

# POLICY

## THE KING'S SCHOOL

### Discipline

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

'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 12:11)

Discipline at The King's School is approached in a pro-active way rather than a reactive way wherever possible. We see discipline as a broad character training of the whole child (delegated to us from the Parents, and by law). The principles by which we operate are biblical ones (see also School Values). We see good discipline as vital to the future well being of the child. Skill and sensitivity are needed in deciding when to hold to a hard and fast principle and when to exercise grace.

We aim to affirm and encourage each child as an individual, teaching them to respect and love each other as God's unique creations. There is, therefore, verbal approval and reward in other ways to reinforce behaviour which is good and positive. We use 'Encouragement Slips' in the Primary school and commendations in the Seniors as tangible means of encouraging the right behaviour. These are printed slips of paper rewarding character or work. We emphasise such qualities as love, tolerance, integrity, truthfulness, self-control, etc.

The model for our character and moral training is the character, example and teachings of Jesus Christ as revealed in the Bible, e.g. the Beatitudes (*Gospel of St Matthew, Chapter 5*), the Gospels and Epistles in the New Testament, and of course the underlying principles of the Ten Commandments in the Old Testament. There are clear boundaries of acceptable behaviour within the School, these are firmly and lovingly reinforced.

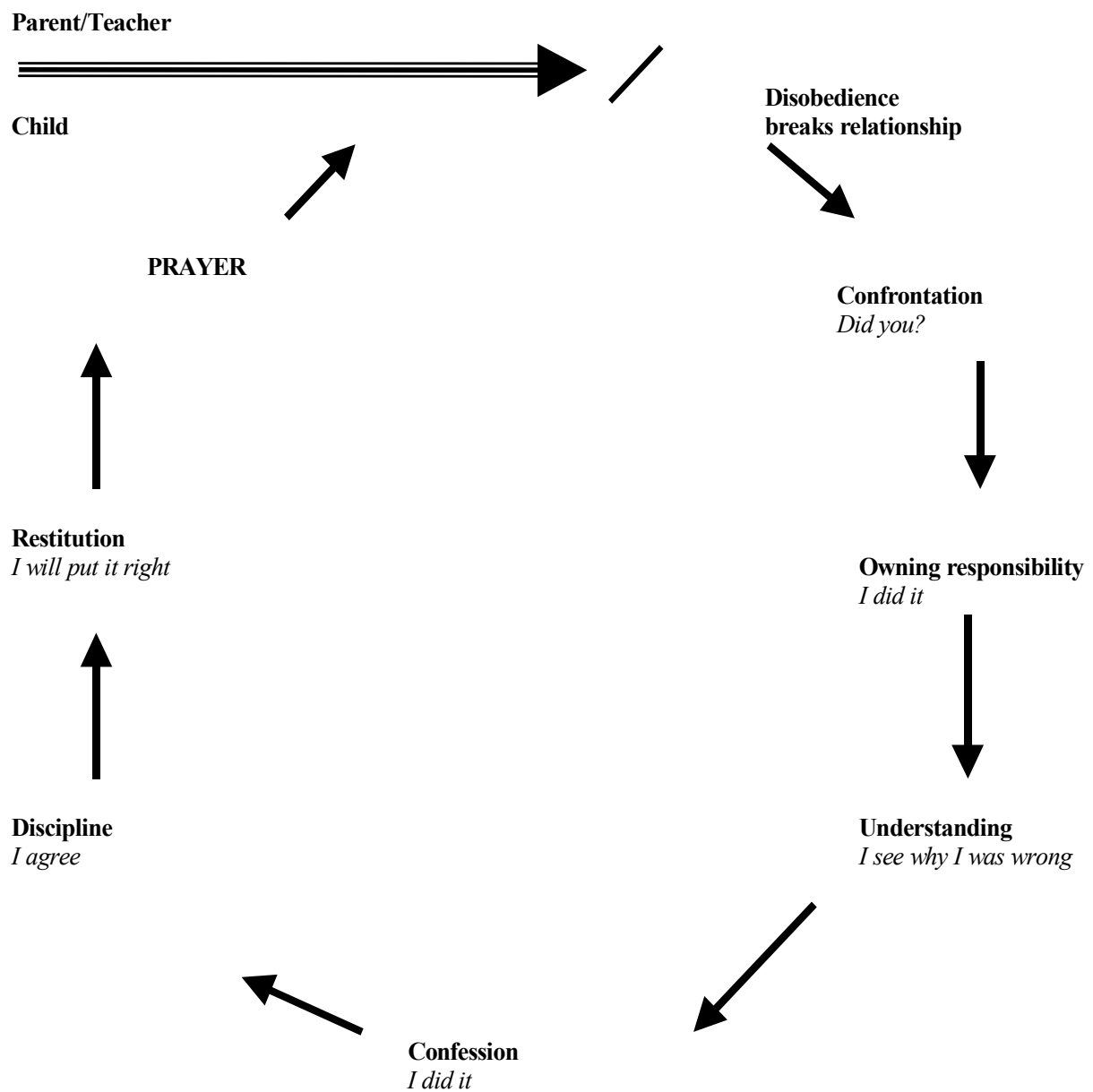
Where necessary, negative or unkind behaviour is discouraged, and the children are trained to overcome bad habits by verbal encouragement and exhortation. Learning Slips ('TKSP) and Sanctions (TKSS) act as reminders to the student of the area we are working on. These are taken home in TKSP so that the Parents are informed and able to work with us. If this is not effective, and there is repetitive disobedience, then Parents are informed and involved in the detention process. (The children receive a 'Stop, Focus, Turn Slip' and the Parents are sent a letter with extra tasks for the children to complete.)

In extreme cases of disobedience, or other moral violation such as bullying or stealing, the School and Parents co-operate together through the Head Teacher in providing the necessary discipline.

The School reserves the right to exclude a disruptive pupil or one who persists in disobedience or anti-social behaviour. In extreme cases expulsion may be carried out after consultation with the Governing Body. (See Exclusion Policy)

Where discipline needs to be applied following a misdemeanour, we seek wherever possible to bring the pupils to repentance, to extend forgiveness and bring about reconciliation. We follow the pattern outlined below in this Discipline Cycle.

## BIBLICAL DISCIPLINE



# **APPENDIX 1. SENIOR SCHOOL**

## **Discipline Practice in Seniors**

We see good discipline as vital to the future well being of the child. Skill and sensitivity are needed in deciding when to hold to a hard and fast principle and when to exercise grace.

## **Commendations**

We aim to affirm and encourage each child as an individual, teaching them to respect and love each other as God's unique creations. Therefore, our goal is to set a tone of encouragement in the Senior School, and to do all we can to reward praiseworthy behaviour, attitudes and work. As well as verbal encouragement, pupils are issued with commendations. These are recorded on a Commendation card. A full card earns a monetary reward which can be spent at lunchtime in the tow.

## **Sanctions, detentions and exclusions.**

Our penalties for behaviour or attitudes which need correcting are designed to bring about long term change in the pupil. The close involvement of the tutor is vital, in liaising with other teachers and in communicating clearly with the pupil.

### ***A. Offences leading to sanctions, detentions and exclusions***

#### **Sanctions**

Homeworks not done or done poorly

Incorrect uniform

Lateness

Low level impoliteness

Low level misbehaviour in lessons or break times

Three Sanctions in a day or five in a week result in a **home detention**

#### **Detentions**

Teachers will need to exercise their discretion and make a judgment about whether to impose a home or lunchtime detention:

#### **Home detention**

More serious/persistent impoliteness

More serious/persistent misbehaviour in lessons or lunch hour

Three sanctions in a day

#### **Lunchtime detention**

Persistent homework violation

Persistent unsatisfactory classwork

Poorly done unsupervised work opportunity

Persistent disobedience, or more serious misdemeanor

### **Consecutive lunchtime detentions (three to five)**

If one off lunchtime detentions are having little effect, consecutive detentions may be imposed.

### **Homework report**

For persistent homework violations, the tutor may decide to put the pupil on a homework report.

### **Conduct report**

For persistent behavioural issues, the tutor may decide to put the pupil on a conduct report.

### **Exclusions (Internal or external)**

Persistent non-compliant behaviour

A one off very serious misdemeanor

## ***B. Procedure for administering such a policy.***

### **Sanctions**

These will be issued by the teacher and placed in the appropriate tutor box in the staffroom.

The tutor will record the sanction, and issue it to the pupil concerned with any appropriate comment.

#### **1. Home Detention**

These will be issued by the teacher or tutor, and an appropriate task set

The pupil must complete the detention at home by the following day, and ask his/her parent to sign it on satisfactory completion, and hand in to the tutor

#### **2. Lunchtime Detention**

The pupil will serve a lunchtime detention for ½ hour. Detentions will be set by the member of staff involved in his misdemeanor. It may involve completing the missed homework, an additional related task, or, for behavioural issues, handwriting practice, or a biblically based exercise relating to particular character issues. Detentions will be supervised by the member of staff who set the detention or delegated to a full time member of staff, in a free room. (Rooms 9,7 or 3 in order of preference) Sufficient time must be left for the pupil to eat lunch.

If a pupil has been given a lunchtime detention, this needs to be communicated to the tutor

#### **3. Homework and conduct reports**

Homework and conduct reports are administered by the tutor and signed by all teachers. The pupil stays on the report for as long as the tutor deems necessary.

#### **4. Conversation between Tutor and/or Head and Parent**

If detentions are not resulting in the desired change of behaviour or attitude, a conversation will be arranged between the tutor or Head and the parent to discuss the underlying causes of the behaviour and to decide on an agreed course of action. This may involve exclusion (internal or external) from the normal school programme.

#### **5. Exclusions (one day or more)**

Work will be set to be completed under supervision.

For external exclusions of three days or more, the Head will have consulted with the Chairman of Governors

Following exclusion, a contract between the pupil, parents and the school may be agreed upon.

For further clarification see Exclusions Policy.