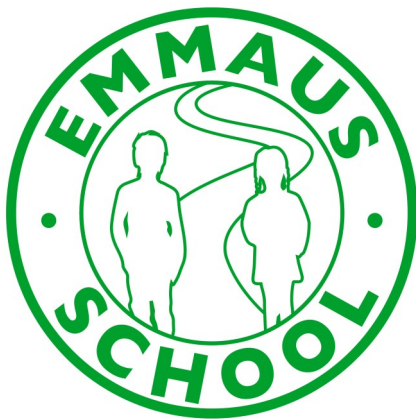


Discipline Policy



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Discipline Policy

This policy is applicable to all pupils including those in the EYFS

What is discipline? At Emmaus School the word discipline is defined as training within a loving relationship.

The long term goal of discipline

To develop mature, self-controlled young adults who live lives to please and serve God.

The short term goals of discipline

- To correct and train in the day to day situations arising from school life.
- To face and resolve the results of disobedience.
- To restore relationship between quarrelling students, or between staff and pupils.

The importance of relationship in discipline

Successful discipline can only take place in the context of strong, loving relationships between staff and pupils. Teachers will make every effort to build good relationships where there is mutual love and respect with pupils. Teachers accept the responsibility that they themselves impart their own standards and attitudes to the pupils. Teachers will be honest and admit to the children that they are not perfect, and that they themselves are under the loving discipline of the Holy Spirit. Teachers will not see it as a sign of weakness to apologise to a child if they are in the wrong.

Child development and discipline

Discipline of children should involve taking into account their age and stage. Young children need many external controls, and they need to be trained in first time obedience. The increasing maturity of the children means that the adults gradually remove some controls in order to let them exercise choice, suffer consequences and learn from mistakes. Through this process, the children's behaviour will increasingly be shaped by self-control and less by external controls.

The School Rules

Jesus said that all rules are summed up in these two commandments: - " 'You shall love the LORD your God with all your heart, with all your soul, with all your strength, and with all your mind,' and 'your neighbour as yourself.' " Luke 10:27.¹

The apostle Paul said that the whole law is summed up in this single commandment (Galations 5:14), and James said that if you keep this royal commandment you will always be doing what is right. (James 2:8)

These two great commandments, therefore, will be used as the standard by which the behaviour of the School community is judged.

The Discipline Cycle – a redemptive approach

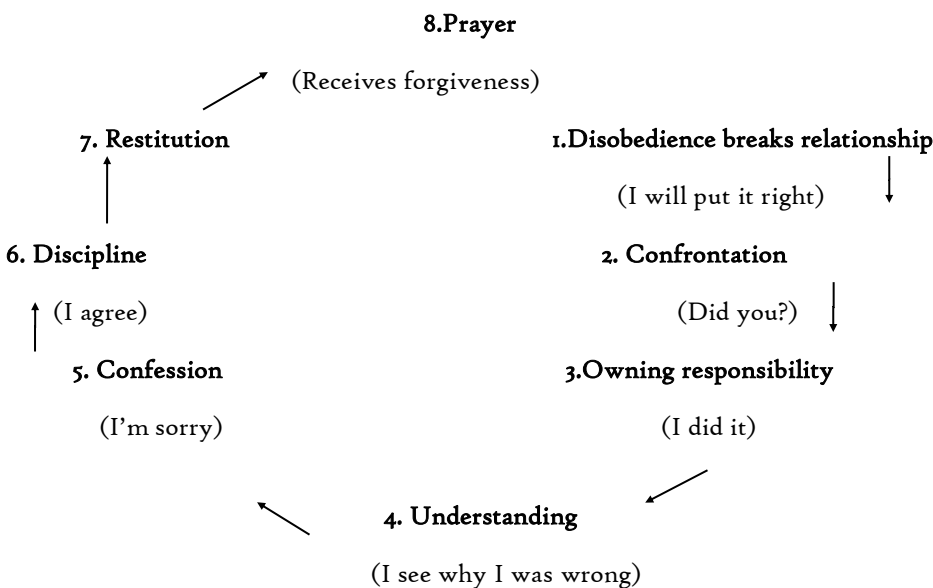
This approach to matters of discipline follows God’s pattern of dealing with Adam and Eve’s disobedience as recounted in Genesis 3.

- ◆ *Accountability* – v.9 Then the LORD God called to Adam and said to him, “Where are you?”
- ◆ *Questioning* – v.11 “Have you eaten from the tree of which I commanded you that you should not eat?”
- ◆ *Consequences* – v. 22 – 23 Then the LORD God said, “Behold, the man has become like one of Us, to know good and evil. And now, lest he put out his hand and take also of the tree of life, and eat, and live forever” – Therefore, the LORD God sent him out of the garden of Eden to till the ground from which he was taken.(There were several serious consequences for all concerned in this account; the preceding example shows, however, that God acts out of love, not vindictiveness.)
- ◆ *Restoration* – v.15 – the promise of the coming Saviour – “And I will put enmity between you (Satan) and the woman, and between your seed and her Seed; he shall bruise your head, and you shall bruise His heel.”

The process summarised in the following diagram takes around 15 – 20 minutes. It is to be done in private following incidents of persistent disobedience and moral violation such as bullying, fighting, stealing or lying. It must not be done in anger but with the aim of restoring relationship. It may be necessary for pupils to have a period of cooling off so that the process can take place calmly. This cycle also works in smaller discipline issues.

¹All Bible quotations are taken from the New King James Version, Thomas Nelson Publishers, 1982

Biblical Discipline ¹



¹ Diagram reproduced by kind permission of David Freeman, Christian Schools’ Trust

Expectations of good behaviour

- Speak kind words to others. Teasing and name calling of others should not be a part of school life.
- Greet teachers, other pupils and visitors with a smile, and be ready to let others go first
- Be honest
- Always walk in the School building
- Help to keep the whole school tidy
- Be punctual for Lessons
- Respect the need for a quiet learning environment.
- Behave well on the way to and from school
- If you come to school by car, never distract the driver by disobedience or bad behaviour
- Always ask for permission before leaving the school premises.
- Before playing in the playground, make sure that there is an adult on duty
- Wash your hands after using the toilet.

Behaviour which is valued:

- Comforting someone who is hurt or upset.
- Forgiving someone who wrongs you.
- Showing appreciation and thankfulness.
- Persevering when finding something difficult.
- Being honest and owning up even though it may get you into trouble.
- Sacrificing what you want to do in break time in order to help someone else.
- Saying sorry when you realise you are in the wrong.
- Owning up to something when you know you could keep quiet and possibly get away with it.
- Showing respect for, and being helpful to, visitors to the school.
- Producing a piece of work which, for you, is a great achievement.
- Picking up litter from classroom floors or the playground.
- Offering to help pupils or staff when you see they need help.

Discipline Options Open to Staff:

In the first instance, the discipline cycle as outlined above should be implemented, and staff should be aware that it is not advisable to interview one child alone. However, there may be occasions when further action is necessary. A record of the incident and action taken should be kept in the Discipline File.

Detentions

Detentions are given when homework is not completed or handed in on time, and for other misdemeanours. Detention takes place at lunch time in Class 2/3.

Sending a pupil to the Headteacher

Any incident of a serious nature should be reported to the Headteacher and also an emerging pattern of repeated poor behaviour. Sending a child straight to the Headteacher is also an option in isolated, serious incidents.

Internal Exclusion

Pupils may be required spend the school day, including break times, in another class, usually a class for younger pupils. For senior pupils the only exception to this will be when the pupil is required by a teacher for the direct teaching part of a lesson.

School Discipline and the Home

Since parents have the primary responsibility to bring up their children, it is beneficial to involve the parents early in the discipline process. The headteacher, in consultation with staff, will make a judgment about when parents should be invited to a discussion about their child's behaviour. At this meeting an appropriate course of action will be discussed.

Suspension

The Headteacher, in consultation with the governors, has sole responsibility for suspending a pupil. Suspension is enforced only for serious breaches of the School Code of Behaviour, and parents will always be contacted prior to suspension. Suspension is normally for a period of time from half a day up to one week and is at the discretion of the Headteacher. Pupils will only be re-admitted to school after the parents attend a meeting with the Headteacher and a Governor to discuss the re-admission process.

The purpose of suspension is to:-

1. Show the pupil and parents the seriousness of the situation.
2. Make clear that this sort of behaviour will not be tolerated at school.
3. Give the pupil and his/her parents time to talk, think and pray through the way ahead.

4. Give the school leadership time to put together a plan of action to help the pupil concerned settle back into school smoothly.

It will not normally be appropriate for the pupil to enter any part of the school premises unless he/she has specific permission from the Headteacher and is properly supervised.

Permanent Exclusion

Exclusion may come about for various reasons:-

1. Continued poor behaviour over a lengthy period of time with no desire to change.
2. Several suspensions for serious offences indicating an unwillingness to comply with the ethos of the School.
3. A first time offence which is so serious that the only appropriate action is to exclude the pupil permanently from school.

Exclusion can only be administered by the Headteacher with the agreement of the School governing body. In some cases where exclusion is to be implemented, the Headteacher may invite the parents to remove the child from the school in order to avoid a letter of exclusion being issued.

Corporal Punishment

Government regulations make it illegal to use corporal correction on all pupils. The School upholds these regulations.

Physical Intervention or restraint in EYFS

If it has been necessary to use physical intervention or physically restrain a child in the EYFS, a written record of the incident will be kept in a separate section of the Serious Sanctions file.

Punishment Book

It is a legal requirement to keep a Punishment Book to record all detentions, internal exclusions, suspensions and permanent exclusions.