



Greater Grace School of Christian Education

Motivation and Behaviour Management Policy

Introduction

This procedure describes the Motivation and Behaviour Management Policy for Greater Grace School which is based on the Trustee's Written Statement of Behaviour Principles. It includes the Student Code of Conduct, and should be read alongside the Physical Interventions and Exclusions Policies.

Greater Grace School of Christian Education is committed to the highest standards in Christian conduct. We endeavour to foster a Godly environment of mutual respect and honour. While they are in the process of developing their own convictions as they grow in grace and in the knowledge of our Lord Jesus Christ, students are expected to honour the Christian convictions and heritage of the School as defined by the Word of God, in both academic and social environments. Students are required to read and sign the Student Code of Conduct (see Appendix 1) and the enrolment agreement. In doing this, the students acknowledge what is expected of them (according to their age and level of understanding). Both students and parents agree to participate in encouraging and promoting the school spirit and the atmosphere of Christian love and academic achievement.

Parental Support

As we seek to assist parents in fulfilling their God-given responsibility to train their children, parental involvement and support are vital for effective education. Parents are strongly encouraged to keep in close communication regarding even the smallest of concerns (e.g. by meeting with the supervisor at the end of the day). Parents are expected to support the school staff when dealing with their child and the school. Questions or concerns can be directed to the supervisor or the head teacher.

Primary Principles

The Motivation and Behaviour Management Policy is based on the Five Laws of Learning and the Biblical principles that underlie them:

The Third Law of Learning states that

The pupil must receive MOTIVATION through encouragement and support and achieve CONTROL through guidance and discipline in order to assimilate, use, and experience the educational material

and the Fifth Law of Learning states that

The pupil's learning must receive recognition and reward for its value, effort, and significance.

Our Motivational Policy

- Motivation is achieved primarily through an atmosphere of love, acceptance, and kindness from the Supervisor and the entire staff. While knowledge of God and the Bible is encouraged and taught, the expression of God's nature of love is also very important.
- A desire to do right is encouraged, knowing that each child is already loved and accepted no matter what his/her behaviour, but that misconduct will bear its consequences.
- Verbal, positive reinforcement, praise, and encouragement are expressed to help each child develop a sense of personal value and worth, self-esteem, and a proper self-image through God's love and the finished work of Christ at Calvary, which deals with past failures and attitudes, and offers forgiveness.

- The individual is always encouraged to develop their personal gifts and talents – conformity and copying are discouraged.
- Merits and/or House Points are given for positive achievement e.g. an oral report, an essay well written, helpful behaviour, extra pages done, jobs done well etc. A House Trophy is presented with accompanying prizes to the winning student or team at the Annual Awards Ceremony.
- The Merit Shop opens weekly for students to spend their merits
- **The ACE Privilege System** (weekly) is a key element in the life and quality of the school. It allows students who have taken their responsibilities seriously to experience a greater freedom. (see Procedures Manual)
 - A level – have said the last month's Scripture passage, have completed 1.5 –2 PACEs in the previous week, have not received more than 15 minutes detention the previous week, and are working towards academic balance.
 - C level – as for A, but not more than 10 minutes timeout, and have presented an Oral Report.
 - E level – as for C, but 2 PACEs achieved and have no detention, do regular community or church service (monthly). A Book Report may also be required.
- These Privileges are awarded weekly at Monday opening exercises, having been applied for by the student the previous Friday (and checked by the Supervisor)
- Privilege activities are arranged termly, or more often when possible, for those who qualify.
- Honour Roll is for students who have, over a complete term, worked towards academic balance and reached their term goal, (completing 1.5 - 2 PACEs weekly) with an average of 88% or more, with all Scripture passages learned and acceptable conduct throughout. Those who reach their individual PACE target for the entire year can enjoy a special end-of-year Honour Roll trip.
- Working towards graduating with the International Certificate of Christian Education motivates the senior students to achieve their best. The Christian Schools' Record of Achievement, with its balance of personal writing, character assessment by the head teacher, their ICCE certificate, and record of credits completed and grades earned shows what the student has accomplished and that they are qualified and well-equipped to enter the post-school world.
- Senior students are encouraged to participate in the annual European Student Convention. They can enter events in categories such as academics, platform, music, art and design, science and technology, and sports including athletics. Some events are eligible for ICCE credit.
- At the Annual Awards Ceremony, certificates are presented for Honour Roll, 1000 Club, and other academic achievements (e.g. highest PACE average, highest number of PACEs). Gold certificates are given to all students in recognition of spiritual and character traits that each one has demonstrated during the year. Awards and certificates received at the European Student Convention are presented and celebrated.

Our Behaviour Management Policy

Our behaviour management policy is designed to maintain a positive learning environment to ensure that each student can maximize their learning and acquire the skills needed to succeed in life in classes that are quiet, attentive, focused, and on task, and to encourage each student, through firm yet kind, loving discipline, to develop character as he/she learns to consistently abide by both the letter and spirit of the school rules as citizens within our school community.

This will benefit them not only in their learning and their relationships in school as they learn to interact, care for others, share, and extend the love that has been given to them, but will also prepare them to play a full part as a citizen of their community.

The ultimate goal is for each individual to be equipped, through having a transformed heart, mind, and soul, to live a consistent, responsible life that demonstrates character both now according to their age, and as an adult.

The Student Code of Conduct, which defines what is expected and also what is considered unacceptable, is signed by the student on enrolment and at key points as his/her understanding matures. It includes the Student Honour Code, Principles of Learning, School and Classroom Rules. Please see Appendix A.

Greater Grace School Student Honour Code

- We will honour the one true God, Father, Son, and Holy Spirit.
- We will honour those given responsibility over us.
- We will honour each other with honesty, dignity and respect
- We will honour and respect the personal and private property of others.
- We will be truthful in every situation.

Principles of Learning

1. Learning is for life, and it is life-long learning.
2. School is for learning – learning the principles and process for successful living including personal skills such as communication, relationships, and decision-making, learning not only knowledge of each subject (facts), but also the understanding, and wisdom to apply them in daily life.
3. Those principles are rooted in God's Word, the Bible.

School Rules

- Abide by the Student Code of Conduct (See Appendix A)
- Follow the Student Honour Code and show respect at all times and in all manners toward yourself and others. This includes all verbal and non-verbal forms of communication including body language, facial expression, and tone of voice.
- Be on time for school and class. Bring completed homework in on time
- Directions given by staff are to be followed immediately.
- Consequences, both good and bad, logically follow our decisions and actions. Consequences can include, for example, praise, house points, merits, reminders, warnings, 5-10 minutes timeout after class, and loss of E-Privilege.
- Continued refusal, defiance, or disrespect will result in a 15 minute afterschool detention and/or other consequences such as copying the rules. Parents will be notified, and a meeting with the Head teacher may be arranged. If the student does not come to detention, the detention will automatically double.

Classroom rules for PACE sessions and classes

Class time is for learning!

1. Enter the classroom calmly and quietly and go immediately to your seat.
2. Be prepared with all your materials and ready to start work.
3. Sit up straight, and concentrate.
Stay on task at all times, and work to the best of your ability.
There is no talking in class except to address the academic issue at hand.
4. Raise your hand, or your flag, to let your supervisor know that you want to speak with her.
5. If you are finished an assignment early, you may read or do memory work.
6. Participate in class discussion in a sensible and considerate manner -
Give everyone an opportunity to speak.
The teacher may ask for hands to ensure that this is the case.
Take turns so that only one person is speaking at a time,
and make sure that your point is relevant and valid.
7. Use the toilets before class so that you do not keep the class waiting.
However, if you need to use the toilets, you may do so,
but you will need to make up the time for five minutes after class. Class time is for learning.
8. At the end of class, you are to remain in your seat until dismissed.

We understand that developing these personal skills and building the character to exercise them consistently is an ongoing process, and that while each student is growing in maturity and capacity for inner motivation and self-control, he/she will need external control and motivation to be accountable. This is best achieved through the consistent use of immediate effective consequences for the behaviour coupled with an environment of unconditional love for the individual. This is a godly balance in Proverbs 3:12, "For whom the Lord loves, He corrects."

There is no corporal correction in school. Our Behaviour Management policy utilises five stages. Most behaviour is dealt with at Stage One with minor consequences. Actions at each stage and progression to the next are always at the discretion of the Head teacher and the child's Supervisor, depending on the individual case and taking into account the child's age and level of understanding.

In the case of an offence of a sexual nature, staff should follow the statutory procedures laid out in the school's Safeguarding and Child Protection Policy.

Stages Three to Five include fixed term or permanent exclusion should it be needed in **exceptional**, serious cases. If so, please refer to the Exclusions Policy.

Stage 1

Most behaviour is dealt with at Stage One which includes definition and teaching of class rules and age-appropriate expectations for student behaviour along with reminders, verbal warnings and minor consequences to give the child the opportunity to respond and grow as part of the process of maturing. If the behaviour continues, the student is warned by official verbal communication, and by staying 5-10 minutes after class, that he/she needs to comply with the school rules. If there is still no improvement, or if the case is more serious, such as verbal or nonverbal defiance or disrespect, then the student must serve a 15 minute afterschool detention and/or other consequences such as copying the rules, parent phone call or conference, or meeting with the Head.

Stage 2

If the student serves repeated 15 minute afterschool detentions for similar behaviour, and with agreement between the Headteacher and the child's Supervisor, the child is given a longer after-school detention, and the matter is discussed with the parents explaining the nature of the misconduct/offence and its severity (e.g. ongoing low-level indiscipline that disrupts their own and others' learning). The Head teacher and the child's Supervisor will closely monitor his/her conduct for the next week or the remainder of the half term looking for clear evidence of a changed attitude.

Stage 3

If further misconduct occurs while he/she is on stage 2, for a more severe offence, or refusal to change their unacceptable behaviour, then stage 3 is a one to three day exclusion from school, with the agreement of the child's Supervisor, on the authority of the Headteacher, who will keep a careful written record of significant offences by the student on Accident/Incident Report Forms. The parents are contacted immediately if possible. This is also communicated in writing to the parents who are required to attend an interview at the school at which the student must express repentance and intention to cooperate before being allowed back. Also the student is warned not to talk unduly with other students about these matters, i.e. to be showing a respectful attitude to staff at this time, not to be using it for "bravado". The student can be required to write a letter of repentance confirming this in writing so that it can be referred back to if necessary. This interview will involve the Head teacher and a member of the Senior Management Team such as the Learning Centre Supervisor, or other staff where appropriate. The Chair of Trustees will be present if the exclusion(s) total 5 or more days.

Stage 4

Up to two weeks exclusion (decided by the Head teacher in consultation with the Chair of Trustees who will now be involved at each interview) is implemented after appropriate discussion with parents and the student, going over the reasons for the school's action in detail and soliciting the parents' agreement with the principles in operation. This will lead to a formal letter from the school expressing their sorrow at the situation and laying down the ground rules for the student's return i.e. repentance and a changed attitude. The student may only return to school after an interview with parents and with the student present at which such repentance is expressed. The student may be required to do their PACE work at home and must agree to do so to the best of their ability. If the suspension is six days or longer, they will definitely be required to do so, and the parent will be asked to take responsibility for ensuring that this is done and that the work is available for the supervisor to check regularly. If the student is already enrolled with the International Certificate of Christian Education, both student and

parents will be warned that it may not be possible for the student to complete the requirements for graduation with an ICCE Certificate unless he/she ceases from any and all unacceptable attitudes and behaviour from this point forward so that work for ICCE credit is done in school under the supervision of the ICCE Coordinator.

Stage 5

The decision to exclude a student permanently is a serious one. An alternative is to consider allowing the parents to withdraw their child if appropriate, however, the student may need to learn that certain behaviour, if adhered to, have serious consequences such as the loss of the blessing of Christian schooling which could affect his/her opportunity to complete the required credits and graduate with the International Certificate of Christian Education. However, the school will always consider allowing back truly repentant individuals.

Full records are kept and care taken to ensure that any letters written are clear and precisely worded, since they may affect the student's attitude to Christian matters in the future. Care is taken to express love for the student while deprecating his/her continued unacceptable behaviour.

Comments concerning stages 3-5 - Exclusions

While there is always great concern for the welfare of the individual student affected, the welfare of the student body and staff is paramount. All these things put strain on staff especially the Head teacher, so much prayer is needed for all the persons concerned including the Trustees who will be in close contact throughout even when they are not involved up-front. The time involved in after-school meetings and keeping detailed written records can be significant. The wellbeing of individual staff members needs to be protected since the whole scenario can be very wearying, and depressing if taken personally. Staff prayer and unity will be strengthened by these things, but they are never welcome.

Legal rights and powers

Any pupil under 18 can be given a detention during break, lunchtime, afterschool, or in exceptional circumstances on a Saturday morning. Written notice of an afterschool detention will be sent home to parents to be signed and returned. This will give notice that the detention will be served immediately after school the following day. However, with parental agreement a detention that is only 15 minutes may be served the same day as this is the most effective form of deterrent.

Staff can instruct a pupil to empty out his/her pockets and punish them if they refuse to do so.

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil committing a criminal offence (or for pupils under 10 what would be a criminal offence), causing injury or damage to property, or prejudicing good order and discipline (e.g. if a pupil refuses to leave a classroom when instructed to do so). Any such "significant" incident would be recorded on an Accident/Incident Form and logged. See also Physical Interventions Policy)

Pupils should remember that they are still under the control of school staff and take particular care outside the school gates and in Church Lane as they leave school. The school reserves the right to regulate the conduct of pupils when they are off the school premises and not directly under the control of school staff and to discipline them, as appropriate, on their return to school (e.g. cyberbullying). A Greater Grace School pupil's conduct should demonstrate Christian values not only while on school property, but also at sporting events, on field trips, at work, at home, and wherever else he/she may go as a living testimony of Jesus Christ and our school.

Greater Grace School Student Code of Conduct

Students who do not abide by both the letter and spirit of school rules are subject to the Behaviour Management Policy. The Student Code of Conduct and Declaration below is not an exhaustive list, and there may be other situations for which the staff will apply appropriate sanctions. (Please see Appendix A). The Exclusions Policy includes a separate list of very serious unacceptable conduct which could lead to a fixed term or permanent exclusion.

Policy Adopted by Trustees on: March 2019

Policy Last Reviewed on: 6/03/2019

Policy Due for Review on: 31/03/2022



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5. If you are finished an assignment early, you may read or do memory work.
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Take turns so that only one person is speaking at a time,
and make sure that your point is relevant and valid.
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However, if you need to use the toilets, you may do so,
but you will need to make up the time for five minutes after class.
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8. At the end of class, you are to remain in your seat until dismissed.

Student Declaration

I understand that as a pupil of Greater Grace School of Christian Education my conduct should demonstrate Christian values not only while on school property, but also at sporting events, on field trips, and wherever I go as a living testimony of Jesus Christ and our school.

I understand that I should avoid unacceptable behaviour which would be subject to discipline under the Behaviour Management Policy. The list includes but is not limited to the following:

- Breaking the school or classroom rules
 - Failing to comply promptly with instructions given by staff
 - Causing a disturbance in class or hallways
 - Prejudice or discrimination of any kind
 - Bullying of any kind
 - Inappropriate language such as swearing or vulgarity
 - Inappropriate physical contact / display of affection
 - Aggressive behaviour including fighting
 - Disrespect (verbal or nonverbal)
 - Wilful disobedience
 - Open defiance of authority
 - Cheating
 - Stealing
 - Damage to school property - (Chewing gum is not allowed on the school property)
-
- Using or displaying inappropriate items at school *
 - Promoting of inappropriate music such as 'Christian Rock' which we as a school do not endorse

* Mobile phones, cameras, and portable music/entertainment devices, etc, may only be brought in and used when agreed beforehand with the staff.

Name _____

Current age _____

Signed _____

Dated _____