



# EMMANUEL COLLEGE

## Behaviour and Discipline Policy

### 1. What is Discipline?

Discipline is training that develops self-control. It involves both instruction (communicating, teaching; leading, directing the growth of a student) and correction (taking action when a student knows College expectations but doesn't follow them).

Exercised properly, discipline is positive and encouraging. 'To discipline' shares the same root as 'to disciple'; it is to impart a set of moral principles for life.

Rules function as restraint, guide and mirror. They restrain evil and protect the community, they guide us as to how we are to live, and – when broken – they reflect our true nature. Broken rules are therefore an opportunity for instruction, exposing problems of attitude –selfishness, pride, defiance or arrogance, for example – and allowing moral development to be promoted.

The aim of discipline is to teach heart obedience to moral principles – an end in itself, not merely a means to academic development. Reward or punishment is therefore accompanied by instruction and placed within the context of relationship. Discipline should always be motivated by a desire for the highest good of the one disciplined, as well as of those affected by his or her behaviour. Poor behaviour is destructive of relationship, and discipline should therefore provide opportunity for restitution (making good the damage) and genuine apology so that the relationship with the injured party is restored.

Emmanuel College seeks, through discipline, to build student's character, as part of putting *character first*. For more details on character first and how this is enacted through College support systems, please see the *Character Development in the Classroom* policy.

### 2. Principles of Discipline

Discipline should always be clear, consistent and fair. Young people need strong leadership and thrive in an atmosphere where boundaries are clearly demarked and consistently and fairly enforced.

1. In order that discipline is **CLEAR**, students are told what College expectations are, why they are as they are, and what will happen if expectations are not met.

All students are issued with a copy of the College Core Values, which undergird all rules and sanctions. This is supported by a College Parental Agreement that parents sign upon registering their child for College. Students' Study Files and Sixth Form Academic Diaries carry a copy of the *Student Code of Conduct*, which detail expectations the College has for students' behaviour.

At the heart of every rule at Emmanuel is the principle of respect: respect for God, respect for others, respect for oneself, and/or respect for one's environment. Some rules are moral rules – straightforward matters of right and wrong which require little explanation: 'don't abuse drugs', for example. By contrast, House rules relating to uniform minutiae, classroom etiquette, etc. are not moral absolutes but the *application* of moral principles in our specific context. House rules benefit a community by promoting an orderly and constructive working environment in which learning can take place efficiently. When a House rule is willfully broken the most serious moral principle at stake is obedience to authority.

Whilst it is right that staff be willing to provide reasons for rules, students must understand that obedience is not conditional upon their approval of the reason, and compliance must precede discussion.

2. In order to be **CONSISTENT**, staff are expected to keep their word at all times, avoiding warning of a consequence that is not carried out, and never leaving a promise unfulfilled. They are also expected to be role models to students.

Whereas each child is unique, and the approach to poor behaviour must therefore be skillfully tailored to the individual, sanctions should be applied consistently from one day to the next and from one child to another.

Consistency from one classroom to the next is achieved by a common framework of expectations across the teaching staff. Whilst expectations and sanctions are used consistently across the staff body, each teacher is encouraged to exercise his or her different style.

3. In order to be **FAIR**, staff are required to ensure that any punishment is proportionate, applying clearly published disciplinary policy and procedures. To humiliate a child is always a disproportionate, and therefore unacceptable. Neither is any child ever disciplined 'to make an example of them'. The deterrent function of discipline arises naturally as discipline is exercised clearly, consistently and fairly.

To be fair a child's previous record is taken into account when determining the consequence of an action. Whereas a fresh start is granted after a misdemeanour is dealt with, if a student's subsequent actions show that they have not yet learnt from their mistake then sanctions are escalated.

### 3. Preventative Action

Attention to relationship, instruction and environment will minimise the need for correction.

1. The **RELATIONSHIP** of teachers to students at Emmanuel College is characterised by authority, love and insight. A teacher is 'in loco parentis' (in the place of a parent) to students and has therefore both the right and the responsibility to tell children what to do. He or she does not need to earn respect before doing so; their office demands it. However, this authority is exercised in love – a desire for the highest good of all the children in their care. This naturally requires insight – an informed knowledge of each child as an individual. The exercise of authority, love and insight are costly in terms of time and energy. There are no shortcuts to building a proper teacher-child relationship, but the outcome amply repays this investment: a teacher impacts a child for life.
2. **INSTRUCTION** seeks to teach students respect as the principle underpinning every rule within College.

The most powerful instruction a teacher can provide arises from his or her own example. Children learn far more from what they see their teacher do than from what they hear their teacher say. The College's core values therefore apply in the first place to staff, who regard themselves as role models to students. The exercise of discipline must therefore be consistent with our core values: discipline is exercised in a spirit of *humility* and *compassion*, followed through with *courage*, *determination* and *integrity*, and *honourable purpose* throughout, in that the teacher has the student's best interests at heart and is willing to be held *accountable* for their own actions.

3. Teachers have the responsibility to create a classroom **ENVIRONMENT**, which is conducive to learning.

## 4. Corrective Action

Despite the most careful attention to relationship, instruction and environment, from time to time students will break rules and it will be necessary to exercise correction or put in place measures that can support a change in behavior or attitude.

The aim of punishment is a change of attitude and restored relationships, and never mere compliance.

Below is outlined the various procedures through which students are sanctioned and supported.

### 4.1 BLUE Marks

Low-level disruption and disobedience in the classroom that breach the *Student Code of Conduct* are addressed by recording the following BLUE Marks by the teacher:

<b>B</b>	<b>Behaviour</b>	e.g. failing to respond to request for silence
<b>L</b>	<b>Lateness</b>	arriving a minute or more after other students without good reason
<b>U</b>	<b>Uniform</b>	e.g. tie too short, top button undone, skirt rolled up
<b>E</b>	<b>Equipment</b>	e.g. pen or book missing

A detention is given for three BLUE Marks in a particular category (e.g. being late three times), and the record for that particular category is then wiped clean. At the end of each term the record of BLUE Marks is completely wiped clean.

When recording that a student have received a BLUE mark, other than indicating which category it is in, teachers do not have to record any further detail as to the circumstances of how the BLUE Mark was given. The exception to this rule is a Uniform Mark, which is recorded in the student's study file, with detail as to the particular uniform violation.

### 4.2 Detentions

For more detail on the procedures and monitoring of detentions, please see *Detentions and Exclusions Procedures*.

Detentions are given out by members of staff to students as a punishment for poor behaviour. They are typically an hour long. They are usually served after College from 4 until 5pm.

There are exceptions to this. As a consequence of missing detentions or because of a particular issue at lunch or break, students might receive (a) break or lunch detention(s) from a member of the Pastoral Team, wherein the student spends break or lunch under the supervision of staff (although allowed time to go to lunch during a lunch detention). **Teaching staff do not give out break or lunch detentions.**

Saturday detentions are given out as a consequence of being temporarily excluded or as a result of an accumulation of poor behaviour, such as missing detentions.

There are three kinds of detentions:

Homework detentions – green slip (see *Homework Policy*)

RFL Detentions (see *Character Development in the Classroom*)

Behaviour Detentions – blue slip

Behaviour detentions are given out for infractions of the Student Code of Conduct that are:

1. An accumulation of more minor infractions (three BLUE marks or three similar uniform infractions within a term);
2. A single more serious incident that is an infraction of the *Student Code of Conduct* but is not judged serious enough for the incident to result in the student spending time in isolation in the Referral Room.

Please see below for detail on Referral Room procedures.

### **4.3 Department and College Support Systems**

See the *Character Development in the Classroom* policy. This includes details on how non-compliance or a lack of improvement whilst on support could lead to an Individual Behaviour Plan and a Managed Move to another school.

A Managed Move is a Local Authority wide procedure that enables students at risk of exclusion to make a fresh start at another school.

### **4.4 Time spent in isolation in the Referral Room**

The 'Referral Room' is a place in the Pastoral area of Emmanuel College that is used for students who need to work in isolation.

The Referral Room is a place of opportunity for students to correct a behaviour concern. The focus is always on personal development and seeking to address underlying moral and social issues, as a way of the students building character. It is right to expect a student's attitude, work ethic and expression of remorse to indicate their understanding of how they can move forward positively from what has happened. Whilst in the Referral Room, students remain silent and do not speak unless told to by a member of staff. Students are not to communicate with any other student whilst in the Referral Room.

The Referral Room is supervised full time by a member of the pastoral team.

Time in the Referral Room is designed to be positive academically. It is a quiet workspace which allows students to get on with constructive work, in line with their ability. Students either complete suitable work that is kept down in the Pastoral area or work that is sent down to the Referral Room by teachers. If a student is placed in the Referral Room, their teachers are immediately emailed to ask for suitable work.

Any student in the Referral Room during lunch will be allowed to leave the Referral Room and eat their lunch. Students will be sent for lunch in the lunch period that *does not* correspond with their normal lunch period.

Whilst working in the Referral Room, a student's mobile phone is removed and kept in the Pastoral safe. When a student leaves the Referral Room they may have their phone returned. The only exception to this would be if a phone is required as evidence in a police investigation, or if a phone is switched on, whereby it would be kept until collected by parents.

If a student is placed in the Referral Room for poor behaviour, every effort will be made to:

1. Phone the student's parents during that working day;
2. Send a formal letter home from a Pastoral Lead or Head of School by the next working day explaining the reasons why the student was placed in referral. The letter might outline further measures to support the student, such as request a parental meeting or warn of further sanctions (such as a referral to a Vice Principal and possible exclusion) should an incident reoccur.

Any student who is placed in referral for poor behaviour is also given a detention.

**Only the Senior Pastoral Lead, a Head of School, Vice Principal or Principal can place a student in the Referral Room as a sanction.**

A student *may* be placed in isolation in the Referral Room for the following reasons.

A breach of the *Student Code of Conduct*, including:

- Missing detentions (see *Detentions and Exclusions Procedures* 5.4 for more detail);
- Being removed from a lesson (breaching point 1,3,4 in the *Student Code of Conduct*). See also notes below;

- Consistently poor work ethic, whilst on College Support systems (see *Character Development in the Classroom*);
- Poor attitude towards staff and students including defiance and arguing with staff, bullying, physical and verbal confrontations (breaching point 1 in the *Student Code of Conduct*; see also *Anti-bullying Policy*);
- Serious breach of the *IT Agreement* or *Health and Safety Agreement*;
- Bringing items into College that are prohibited (breaching point 11 in the *Student Code of Conduct*);
- Trading in College (breaching point 11 in the *Student Code of Conduct*);
- Particular mobile phone usage in College, notably taking photos of other students/staff and posting them online. (breaching point 11 in the *Student Code of Conduct*);
- Acting in a way that brings the reputation of the College into disrepute (breaching point 10 in the *Student Code of Conduct*; see also *IT Agreement* and *Educational Visits Behaviour Contract*);
- Serious breach of the *College Dress Code*. See notes below;
- Exam malpractice or plagiarism (breaching point 9 in the *Student Code of Conduct*);
- Swearing and offensive language (breaching point 1 in the *Student Code of Conduct*);
- Graffiti or destruction of school equipment (breaching point 4 in the *Student Code of Conduct*).
- A student who has been temporarily excluded and is awaiting being picked up from College by parents/guardians.

**Notes on removing a student from a lesson:**

*Unless a single incident is serious enough to merit immediate removal from a classroom, other protocols should have been followed by the teacher such as giving a student B marks or/and a detention, before a request for removal from the classroom is made.*

*Students are never removed from a classroom unaccompanied by a member of staff. If a student needs to be removed from a classroom, the teacher must phone for assistance and a Pastoral Lead will go to the classroom to collect the student. The student will then be placed in isolation in the Referral Room, and the teacher emailed for details as to why the student was removed. A Pastoral Lead and/or Head of School will then decide on any further appropriate action.*

**Notes on breaching the College Dress Code**

*A student is placed in referral for the following reasons:*

- 1.) *Fourth minor uniform warning for the same offence in one term (as recorded in student's study file). Further violations that term result in more time spent in referral (fifth warning) and then temporary exclusion (sixth warning);*
- 2.) *Dyed hair. Second dyed hair offence that academic year results in a temporary exclusion from College;*
- 3.) *Inappropriate hairstyle – if a minor infraction that can be dealt with at the hairdressers, then a deadline is given whereby the hair style must be corrected. If it cannot be corrected students are placed in referral. Further hair violations that academic year that cannot be corrected result in more time spent in referral (second warning) and then temporarily exclusion (third warning);*
- 4.) *Fake tan, if it cannot be washed off;*
- 5.) *Any other uniform violation that cannot be immediately corrected.*

**The above is not an exhaustive list. The Senior Pastoral Lead, Heads of School, Vice Principals and Principal reserve the right to place students in isolation in the Referral Room on the basis of other breaches of the Student Code of Conduct, should they see fit.**

It should be noted that some of the above, notably more minor instances of bullying, graffiti, swearing; plagiarism, and breach of the *IT Agreement* or *Health and Safety Agreement*, are likely to result in a detention for the first offence with a warning that any future instance would result in time in the Referral Room. Heads of School and other members of the Pastoral team use their professional judgement as to the correct sanction, taking into account the age of the student involved, detail of the specific incident and past precedent with other students.

On very rare occasions, a student may be placed in the Referral Room if a serious investigation is ongoing and it is necessary to keep students out of lessons during this investigation. An investigation that puts students in referral is prioritised so that students do not spend unnecessary time in the Referral Room.

A student is normally placed in isolation in the Referral Room for the equivalent of a full College day (two sessions), the exception being more serious uniform violations as explained above. However, there may be occasions whereby the offence committed is judged to be minor enough, or that there are other mitigating circumstances, and one session suffices. This is a judgement that is to be made by the respective Head of School. This judgment needs to be consistent and fair in relation to other students.

On rare occasions, instead of being temporarily excluded as a result of a serious breach of the *Student Code of Conduct*, a student might be asked to work in referral until a parental meeting. This might result in a student spending a longer time in referral.

#### 4.5 Temporary and Permanent Exclusion

Students whose behaviour is in serious breach of the *Student Code of Conduct* will be excluded from College, either temporarily or permanently, in order to emphasise to the students concerned that actions have consequences, and to protect other students in the College.

Temporary exclusion is triggered by a single serious behavioural incident, or failure to respond to correction for ongoing lower level behaviour issues (such as incidents that might result in time in the Referral Room). Permanent exclusion ('expulsion') is applied upon breach of a final warning, usually after a temporary exclusion, or a single very serious misdemeanour such as a drug-related offence.

Only the Principal or a Vice Principal can temporarily exclude a child; only the Principal can expel a child.

For more detail on exclusion procedure, please see *Detentions and Exclusions Procedures*.

<p><b>Reason for immediate exclusion from College</b></p>	<p><b>A serious breach of the <i>Student Code of Conduct</i>, including:</b></p> <ul style="list-style-type: none"> <li>• Bringing anything that could be construed as a weapon into College with intent to cause harm;</li> <li>• Drugs, Smoking (including Shisha Pen/electronic cigarette), Alcohol; this includes bringing these items into College as well as using them in College;</li> <li>• Fighting;</li> <li>• Intentional damage of school property;</li> <li>• Open and continued defiance towards staff or refusal to obey instructions multiple times from members of staff;</li> <li>• Serious sexual misconduct;</li> <li>• Serious instances of different types of bullying, as defined in the <i>Anti-bullying policy</i>;</li> <li>• Theft;</li> <li>• Verbal/physical abuse against staff or students.</li> <li>• Verbal/ physical aggression towards staff with intention to cause harm.</li> </ul>
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Breaches of the *Student Code of Conduct*, which would normally result in time spent in referral, might also result in possible exclusion, dependent on:

1. Recurrence of offence after previous warnings as laid out in letters to parents and usually time spent in the Referral Room as a sanction for said offence;
2. Seriousness of offence.

Please note that the above list is not an exhaustive one. The Principal and Vice Principals reserve the right to exclude students on the basis of other breaches of the *Student Code of Conduct*, should they see fit.

## **5 Use of Restraint**

Very rarely will staff be required to use physical contact to restrain a child. The College seeks to avoid physical contact to restrain or control a child and should always consider carefully the likely risks of not acting. Staff should never use physical contact simply to exert their authority in a situation but may use physical force if a child is, in the judgement of the staff present, at risk of causing harm to others or to themselves.

The following constitutes the approach that the College takes in this area and is in line with and draws from Department for Education guidelines.

### **5.1 What is reasonable force?**

1. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury;
2. Force should be 'reasonable in the circumstances' which means using no more force than is needed and withdrawing from physical contact as soon as possible;
3. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm. Restraint means to hold back physically or to bring a student under control. It will only be used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention or when a student is a clear danger to themselves or others;
4. College staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

### **5.2 Who can use reasonable force?**

- All members of College staff have a legal power to use reasonable force but when they do so, they must act in accordance with the policy of the College;
- Volunteers, parents or older students who find themselves in supervision of students must not use physical force unless requested to do so by a member of staff.

All pastoral staff and senior leaders, and most teaching staff are trained in the appropriate use of restraint and conflict resolution.

### **5.3 When can reasonable force be used?**

- Staff may use force to prevent pupils from causing harm to themselves or to others. In very rare cases staff may choose to use force to prevent damage to property, or from causing disorder;
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff should go as far as possible to avoid the use of physical force and should always seek to use alternative methods to bring situations under control. Staff should have an appreciation that in some situations the use of restraint can add tension to a situation rather than defuse it.

In addition to situations where students pose an immediate risk to themselves or others, staff at Emmanuel College may use physical force to:

- prevent a student behaving in a way that causes serious disruption to a school event or activity;
- prevent a student from leaving the classroom where doing so would risk their safety or lead to behaviour that disrupts the behaviour of others.

**It is not lawful for physical force to be used as a punishment**

#### **5.4 Recording, viewing and reporting the use of force**

Following a situation where physical force has been used, the following process, normally led by the Vice Principal (students) in liaison with the respective Head of School, will be followed:

1. Recording: Written statements provided by all staff involved, review of CCTV where possible, statements taken from students where appropriate. A log will be stored on the school system. Parents will be informed that the incident has happened;
2. Review: All evidence available presented to the chair of a review panel, usually the Principal who will confirm whether in his opinion the use of force was reasonable and justified as well as deciding whether any further action is necessary;
3. Reporting: A meeting held with the chair of the review panel and parents to discuss the conclusions reached. It is at this meeting that any concerns about the reasonableness of the action taken should be raised by either students or parents.

#### **6 Power to search other students without consent**

In addition to the general power to use reasonable force described above, the Principal has authorised members of the Senior Management Team and members of the Pastoral Team to use such force as is reasonable given the circumstances, to conduct a search for the following prohibited items:

- 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.

#### **6.1 Physical contact with students**

It is not illegal to touch a student. However, staff should avoid physical contact in circumstances other than the proper and appropriate situations set out below:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.