

Nurture and Discipline Policy

What is discipline?

At Trinity Christian School the word discipline is defined as training within a loving environment. The goal is to develop mature, self-controlled young adults who live to please and serve God.

Aims

- To implement the School Vision statement and aims;
- To allow pupils to learn and teachers to teach;
- To respect people's safety, feelings and property; and
- To face and resolve the results of disobedience.

Principles

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

- The staff assume responsibility for the children entrusted to their care by their parents;
- The long term goal of discipline is to develop mature, self controlled young people who live to please and serve God;
- The staff should love, care for, nurture, protect, teach and discipline the children having in mind the Bible's teaching on right behaviour;
- Teachers should be fair, encouraging, kind in disciplining children;
- Teachers will try to discern the causes of misbehaviour;
- Discipline is exercised out of love, with the goal of inner restoration;
- Pupils must learn to submit to the authorities which have been put in place by God, and the laws made by them.

Approach

Nurture

Staff should promote a secure and loving atmosphere by:

- Involving the pupils in recognising what is acceptable and good behaviour.
- Giving specific praise for effort and achievement.
- Showing respect for all.
- Being fair, consistent and open.
- Not using humiliation.
- Respecting confidentiality, within the limits of responsible safeguarding
- Providing encouragement.

Expectations of good behaviour

Pupils are expected to:

- Speak kind words to others.
- Respect and be polite to all in the school community.
- Greet teachers, other pupils and visitors with a smile and be ready to let others go first.
- Willingly and cheerfully do what teachers and other helpers ask.
- Be honest.
- Always walk in the school building.
- Respect the school and help to keep it tidy.
- Be punctual for lessons.
- Respect the need for a quiet learning environment.
- Behave well on the way to and from school.

Reward System

The purpose of rewards is to honour and encourage good attitudes and behaviour. Stickers/stamps can be awarded as follows for the following:

- Completing a memory verse assignment.
- Making very good progress
- Getting full marks in a test.
- Putting great effort into tasks.
- A good attitude to work.
- Showing kindness.
- Comforting someone who is hurt or upset.
- Forgiving someone who hurts or is unkind to them.
- Showing appreciation and thankfulness.
- Persevering when finding something difficult.
- Being honest.
- Sacrificing what they want to do in break time in order to help someone else.
- Showing respect for, and being helpful to, visitors to the school.
- Producing a piece of work which, for them, is a great achievement.
- Helping to keep the premises tidy and free from litter.
- Offering to help pupils or staff when they see they need help.

Stickers/stamps can be accrued and redeemed for a small prize and relevant certificate:

- One side of chart full = Bronze
- Two sides of chart full = Silver
- Three sides of chart full = Gold

Discipline

Unacceptable behaviour constitutes:

- Disrespect;

- Unkindness
- Dishonesty;
- Disobedience;
- Irresponsibility.

An overview of how staff will respond to unacceptable behaviour:

1. The teacher will give an immediate verbal response to the action, and a reminder of positive behaviour expected.
2. The teacher will choose from a range of classroom-based sanctions eg. warnings, change traffic light cards, time-out, sad face, finish or repeat work, detention.
3. If a pupil does not respond to repeated sanctions, they will be referred to a senior member of staff, who may put the pupil on Report and will communicate with the parents.
4. If the pupil does not respond, s/he will be referred to the Head Teacher, who will meet with the pupil and the parents.
5. Failing these measures, the Head Teacher may decide to take further measures including putting the child on report, temporarily working in another classroom, internal exclusion and a fixed term exclusion.
6. As a last resort the Head Teacher will consider permanent exclusion.

Discipline Options Explained

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.

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 meeting 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 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.

Exclusion

The Head Teacher, in consultation with the governors, has sole responsibility for excluding a pupil. Exclusion is enforced only for serious breaches of the School Code of Behaviour, and parents will always be contacted prior to exclusion. Exclusion is normally for a period of time from half a day up to one week.

The purpose of exclusion 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 exclusion 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 fixed term exclusions 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.

Reviewed by governors: March 2015

Reviewed by governors: April 2016

Reviewed by governors: March 2018

Reviewed by governors: March 2020

Next review: March 2023

Appendix 1

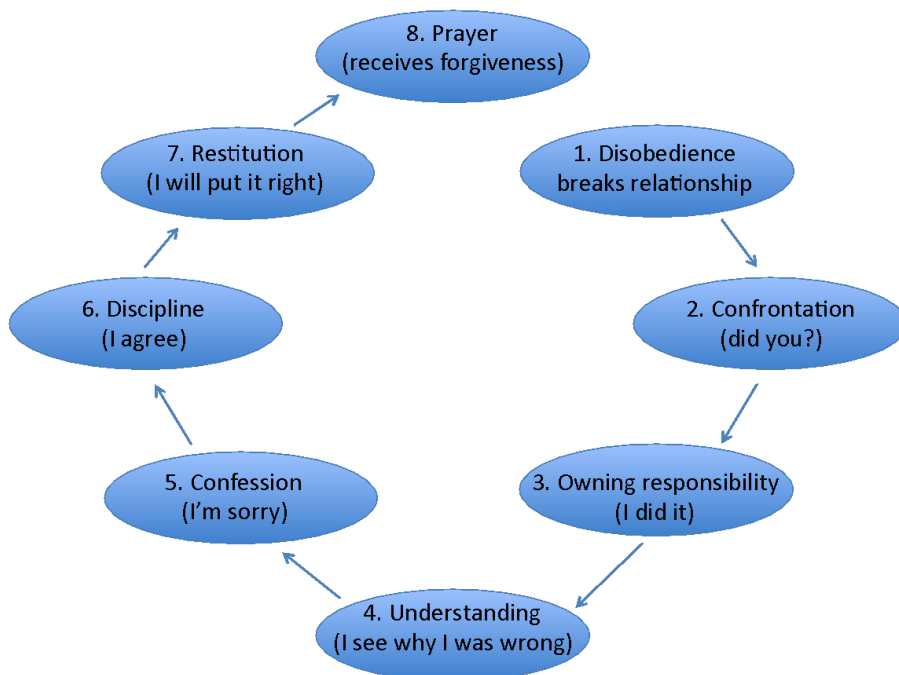
The Discipline Cycle – a redemptive approach

Following incidents of persistent disobedience and wrongdoing such as bullying, fighting, stealing or lying staff will follow this process. 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.

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 *“the LORD God called to the man, ‘Where are you?’”*
- Questioning – v.11 *“Have you eaten from the tree that I commanded you not to eat from?”*
- Consequences – v. 22 – 23 *“And the LORD God said, ‘He must not be allowed to reach out his hand and take also from the tree of life and eat, and live forever.’ 23 So the Lord God banished him from the Garden of Eden to work the ground from which he had been taken.”*
- Restoration – v.15 – the promise of the coming Saviour – *“And I will put enmity between you (Satan) and the woman, and between your offspring and hers; he will crush your head, and you will strike his heel.”*

Biblical Discipline ¹



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

Appendix 2

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 3(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"/>	 <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"/>	 <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"/>	 <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 3(b)

KS 2 Behaviour Chart

Name of Pupil:			Week beginning:	
lesson	satisfactory	unsatisfactory	Teacher signature	Note of explanation if behaviour unsatisfactory
1				
Play time				
2				
3				
Lunch time				
4				
5				

