



## **Discipling in the Classroom/ Learning and Management**

### **A. Student Learning**

#### **1. Preamble**

**A Christ Centred policy of Discipling is based on the following truths from scripture:**

- **Jesus Christ is Lord of everything which exists!**
- **Teaching must continually, but carefully, point children to a proper appreciation of the sovereignty of God over all that exists.**
- **All subjects should declare the truth about God and the creation.**
- **Knowledge about any area of the creation must be seen to find its rightful origin and focus in the character and work of God.**
- **Every part of the world we teach about has its place in God's order and plan.**
- **All areas of human experience are the proper concern of Christian study.**
- **Children are to be encouraged, as appropriate to their age, to examine, appreciate and understand the world as it exists.**
- **Christian Education should provide opportunities to develop in students an approach to the significant questions of human existence and purpose based on the revelation of God in the scriptures.**

#### **2. Mutual Obligation in the Classroom**

##### **TEACHERS**

**In their classrooms, will seek to:**

- **Prepare and assist children in their growth into Christ-likeness: copying the character of their Creator**
- **Promote a classroom community marked by commitment to the Lord Jesus Christ in their school work, and in their relationships to each other and their teacher.**

- Disciple the children in a way which attempts to reflect God's character (but never expect to reflect His sovereignty). Expectations should be clear and should be manifested without anger or resentment.
- Demonstrate the reality and relevance of God's Word in the way the Bible is presented to the children. A Christian classroom must establish the high priority accorded to the Bible as the teacher seeks to encourage the children to live according to its precepts.
- Respect and strengthen the authority of parents or carers in the eyes of the child, as those to whom the child has been committed for care and nurture by the Lord.
- Reflect the importance and worth of each child as a person created in God's image as the varying needs and abilities within the class are catered for. Encourage and expect students to acknowledge differences and support each other.

## **STUDENTS**

In their life in the school will be encouraged to foster and embrace for themselves the following perspectives and responsibilities:

### **Personal**

- A maturing sense of the majesty and sovereign power of the great Creator – God
- An awareness of their position as the dependent creature of that God
- A recognition of God's grace to His creation as evidenced in the person and work of Jesus Christ.
- An attitude of grateful and thankful service of the Lord and others.
- A willing submission to those placed in legitimate authority over them by the Lord

### **Peer Group**

- A warm acceptance of difference and individuality in their peers
- An attitude of encouragement and support of classmates
- A recognition and enjoyment of the various gifts enjoyed by others
- the practise of leadership and submission, enjoying the opportunity and responsibility to submit to and lead others.
- Work effectively and co-operatively as a member of a group.
- The development of appropriate relationships between the sexes and different aged students.
- Confront and deal with peer pressure with a positive and Godly independence of mind and action.

### **The Environment**

- An appreciation of the beauty of God's creation in all its aspects, by exercising responsible care for the environment in which they live.
- Display an attitude of gratitude to God through a concern for beauty and order at a personal level (book, desks, etc.) and a communal level (room, grounds, etc).

### **Schoolwork**

- View the opportunity to learn as a privilege and as a gift from God.
- Seek the Reward in the Task: find motivation for any learning as intrinsic to the task itself, within the framework of service of the Lord and of others.
- Complete tasks, as “unto the Lord” whether they be regarded as pleasurable or painful.
- Seek to be faithful in the use of the gifts and opportunities that God has given, avoiding a desire to please others or enter into a spirit of rivalry or competition in the classroom.
- Develop an attitude of “ownership of the task”, and recognise their role as students at Carinya as being the God-given task in which they work out their calling to Faithfulness.

## **3. Pedagogy in the School**

### **a. The child as a learner and as an individual**

Each child is to be valued and treasured, as a unique individual, made in the image of God, to serve the Lord with gladness in learning and in life.

### **b. Motivation and the Learner**

- All procedures and policies in the school at large, and in the classroom in particular, will encourage students to be motivated in their learning "intrinsically" rather than "extrinsically".
- The school rejects the notion that a student's sense of self-worth should be related to his/her performance. Students will be taught that the only true sense of self-worth comes from the knowledge that they are the personal creation of a sovereign and gracious God.
- Students will be nurtured to see that the biblical motivation for working faithfully in their school work is to show gratitude to God for His mercy, goodness and gifts.
- Further, in the light of Luke 17, students will see that faithful service in

their learning is the very least that they can offer, as people created by the Lord Jesus Christ to obey Him and serve Him to the best of their ability.

- The student must not be motivated in the classroom by structures or approaches based on competition or rivalry.

### **c. Seeking the reward in the task**

Students are encouraged to “seek the reward” in the classroom by completing every task to the best of their ability (faithfulness), and from receiving and enjoying whatever is inherent to the activity.

For example;

- The reward for working faithfully in spelling is that the student is a better speller – being a better speller is the reward.
- The reward for helping in the classroom is the privilege of having been a servant like Jesus.

### **d. Feedback**

- It is essential that the teacher give detailed and effective feedback when a learning task is completed.
- Written or verbal feedback should be regular, detailed and effective.

For the teacher, feedback should never be by:

- Establishing a token economy of rewards for quality or quantity of work completed.
- Communicating any sense to a student that his value as a person is in any way related to the quality of his work.
- Establishing competitive situations that allow students to measure their performance against that of other students.

## **B. Student Management**

### **1. Preamble**

All approaches to the matter of student management must reflect the foregoing assumptions about Student Learning and Mutual Obligation and be consistent with the following policies:

*Pastoral Care Policy*  
*Child Protection Policy*  
*Grievance Policy*

For the purposes of this document Student Management refers to all the processes and procedures which are put in place in the school to discipline a child

“in the way he should go” as an individual made by God in His image to serve Him faithfully in his learning and his life.

Those processes and procedures include all of the following at some stage:

- The creation of a secure and safe learning environment
- Direction and guidance in what is required
- Reprimand for disobedience or rebellion
- Repentance of actions
- Restoration where possible
- Reconciliation where necessary
- Punishment as appropriate

## **General Comments**

The following student management procedures at Carinya recognise that there are many and varied breaches of accepted behaviour by our students, that will, of necessity, be managed at a number of different levels. A clear delineation of these levels or structures enables staff to move ahead confidently in a way that is in the best interest of students and parents.

### **i. Procedural Fairness**

In the course of the prosecution or investigation of any disciplinary matters procedural fairness must be followed. It is therefore incumbent on all staff at all levels to act in accordance with the ‘hearing rule’ and the ‘right to an unbiased decision’.

### **ii. The "hearing rule"**

The ‘hearing rule’ includes the right of the person against whom the allegations has been made to:

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Be given ample opportunity to ask questions, express concerns and opinions
- Know how to seek a review of the decision (this would usually be through parent representation under the Grievance Policy.)

### **iii. The 'right to an unbiased decision' includes the right to:**

- Impartiality in an investigation and decision making
- An absence of bias by a decision maker

### **iv. Corporal Punishment**

**Corporal punishment is strictly forbidden in the school. Non-school persons, including parents/carers, are in no way sanctioned to use corporal punishment.**

### 3. Procedures

***Edumate must be used to record any information around student management and discipline.***

#### **i. In the Classroom By the Classroom Teacher**

The vast majority of discipline related matters should be managed in the classroom by the class teacher. Class teachers need to be fully confident in their own position as those who, under God, the Board and parents, exercise authority over children and must of necessity be effective managers of children in the classroom. With humility and composure, teachers should exercise control in the classroom in keeping with accepted standards of classroom conduct at Carinya. Staff are expected to work hard at developing expertise in this area. Where possible, teachers should seek to de-escalate an issue, minimising the need to deal with secondary behaviour, while still ensuring students respond appropriately to instructions. Initial responses should aim to discover why the student is being disruptive, aiming to develop a positive rapport with the student.

Where circumstances warrant, the following responses are appropriate:

- Standing a student behind their chair
- Fixed seating arrangements
- Isolation in the room
- Withdrawal of work privileges
- Lunchtime detention (teacher led detention)
- Contact parents (in consultation with the Faculty Coordinator)
- Resubmission of tasks that are poorly completed or incomplete

Some of this detail may be recorded in Edumate – Record a Discipline as ‘handled in class’. Any emerging pattern of behaviour must also be referred to the co-ordinator in Edumate.

If it becomes necessary to remove a student from class, send the student with a note and accompanied by another student, to the subject co-ordinator/executive supervisor in the first instance. In exceptional circumstances, send a note to Reception for a member of the executive staff to come and remove the student from your class. Further documentation and consultation must follow, including a review of Satisfactory Academic Profile.

NB: parents must be contacted when a child is removed from class. Coordinators must be notified before class teachers make contact with parents. When a more significant response is warranted, parents are invited to meet with school staff before any ongoing consequences of behaviour are enforced. Calls must be documented and recorded as part of the response on Edumate.

## **ii. Beyond the Classroom**

### **Referral:**

Where difficulties continue undiminished and a child is compromising the integrity of a class, it is necessary then to refer the child to a Coordinator (Tamworth) or Head of School (Gunnedah), for further consultation or action. This will be done using Edumate and Record a Discipline. Some automated reports within Edumate will alert coordinators to recurring issues for specific students.

Difficulties such as public rudeness to a teacher, refusing to follow instructions, public displays of foul language, damage to school property and aggressive bullying (see APPENDIX 2) must be referred to coordinators, who will then determine if further executive support is required.

Where warranted, Faculty Coordinators (Tamworth) or Heads of School (Gunnedah) will consider the following measures in consultation with the class teacher:

- Liaise with Learning Support to discover if any underlying causes for behaviour can be found;
- Meeting with parent;
- Formal detentions;
- Withdrawal from subject;
- Profile Book for the specific subject;
- Daily checking in with the student to assess student well-being;
- Checking bookwork for satisfactory completion of class tasks.

If these measures fail to resolve the behaviour of the student, they must be referred to the relevant Head of School (Tamworth). The behaviour will be investigated across KLAs to determine an accurate profile of the student. Once established, parents will be required to come into the school to meet with the Head of School. Further measures will be enforced including:

- Profile Book across KLAs;

- After school detentions;
- Unsatisfactory Academic Profile;
- In-school suspensions;
- Withdrawal from privileges, including excursions and sporting trips.

Heads of School can make a decision to suspend students in-school up to two days independently, while maintaining Procedural Fairness and the Hearing Rule. Any more significant responses must be referred to the Deputy Principal Tamworth or Principal Gunnedah.

If there is no change in behaviour following the intervention listed above, students must be referred to the Deputy Principal (Tamworth) or Principal (Gunnedah).

**Parental Involvement:**

It is important that parents work collaboratively with the school regarding matters of student behaviour and learning. Any of these courses of action require contact with parents and, as a minimum, a phone call home to parents advising of the circumstances and inviting consultation with staff. The relevant Head of School must always approve such contact with parents for more significant matters.

If any suspension is given, parents must be provided with written notification of the suspension. This should include the reason for and the dates regarding the suspension.

Arrangements will be made for interpreter/signing services when necessary. The relevant Head of School will conduct parent interviews. In many circumstances, the relevant class teacher, Coordinator or Assistant Head of School will be present.

**Deputy Principal Tamworth**

A major role of the Deputy Principal is to monitor and assess the behaviour of students in the school.

At any stage in serious discipline matters pertaining to general school life, the Deputy Principal (Tamworth) and Principal (Gunnedah) will be notified and either may take full responsibility for the matter.



This is particularly appropriate in circumstances relating to the following matters of student conduct:

- Threats to other children (physical/ emotional/ harassment by phone or email etc);
- Theft;
- Any matter related to drugs/alcohol/sex;
- Truancy;
- Graffiti;
- Continued disobedience and failure to engage in school work.

More serious disciplinary procedures include (and in each case a copy of the Grievance Policy is given to parents):

- Suspension;
- Expulsion;
- Exclusion.

In such cases, the Deputy Principal (Tamworth) or the Principal (Gunnedah), will be involved in the investigation. When expulsion or exclusion is contemplated the Principal of the relevant campus will be the adjudicator. In these circumstances, parents may choose to have a support/observer attend any formal interviews and will be given a copy of the Grievance Policy.

#### **Grievance Policy:**

Parents are encouraged to formally voice concerns, or appeal decisions by the school, which they perceive as having an adverse impact on their children or on themselves. These would normally, but not exclusively, be of a substantial nature such as suspension, expulsion or withdrawal from major school activities. If a grievance has been raised during or after the management of a discipline issue the grievance policy and procedures should be followed.

## **AAPENDIX 1**

### **Other Significant Conversations**

Every member of staff should keep a record of 'significant conversations' with students and parents. The detail will depend on the circumstance. Note the date, people involved and a summary of the discussion. Significant conversations would include:

- Concerns/accusations about the way the school has dealt with a matter
- Strong criticism of your own actions or actions of another member of staff
- Accusations relating to the abuse of a child in the school (note reporting obligations)

- A record of undertakings that may be given with respect to a course of action concerning a student under your care

This information should be recorded in the history section for a child or parent as an attachment.

## APPENDIX 2

### Examples of Conduct to be Reported to School Executive

This is not an exhaustive list but a helpful guide. These points came from a staff meeting and were collectively considered to be the kinds of conduct that should be drawn to the attention of the appropriate member of the school executive. Details must always be Edumated.

- Physical violence to students and teachers
- Defiance/Refusal to follow an instruction
- A continual lack of co-operation
- Verbalised frustration showing an unwillingness to fulfill responsibilities
- Persistent disruptiveness
- Passive resistance – time wasting etc
- Rudeness to teacher
- Questioning of teacher’s instructions
- Verbal abuse/bullying of other students
- Not bringing books and pens etc
- Damaging equipment
- Student’s tone of voice persistently disrespectful
- Swearing
- Alcohol or drugs - smoking minimum one week suspension out of school
- Mobile phones and internet capable devices

### C. Welfare: Responses for the Wellbeing of Children

#### Preamble

It is appropriate that staff be available and willing to support students at every stage in the discipling and management process. Where this involves either occasional or ongoing counselling the following framework is to be followed.

#### A student’s behaviour continues to be unacceptable

**Counselling is necessary:** When that happens the following approach is to be taken:

What have you done wrong? (Reprimand)

- Lead a child into recognising what he has done is wrong and why it is wrong. (For primary children methods such as asking the child to explain what is wrong, drawing a picture, swapping roles, acting out, etc. may be appropriate.)

Why is what happened wrong? (Realism)

- Look for contributing circumstances, whether from school or home. If necessary, be ready to accept that the child was disobedient for its own sake.

What should be the next step? (Repentance and Restitution)

- Work out how best to minister to the child. Think creatively and practically through all possibilities, not insisting, but guiding the child into how he can restore relationships, property, lost time, etc. Ensure the child is sure of what to do by asking him to explain the way ahead.

How should that step be taken? (Restoration)

- The restoration of relationships should be pursued as soon as possible, with clear, achievable goals should be set with the child.

What further response and feedback is necessary? (Reconciliation)

- Give ongoing feedback and encouragement to the child to remain focused on maintaining any progress that has been achieved. Emphasise that in restored, Christ Centered relationships, forgiveness can be real and enduring.

**It is obvious that a student needs significant support or assistance**

In that case staff are to:

- Inform parents prior to entering into ongoing “counselling” or discussion sessions with students, informing them generally of the nature of the subjects discussed;
- Seek the approval of parents for the counselling to proceed, even with senior students who might well be considered independent;
- Brief one of the deputies or the principal fully when talking about personal issues;
- Keep a written/digital summary of the main points of each session in a

personal notebook or file;

- Speak with students in an open, not a private setting. (ie. not in an office with the door closed);
- Avoid procedures or language which may be open to misinterpretation by teenagers
- Acknowledge that a referral to the school psychologist or school welfare officer (Gunnedah only) is necessary. Utilise referral forms and processes as required.

**Last Update**

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