

## **S07 – Discipling Policy Statement**

HERITAGE CHRISTIAN SCHOOL

### **Rationale**

Discipling is the process of teaching others. At Heritage Christian School all staff are committed to discipling students, specifically teaching them about the Lord Jesus Christ. Staff seek to model Christ so that students of all ages might come to know and love Jesus as their personal Lord and Saviour. We believe there are three main facets to this process:

- One - the process of acknowledging the efforts of students in all their endeavours;
- Two - the process of seeking to minister to the spiritual part of students lives and
- Three - the process of teaching students to take responsibility for their own actions and be prepared to accept the consequences (including negative ones) of their actions.

These facets are in recognition of the need and our desire to develop children in our care in the expression of their God given abilities and in developing and maintaining relationships. In these processes students learn how Christ-like behaviour is vital for character growth. Also, students learn that obedience developed according to Biblical principles is essential to living a life which is pleasing to God. This includes respect for authority and each other and obedience to school behaviour standards.

It is recognized that as a K-12 campus, that there may be minor variations in the methods of administering the processes of discipleship.

Heritage Christian School is committed to developing and maintaining structures which:

- encourage the identification and development of children's special abilities
- assist the development of each child through the recognition of the appropriate use of their abilities
- provide opportunities to develop and express genuine Christian care for each other
- foster the spiritual growth of all children
- foster clear Biblical teaching about respect for authority and the importance of obedience
- promote an understanding and acceptance of the consequences which flow from disobedience.

### **Encouragement Policy**

Students at HCS will be encouraged to strive for excellence in all they do. Those who do this to the maximum extent of their ability will be supported and reinforced in their endeavours through appropriate acknowledgment. We believe the use of awards can be most beneficial in promoting confidence and enthusiasm in students that they might be encouraged to continue to do their best.

### **Guidelines**

All people require feedback and recognition of the work they do and the effort they exert. This feedback is part of our obligation to encourage each other. Encouragement is to recognise in students their individual capacities as shown by their stage of development and application. Competition is not of itself bad, but we need to counter the pervasive concept that others must be put down so that we might succeed '...let each of you regard one another as more important than himself...' (Phil 2:3b). Students are also encouraged to recognise areas in their lives which require further development, without developing a sense of failure.

We need to guard against the development of the principle of working simply to receive a reward where the reward becomes the motivation for the work. There is a fine distinction here, related to the timing of the recognition [see the parable of the talents; Matt 25:19-28]. Students at HCS are encouraged to always work to the best of their ability. Inherent in this principle is that students will not all be able to achieve at the same level in every activity. Students will be taught to recognise and accept this and not to see themselves as failures because of their inability to achieve as others are able to.

In encouraging children for their efforts, we must take care to commend the **use** of the gifts or abilities, rather than highlighting the gift itself. We must take care, too, not to value one gift or ability above any other since all gifts are given by God as He chooses.

### **Pastoral Care Policy**

Staff and students are to express at all times and in all circumstances, their concern for the spiritual and personal development of each other. Teachers are given specific responsibility for students who are part of their class group but all teachers are expected to demonstrate care and concern for all students.

#### **Guidelines**

The principle involved here is taken from the Scriptures where the pastor is equated with the shepherd who has specific training and responsibility to care for the sheep. In this sense he is the provider, the protector, the one who sees each sheep as an individual with individual needs. So it is with the teacher and his/her children. Staff will be encouraged to always be aware of students who are in obvious need of special attention in a pastoral sense. Each teacher will have the opportunity to develop a close relationship with a group of children, in most cases a class, where he/she can work for the good of the individuals and for the whole group. Sensitivity and open communication are keys to the success of this process.

It is recognised that staff need to be equipped to undertake such pastoral responsibilities. They must therefore maintain their own relationship with the Lord which will be reinforced through attendance at school functions such as morning devotions. Staff Development activities will be directed from time to time to the equipping of staff through in-service courses, counselling training etc.

### **Discipline Policy**

The heart of discipline is obedience. At Heritage Christian School students are taught the importance of obeying all authorities in the school including senior students, parents and staff members, teaching and non-teaching. This complements the Pastoral Care program which aims to introduce students to Jesus Christ to whom obedience is shown by Christians. As students grow up in Christ He will transform them into people who want to please Him in their behaviour.

When behaviour patterns established in the school for the good of the whole community, are broken, students will be admonished and corrected. School staff will seek to foster changes in the lives of students by appropriate disciplinary action designed to bring about genuine sorrow in the offender and reconciliation with those who were offended by the behaviour. In administering any disciplinary action, staff are to model the humility of sinful man, not disciplined by God though deserving of discipline. Part of the function of addressing the negative aspects of children's lives is to recognise that guidance is needed and that becoming submissive to the rules of discipline is a key to becoming self-disciplined.

## Guidelines

Any disciplinary action must be administered, not in anger but in love and must be directed, not to the vindication of a teacher's actions, but towards the restitution of relationships and a change in behaviour. Students need to recognise that the negative consequences (disciplinary action) also allows them time to reflect on their behaviour so that a change might come from within rather than be imposed from without.

In conforming to the State Laws, corporal punishment is not administered at Heritage Christian School. **The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.** While a variety of strategies may be employed in disciplining children, it is to be born in mind that we should focus on the positive aspects of a situation rather than the negative consequences. Staff are to remember that this is but one part of a three-fold student welfare policy and that in disciplining, we are to look for opportunities to reinforce and encourage good behaviour and to exercise pastoral care.

Well disciplined children do not happen by accident. Teachers must be aware of the impact of their own lesson preparation and classroom management in developing self-disciplined students. Teachers are not to exercise control over children as an outworking of their position of power. In respecting children, teachers will earn the respect of their pupils.

## Procedures

### Encouragement Policy

There are a vast array of strategies for encouragement, and teachers are advised to use a broad spectrum of strategies.

#### 1. Everyday Teacher/Classroom Use

Some strategies found to be fruitful in recognition and encouragement in both Primary and Secondary include:

1. A smile, a look, a wink
2. Words/phrases such as well done, (avoid good girl/boy), congratulations, etc
3. Display of work, either temporary (holding up at classroom front), or semi-permanent eg on a board (labelled Top Work of the Day or similar). Take care with "Top Student" labels as some are bound to miss out despite your best efforts. Sending children to another class, to Coordinator or Principal is very positive reinforcement.
4. Inclusion of work in Competitions (Maths, English, local Show) are great encouragement, albeit usually for a small number of students.
5. The marking of books is an important form of recognition. Marks, grades and especially comments are personal and supportive.
6. Stamps or stickers are a colourful encouragement and can be used for great variety of aspects of work.
7. Various types of cards (certificates) can be used as a permanent record for students eg Achievement; Merit; Pleasing Jesus; Bible Verses.
8. Special privileges are appropriate reinforcement for some children and some circumstances. Time-out for a personal project, time in the Library or similar are excellent encouragements.

Care should be taken to ensure that no system compares students with each other. This would contradict our pledge to develop each child according to his/her abilities.

## 2. School/Department Use

At these levels of the school it is possible to recognise the efforts of teams as well as of individuals. As for everyday encouragement students should be recognised because of their commitment, their application, their discipline, their teamwork, not because they perhaps won. Commendations for display of virtues like sportsmanship are of more significance than winning. Recognition can be for achievement and/or effort in academic, sporting, cultural or service areas. Awards can be any of the following:

1. Verbal praise and commendation
2. Presentation of tangible awards such as certificates or special cards
3. Ribbons or medals may be presented for particular occasions eg traditionally for sporting events though they need not be limited to these.
4. Flowers can, on occasions, be appropriate tokens of recognition
5. In general, trophies should be avoided though it is recognised that sometimes such trophies might be awarded by an outside organization and be presented at school.
6. The recognition of effort and achievement through such things as book awards is a sensitive issue. Any such awards can be for academic or service achievements but should not be purely for the 'best' student, rather commend a student for continually doing the very best of which he/she is capable. The number of each awards should be limited.

These awards may be presented at any time of the year and at any department or whole school gathering. The final category would normally occur at the end of the school year (but does not have to do so) and might constitute part of some special activity eg. Thanksgiving Service, School Assembly.

Selection of recipients for these awards would normally be by a particular teacher (eg coach of a team, sports teacher) though a panel of relevant people should be involved in the awards of category 6 above.

## **Pastoral Care Policy**

### **1. Whole School Gatherings.**

The nurturing of our students will involve teaching about Christ and the modelling of Christ-like behaviour. This can be done at Whole School Church services, at Whole School Assemblies, at separate Primary and Secondary Assemblies or even at small group gatherings which might meet informally at school eg. prayer groups, SRC meetings or at formal meetings at which students might be present eg special committees of the school.

At all of these gatherings some, or all, of the following would be expected to be observed:

- The Bible would be present and be seen to be important through reading from it or deliberating on words from it.
- Meetings would be opened and closed with prayer giving thanks and glory to God.
- Speech and behaviour would be of the highest standard [Col 4:6] with no use of derogatory or offensive language [Eph 5:4].
- Judgemental language should be avoided [James 3:9,10]
- students and staff should be commended for setting good examples in service of others or other appropriate behaviours

## **2. Classroom Activities.**

It would be expected that all staff, whether a permanent teacher of a class or simply filling in as a relief teacher or even just visiting a class, would exhibit those qualities which would be attractive to the listener. The Fruits of the Spirit should show forth in our language and behaviour.

The most powerful witness that we can have as teachers is that of showing at all times that Christ is relevant in all circumstances and is the vital driving force, and sovereign in, our lives. We should not be fearful of openly giving credit to God for things that happen within the classroom or in individual lives. Teachers should, by their actions and words, encourage children to be forthright and open in their confidence in the Lord.

Strategies which will be of help include:

- beginning the day with a devotional time which might include songs of praise, either listened to or sung, Bible stories, prayer [shared by children], reading of biographies of famous Christians.
- praying for individual children and for aspects of our school help forge a bond between teacher and students and develop a love for, and loyalty to, the school.
- Bible verses can be used as teaching texts eg. poems from Psalms, and as memory verses, wall decorations, themes for artwork, creative writing etc.
- teams or work groups within the class can use names of Bible characters or books, names of famous Christians etc.
- it is recommended that each days work be concluded with a brief time of thanksgiving for the blessings of the day as a prayer or special thought from the Scriptures.
- teachers sharing their own personal life experiences are very meaningful for children and can have a strong effect in reinforcing Scriptural teaching.
- it can be appropriate to use Scriptures in disciplinary measures where meditation on particular verses eg. on use of the tongue, can reinforce the importance of our values being based on Biblical teaching.
- teaching programs should reflect our commitment to teaching from a Biblical perspective through the development of Rationales, Outcomes, Resources etc which express openly our Christian faith.

## **3. Individual Pastoring Strategies.**

While all of the above can be instrumental in leading a child to the Lord or helping them grow in faith, we acknowledge that often the most powerful teaching moments are when we are talking with single students or when, in sensitively responding to the Spirit of God, we pause informally to speak to a child who appears to be in need.

Teachers are encouraged to seek opportunities to have contact with children outside the classroom where a genuine concern for children can be expressed as a natural part of their lives.

This may involve some of the following:

- asking children if they would like you to pray for something particular eg a family member who is sick or travelling.
- remembering children's special days eg birthdays in some tangible way.
- praying for each of the children in their care.
- arranging visits to children at home sick or in hospital.
- offering to play games or to do something with children who are on their own in the playground.

- stopping to speak with the family when seen in shops, at sports meetings, church etc.
  - following up on incidents in students' lives eg accidents, holiday trips.
- While encouraging such contact with children we all need to be mindful of the prevailing climate in society which can see, in such contacts, sinister connotations and hence exercise the greatest care in openly demonstrating our natural, God-given affection for our children.

## **Discipline Policy**

While the Primary and Secondary Departments of the school have specific regulations appropriate for the ages of their children, the following are general procedures in use across the school. Details for the implementation of the specific regulations can be clarified with the respective coordinators.

### **Acceptable Disciplinary Action**

#### **A Encouragement to Good Discipline**

1. A well-organised school, where procedures, routines and rules are published among the members of the school community and both children and teachers know what is expected of them. (See "Hundred Hints for Happy Education").
2. **Actively teaching and training children in good behaviour.**
3. **Modeling of exemplary behaviour by teachers.**
  - a) Adequate preparation for day's work;
  - b) Understanding of immediate and long-term causes of misbehaviour;
  - c) Absence of eccentric mannerisms, annoying habits, moodiness, excessive use of negative comments;
  - d) Interesting lessons, well-modulated voice, enough variety and challenge in the days work to give both the teacher and the children a sense of achievement;
  - e) Consistent behaviour, attitudes and values;
  - f) Expecting and insisting on obedience;
  - g) Frequent use of genuine praise for a task well done;
  - h) Ability to accept and seek advice;
  - i) Close liaison with parents.

#### **B Low-grade Discipline**

A spoken word of admonition to the child: warning

1. Deprivation of a well-liked subject: eg art, craft, music in order to complete the unfinished work
2. Deprivation of up to half of designated breaks in order to compensate for time lost by teacher in having to interrogate or punish child. Child must work alone with minimal help from the teacher. (The attention-seeking child should not be allowed to deprive the teacher of his lunch or preparation time!)
3. Community Service around the school.
4. **Teachers are encouraged to note these measures in the student's diary. Parents are required to sight and sign the diary as an acknowledgement of the issue's occurrence.(Secondary Dept only)**
5. Afternoon detention: 3.00 pm – 4.30 pm.

## C More Serious Discipline

### 1. Suspension – in School

this may occur for serious misdemeanours or persistent offending. Students may be withdrawn from class for a lesson, a series of lessons or for a day or more. Such students will do supervised class work without contact with fellow students.

**An extra-ordinary detention may be held on an arranged Saturday or during school holidays, in consultation with parents of the student concerned.**

### 2. Suspension - out of School

#### **First Suspension:**

Suspension is a **disciplinary** measure for very serious misdemeanours. Suspended pupils will not be readmitted to the school until they have been interviewed, with their parents, by the Principal and class teacher. Co-operation with the aims of the school will be sought at the interview, and expectations of appropriate behaviour discussed. Notice of suspension may be given as the first warning for less serious misdemeanours, but does not have to precede suspension.

#### **Second Suspension:**

If a second suspension is necessary then the pupil and his/her parents must meet with a panel consisting of the class teacher, a Board member, and the Principal. The family will be asked to re-affirm their agreement with the aims, philosophy and standards of conduct of the school. The pupil will then be re-admitted on Notice of Expulsion.

**A third suspension will result in a Board Re-entry interview with Notice of Expulsion. A probation period may be initiated by the panel or Principal. This is subject to demonstration of an attitude of true repentance being displayed by the student.**

**These courses of action shall be undertaken at the discretion of the Principal.**

### 3. Probation (Student Behaviour Contract)

Probation is a monitoring system of pupils who consistently fail to meet the school's requirements in work, attitude or behaviour. The parents will be notified by the classroom teacher in a letter endorsed by the Principal. A **card system(contract)** will be used to **monitor (outline)** the specified, **(Target)** behaviour for each period. This card is to be sighted every morning during the probation period by the class teacher. A progress report will be sent home to the parents weekly along with a photocopy of the card. This report will be collated by the class teacher and signed by the Principal. **This is formalized with the student being placed onto the Level Behaviour Monitoring sheets.** The probation period will be terminated by consultation between the child's parents and teachers. If no progress has been made after a reasonable time the pupil may be suspended under the same conditions as for Second Suspension mentioned above.

### 4. Expulsion

As a consequence of a history of prolonged and serious misconduct a recommendation will go to the Board from the Staff, through the Principal, that a child be expelled. The parents will be notified and the child placed under immediate suspension until the matter has been dealt with by the Board. The Board will act quickly, and at its discretion may arrange interviews with the child, parents and staff as it deems necessary.

This extreme form of action will only be undertaken where it is the opinion of the Board and Staff that the welfare of the school is placed at risk by the continued presence of the child in the school.

#### D Monitoring Students in Class

As a part of the procedures outlined above, students are sometimes put on a monitoring sheet (Secondary only). Students are to deliver the respective sheet to each teacher they have a class for each day, the teachers comment on the student's behaviour, goal achievements, etc for each lesson, the student takes the sheet home for the parents sighting and signature, then returns it to the relevant co-ordinator the next day. Students are usually monitored in this way over a minimum period of a week at least.

These sheets are in three levels:

Level 1: Green Sheet- repeated low-level behavioural issues and may be administered by class/roll teachers, in consultation with appropriate co-ordinator.

Level 2: Yellow Sheet- is for behavioural issues and is administered by the appropriate co-ordinator.

Level 3: Pink Sheet- is for serious behavioural issues and is administered by the appropriate co-ordinator. The principal is notified of this action taken.

Consultation with parents is held at each stage of the level administration by the appropriate co-ordinator.

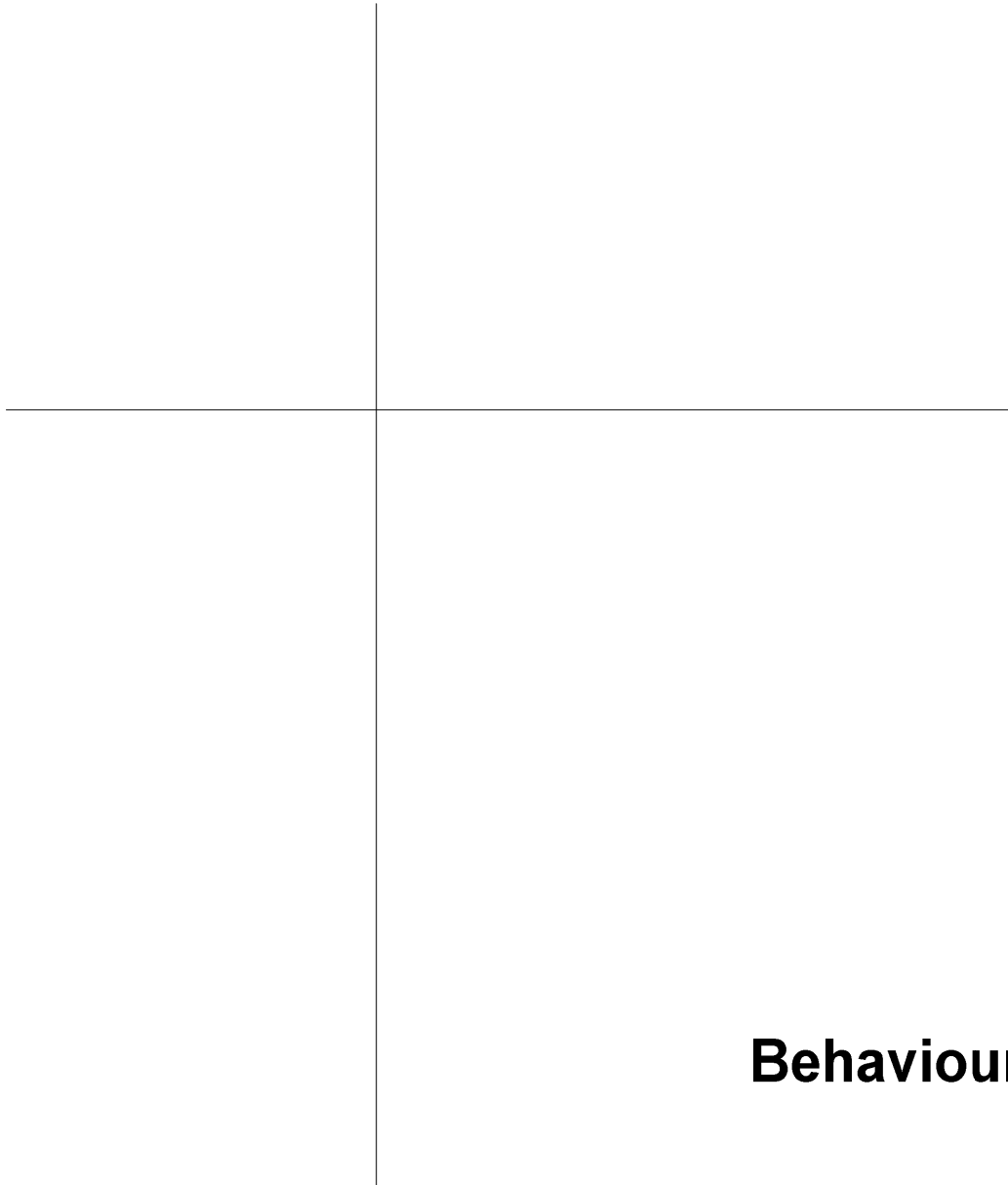
Tuition fees remain payable during periods of Suspension.

#### **Unacceptable Disciplinary Action**

1. Physical, emotional or psychological cruelty.  
Examples: Shaking, poking or pulling the child or deprivation of break-time or more than half of lunch time; Ridicule aimed at the person of the child; Using threats which cannot be carried out.
2. Throwing things at the child (eg chalk).
3. Striking the desk or table with rulers, pointers, etc.
4. Retaliatory or revengeful actions.
5. Any form of behaviour modification which ignores or condones bad behaviour.
6. The use of rewards when promised beforehand.

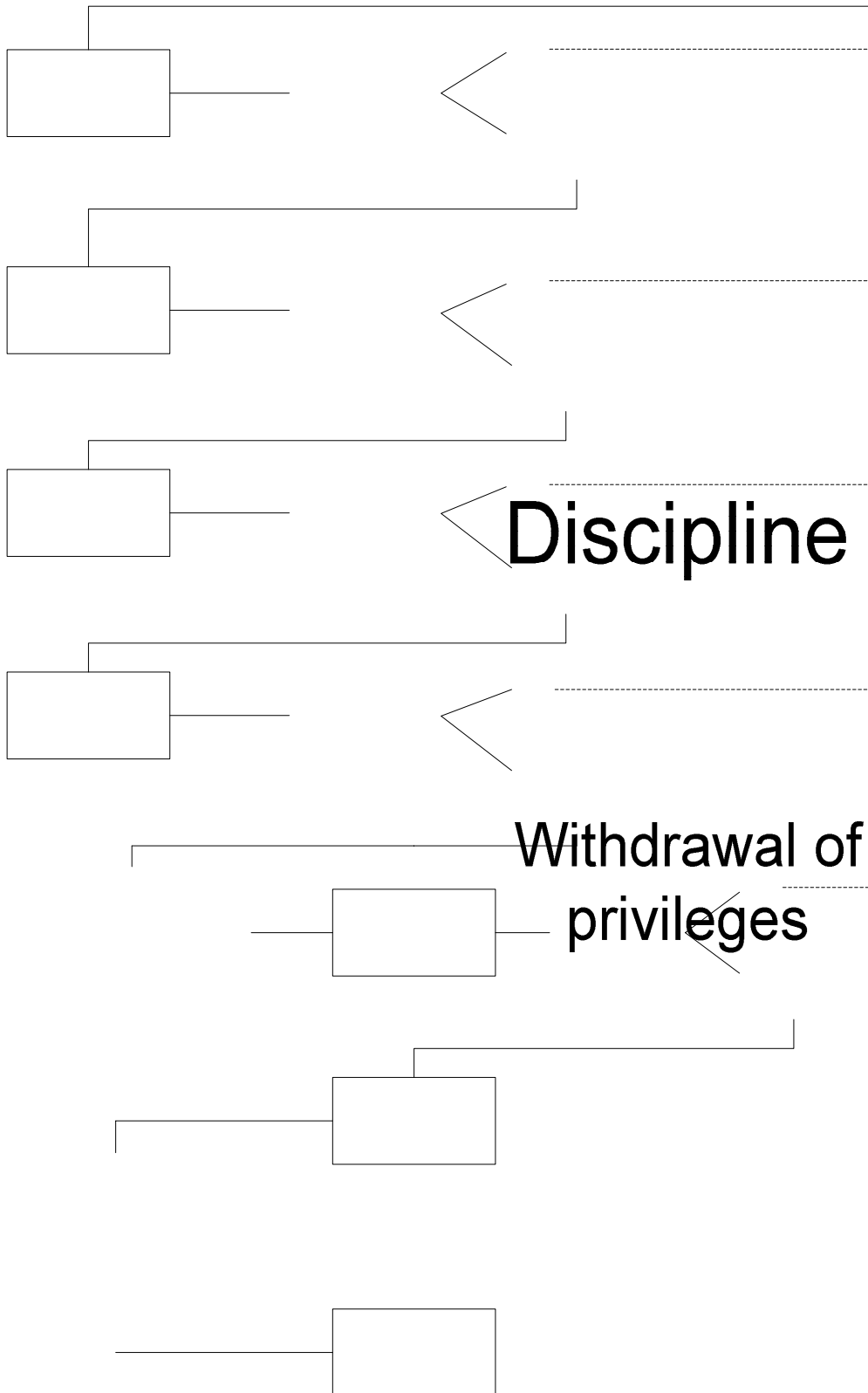
#### **Procedure for Disciplinary Action**

1. A child must have had at least one prior explanation of why the current misdemeanour or behaviour is unacceptable.
2. The child must understand why he is to be disciplined.
3. Disciplinary action must be administered respectfully without anger.
4. An explanation of the misdemeanour and the consequences it attracted may be given to the class only if it is thought prudent to do so. It should serve as a warning to others.
5. After the action, if genuine repentance is shown, some tangible demonstration of forgiveness should also be evident eg restoration of privileges to the student.
6. Parents should be notified of all disciplinary action taken by the staff with the exception of low grade discipline. Parents should also be notified if low grade discipline is needed frequently for their child eg by phone, word of mouth, written note.



## **Behaviour**

**Talking, minor disobedience, failure to complete tasks**



# Discipline Flowcha

Withdrawal of  
privileges

Lunchtime  
detention



**Revision History:**

Revision History	Date	Revised By
Original Ratification	15 October 1998	T Nott
Revised	23 March 2003	R Kew and others
Ratified	June 2003	
Revised	March 2006	R Kew & B Weatherstone