

## Discipline Policy

### What is discipline?

At Immanuel Christian 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 relationships 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.

The apostle Paul said that the whole law is summed up in this single commandment (Galatians 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

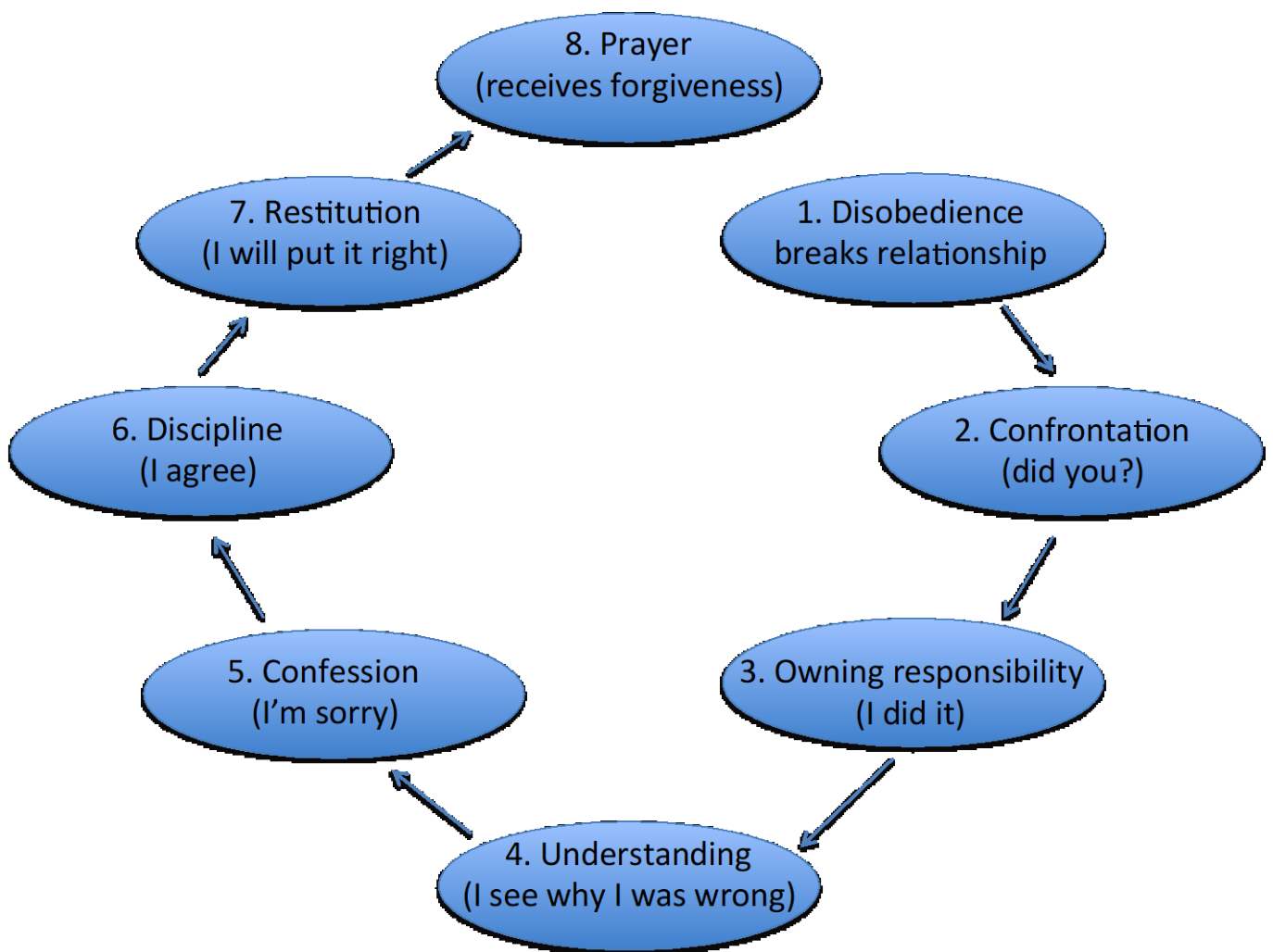
This approach to matters of discipline follows God's pattern of dealing with Adam and Eve's disobedience as recounted in Genesis 3.

- 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 relationships. 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.

**Biblical Discipline**



**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.
- Willingly do what teachers ask.
- 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.

### **Reward System**

The purpose of rewards is to honour and encourage good attitudes and behaviour. Commendations can be awarded for the following:

- Completing an assignment.
- Excellent piece of work.
- Full marks in a test.
- Teacher's Award for good behaviour.
- 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.
- Showing respect for, and being helpful to, visitors to the school.
- Producing a piece of work which, for you, is a great achievement.
- Helping to keep the premises tidy and free from litter.
- Offering to help pupils or staff when you see they need help.

Commendations can be accrued and redeemed for a small prize.

### **Discipline Options Open to Staff**

In the first instance, the discipline cycle as outlined above should be implemented. However, there may be occasions when further action is necessary. If incidents are repeated or other than brief discussion is required, more than one member of staff should be present.

### **Recording and Monitoring Sanctions**

On occasions when further action is necessary and in the event of any scenario outlined below, a Sanction Record Sheet will be filled in (appendix 1). This will record the nature of the unacceptable behaviour, the sanction applied and the steps taken to resolve the situation. Any further concerns or issues arising from the incident should also be recorded and filed alongside the relevant Sanction Record Sheet.

### **Detentions**

Detentions are given when homework is not completed or handed in on time, and for repeated serious misdemeanours. Detention takes place at break time and lunch time.

### **Sending a pupil to the Head Teacher**

Any incident of a serious nature or an emerging pattern of repeated poor behaviour should be reported to the Head Teacher.

### **School Discipline and the Home**

In the event of a serious disciplinary issue or a constant refusal by a pupil to comply with the ethos of the School, there will be a formal interview with the parents attended by the Head Teacher, any teachers concerned and,

depending on the seriousness of the matter, by a representative from the governing body. At this meeting an appropriate course of action, including placing a pupil on report, or the possibility of exclusion will be discussed.

### **Pupils on Report**

Where a pupil's behaviour is consistently below that which is expected by the school, they may be put 'on report' (appendix 2). The Head Teacher will place the child on report, having first spoken to the parents to notify them of the situation. The purpose of this is to emphasise the seriousness of the situation to both pupil and parents and to enable staff to help the child towards improved patterns of behaviour. When a pupil is 'on report', they carry with them each school day for a period of one or two weeks (as decided by the Head Teacher) a report form, which has to be signed by each teacher that they have during the day and by each person on break duty. If their behaviour has not been acceptable, a brief note of explanation is recorded on the form. The Head Teacher will review the report with the pupil at the end of the designated period. The pupil comes 'off report' when behaviour has sufficiently improved. If no improvement is forthcoming, the matter will be referred back to the parents by the Head Teacher.

### **Corporal Punishment**

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

### **Suspension**

The Head Teacher, 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.

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 parent's 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.

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

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Immanuel Christian School  
Discipline Policy – version 1  
Adopted at Governors Meeting on 12/10/2012.  
Reviewed and updated on 21/04/2016  
Reviewed 5.6.19  
Reviewed 22.2.22



**Appendix 1**

**Sanction Record Sheet**

Child's name:	
Date:	
Description of unacceptable behavior:	
Action taken to help resolve the situation:	
Summary of dialogue with child:	
Sanction applied:	
Follow up/ pre-emptive points for teacher reference:	


## Appendix 2(a)

### FSEY and KS1 Behaviour Chart

Name:

Date:

Parent Signature (please sign and return):

	Before play	Play time	After play	Lunch time	Afternoon	Teacher/ parent comment
Monday	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Tuesday	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Wednesday	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Thursday	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Friday	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Appendix 2(b)

KS 2 Behaviour Chart

Name of Pupil:	Week beginning:

lesson	satisfactory	unsatisfactory	Teacher signature	Note of explanation if behaviour unsatisfactory
1				
2				
Play time				
3				
Lunch time				
4				
5				