles should help pupils understand the nature of their transgression, and allow repentance, forgiveness, fairness and appropriate discipline, restoration and growth towards taking responsibility for one's personal words and actions. It should help, therefore, to create an environment which can assist in bringing the child nearer to understanding the need of personal forgiveness from a merciful and gracious God.

Appendix A

Learning slip (see below)

Emmanuel Christian School – Learning Slip

It's the child God loves that he disciplines;
the child he embraces, he also corrects. (Hebrews 12:6)

Pupil's name Teacher's name Date.....

Dear

..... has been given a learning slip today. The reason for this is as follows:

.....
.....
.....

This has resulted in the following discipline (e.g. missed break time, letter of apology):

.....
.....
.....

Please can you discuss this with your child and pray with them about the issues. Please ask them to complete and sign the response below. If you have any comments or observations, please write them below too. Do feel free to come and talk to the teacher concerned.

Pupil response after discussion with parents.

.....
.....
.....

Pupil's signature

Parent/Carer's comments:

.....
.....
.....

Parent/carer's signature.....

Teacher's signature (when returned to school)

Date

.....
Teacher to complete the following *before* giving out the learning slip.

Learning slip placed in an envelope addressed to parents / carer and either,

a) Handed to parent / carer or

b) Given to pupil with a follow-up phone call made to parents

(Please tick as appropriate.)

Appendix B

The 6 C's of Correction

- 1. Confront:** Don't let a misdemeanour pass or ignore it even if you are tired or busy. Be careful to understand the situation as fully as possible and deal with the pupils as clearly as possible. The truth is that this often takes time and energy; however, resolution of issues is something that is of greater value than the completion of a lesson, so it is time well spent. Address children in love; remember we are under grace too! **Ask: What is the rule? What should you be doing/not doing?**
- 2. Confess:** This links very closely with the previous C. It is of limited value to simply inform a child of their poor choice. Far more valuable is for a child to acknowledge his or her behaviour. Help them to own and confess wrongdoing; you may need to give them space for this to happen, rather than it being an instantaneous response. We often talk in terms of 'choices', particularly with the younger children, as it is key for there to be a confession of their own choices within the context of the acknowledged boundaries. **Ask: what have you done wrong?**
- 3. Commit:** Enable the child to commit him/herself to the correct course of action and to not repeating the actions that have happened on this occasion. Ideally, this needs to take the form of a question: **what are you going to do next time? What choice would it be good for you to make in future?** This is important because it is a point to which we can return on future occasions when the same issue resurfaces.
- 4. Consequence:** Bring the situation to clarity. As appropriate, apply your school's discipline procedure, giving the relevant sanction. However, this is the point where, in my own experience of teaching, but also observing my own staff, we go wrong. **The consequence is not the full stop in the disciplinary sentence.** Punishment or consequences are not the end game within this procedure. Any discipline procedure which is predominantly punitive is not based on scripture. Remember Hebrews 12:11 – the fruit of discipline is not submissive, robotically obedient children, but righteousness, for those who have been trained by it. Discipline is not intended to be punitive, but rather redemptive. If our process ends at this point, or with the letter sent home to parents or a note in a form tutor's folder, then we have missed the ultimate purpose. **The discipline process is an enactment of grace – it is a lifegiving process, not one which leaves a bad taste in our mouths afterwards. The children might not see it – probably won't see it – but we need to guard against our disciplining being a negative experience. I want there to be a sense of hope and expectation for a positive change that the children take away, not just a white envelope with a detention letter!**

5. **Confirm:** Extend forgiveness and re-instate the relationship confirming your love and acceptance of the pupil. This is where we're headed – the restoration of relationship. Father God didn't stop with Jesus' crucifixion. That wasn't the end of the story – Father God was after a sacrifice – someone to punish. If this was the end of the story, Jesus' death would have merely been the placation of an angry God. Instead, Jesus rose from the grave, conquering sin and death, and opened a way for restored relationship with Father God. This is what we are looking to mirror – discipline is for the purpose of restored relationship, rather than simply meting out judgement and ensuring justice is done. It is an enactment of the gospel! And has the potential to be, rather than a negative experience, one of the most life-giving processes in the course of the school week!
6. **Consider:** Look at your own pedagogy and responses in the light of their behaviour. Take stock. Was the situation your fault – were you just short-tempered and in a bad mood? Are there apologies you need to make? This is such an important thing for children to see – it is not an expression of weakness to apologise, but actually it can be mind-blowing for children to see someone in authority acknowledge their own ability to get something wrong! Are there changes you need to make to your class routine or structure? Can you put in place a structure to help the child in future? How do you need to be praying for this child or young person? Is there something deeper going on that needs some prayer and intercession in order to see a breakthrough?

Appendix C

Top Ten Tips for Behaviour Management

Mrs R Allen - ECSL Staff Training 5/1/16

Why do we discipline?

Promotes spiritual growth (peace, patience, self-control etc.)

Hebrews 12v11: For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it.

Hebrews 12v5-6: ...For the Lord disciplines the one he loves, and chastises every son whom he receives.

1. You're the Boss!

- ✓ Body language – it helps if you are standing up for as much as possible, and move around the room. You should be their main point of focus!
- ✓ Don't back down – you're in charge of the pupils, not the other way around
- ✓ Language and tone of voice – choose words carefully. Don't shout at the pupils (unless absolutely necessary!) – this promotes fear rather than respect.
- ✓ Don't say "please", say "thank you"
E.g. saying, "Please stop messing around," can give children an opportunity to be disobedient. Saying, "Stop messing around, thank you!" is signalling to the pupils that it's not optional!
- ✓ Pupils feel safest when the teacher is in charge

- ✓ Don't apologise for enforcing the rules!

2. Use Positive Rules

- Rules that are positive are psychologically much easier for people to follow, e.g. "Put your hand up and wait to speak" is much more positive than "Don't shout out", and pupils are more likely to respond better to positive instructions or rules.
- Praise pupils who adhere to these rules, being specific with your praise
- If pupils are not following the rules, mention specifically which rule they are breaking

3. Use Rewards Constructively

- E.g. House points, being allowed to go first, treats(!), extra responsibilities etc.
- The goal is for these positive behaviours to become habit by encouraging a positive, co-operative environment
- Don't be bullied into giving out rewards where they have not been earned!

4. Praise!

- Praise is the most powerful motivator
- Praise often
- Be specific, e.g. "I know that you find this difficult, but well done on persevering"
- Smile (and mean it!)
- Praise the little things, such as handing homework in on time, bringing all their equipment, not swinging on their chair...

5. Clear, precise instructions

- Make sure you have their full attention before giving instructions
- Try to only give instructions once. Repeating them can unintentionally train pupils not to listen first time
- Don't give them a choice, e.g. "would you like to...?" or "how about doing this...?"
- Ask a pupil to repeat them back to you if necessary
- (N.B. For some pupils it may be necessary to have written instructions as well)

6. Deal with low level behaviour before it gets too big

- ❖ Some negative behaviour can be attention-seeking. It is important not to ignore it. The best way of dealing with it is to not show annoyance or let it interrupt the lesson.
 - ❖ Pausing
 - ❖ Move to where the pupil is working
 - ❖ Making eye contact etc.

❖ Stick to the behaviour policy

❖ Always follow through

7. Consequences...

Don't give up! Praise little steps along the way

The pupils know the rules and consequences and have made a choice to disobey the rules anyway. Letting them off the hook won't help anyone!

The point of consequences is to make the pupils understand what they did was wrong, not breed resentment towards you

8. Best for Both

✓ Avoid heated confrontation

✓ Talk calmly to the pupils, and make them aware of their choices, and relevant consequences

✓ Give pupil time to "cool off" if necessary

9. Establish a "start of lesson" routine

• It's not worth trying to start a lesson until all the pupils are ready

• Have the pupils do a short activity as they settle down to help focus them, e.g. a puzzle, some mental arithmetic, wordsearch etc.

10. Manage the end of the lesson

▪ Leave enough time at the end of the lesson for tidying up, packing away, copying homework down etc.

▪ Games, challenges, quizzes etc. are fun ways to end a lesson positively, reinforcing what they have been learning