
NURTURE AND DISCIPLINE POLICY

RATIONALE

1. **God is the Supreme Authority.**
Romans 13:1 “Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God”.
2. **God delegates authority to parents to train their children in a Christian manner.**
Deuteronomy 6:6-7 “These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.”
3. **Parents delegate authority to teachers to train their children.**
Ephesians 4:11-12 “It was He who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, to prepare God’s people for works of service, so that the body of Christ may be built up.”
4. **Teachers are to train children to respect and obey authority.**
Ephesians 6:1 “Children obey your parents in the Lord, for this is right.”
Titus 3:1 “Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good.”
5. **Children are to be self-disciplined.**
Proverbs 22:6 “Train a child in the way he should go, and when he is old he will not turn from it.”
6. **Discipline is for the child’s benefit.**
Hebrews 12:6, “Because the Lord disciplines those He loves, and He punishes everyone He accepts as a son.” In fact if we are reluctant to punish when it is necessary, we are not thinking, caring, showing love for the child. We are probably more concerned about how children/parents see and think about us.
7. **Discipline involves restoration.**
2 Corinthians 2:5-11. Vs.7 “Now instead you ought to forgive and comfort him, so that he will not be overwhelmed by excessive sorrow.”
8. **Pastoral Care - Teachers are to care for children.**
John 21:15, “When they had finished eating, Jesus said to Simon Peter, ‘Simon son of John, do you truly love me more than these?’. ‘Yes Lord,’ he said, ‘ you know I love you.’ Jesus said ‘Feed my sheep.’” Ephesians 4:11, 12 (as above)
9. **Discipline includes restitution** (Leviticus 6:5)
10. **Pastoral care and nurture** - teachers are to care for students (John 21:15 & Ephesians 4:11-12).

Document Control

Authored by: Catriona Wansbrough & staff of SMCS
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OBJECTIVES OF NURTURE AND DISCIPLINE

In partnership with the home, to train up a child . . .

1. into spiritual maturity and effective membership of the body of Christ - to become more like Christ;
2. toward self-discipline, obedience and respect for the authority of God, parents, forms of government and those who have responsibility over them; and for the school **Code of Conduct**;
3. toward respect for:
 - the value of life,
 - fellow students,
 - the elderly,
 - truth,
 - property;
4. through nurturing, counselling, and modelling **Christian character traits**;

<ul style="list-style-type: none"> • <i>Love</i> • <i>Faithfulness</i> • <i>Responsibility</i> • <i>Having a teachable spirit</i> • <i>Servant Leadership</i> • <i>Courage</i> • <i>Sincerity</i> • <i>Humility</i> • <i>Perseverance</i> • <i>Politeness and respect</i> 	<ul style="list-style-type: none"> • <i>Wisdom</i> • <i>Hopefulness</i> • <i>Excellence</i> • <i>Thoughtfulness</i> • <i>Dedication</i> • <i>Helpfulness</i> • <i>Determination</i> • <i>Joyfulness</i> • <i>Goodness</i> • <i>Prayerfulness</i> 	<ul style="list-style-type: none"> • <i>Stewardship</i> • <i>Sharing</i> • <i>Honesty</i> • <i>Friendliness</i> • <i>Kindness</i> • <i>Patience</i> • <i>Self-control</i> • <i>Peace</i> • <i>Service to others</i> • <i>Acceptance</i>
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5. through stages of first time obedience towards Godly moral autonomy.



SNOWY MOUNTAINS CHRISTIAN SCHOOL

'In Christ We Strive For Excellence'

ABN 76 076 793 863

CODE OF CONDUCT

1. LOVE, RESPECT AND HONOUR GOD
In all you do seek to honour and obey God.
The Great Commandment in Matthew 22: 34-40.
2. LOVE, RESPECT, AND HONOUR YOUR TEACHERS
Follow their instructions, address them politely, their help in learning. Follow all class rules.
Titus 3:1. "Remind your people to submit to rulers and authorities, to obey them and to be ready to do good in every way."
3. LOVE, RESPECT & ACCEPT YOUR FELLOW PUPILS
Be helpful whenever you can & treat others with understanding. Don't cause fights and don't do anything that might cause injury. Seek to build up and encourage one another, language. Respect differences & don't engage in behaviours that belittle others. *1 Thessalonians 5:11. "Therefore encourage one another and build one another up, just as you are doing".*
4. RESPECT THE PROPERTY OF OTHERS
Take care of your property & the property of others. Gain permission before borrowing someone else's property. Don't steal or damage it, and be sure to hand in lost property.
Exodus 20:15 "You shall not steal".
5. RESPECT THE TRUTH
Be honest in all situations and never make up lies about others. *1 Peter 2:1. "Rid yourselves then of all evil; no more lying or hypocrisy or jealousy or insulting language."*
6. LEARN ALL YOU CAN
Make up your mind to pay attention, to do your work, join in school activities and develop your skills during your school years. *Proverbs 23:12. "Pay attention to your teachers and learn all you can."*
7. LOOK AFTER THE SCHOOL
Take care of the buildings, furniture, grounds and all school property. Respect the school environment keeping everything clean and tidy.
8. EARN THE SCHOOL A GOOD NAME
Dress properly, behave well, respect visitors, play sport fairly, do your best in all school activities.
1 Timothy 4:12. "Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, your love, faith and purity."
9. BE IN THE RIGHT PLACE AT THE RIGHT TIME WITH THE RIGHT EQUIPMENT
Never miss school or any lesson without proper permission. Always be prepared for lessons, meet homework requirements & bring the right equipment to each lesson.
James 4:17 "Whoever knows what is right to do and fails to do it, for him it is sin."
10. WORK AND PLAY SAFELY WITH CONSIDERATION FOR OTHERS
Keep the school a safe place where no one feels threatened bullied or hurt in any way. *Phil. 2:3-4 "Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others."*

RULES	CONSEQUENCES
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We want the school to be a safe place, so . . .

1.	Students will follow directions given by staff Romans 13:1	Major Consequences
2.	Activities which are likely to hurt others, such as throwing objects, fighting, play fighting, pushing or any other form of physical abuse or verbal harrassment is not allowed. Eph 4:1b,2,3	Major Consequences
3.	Students must stay within boundaries These areas are out of bounds: Classrooms during playtimes unless supervised by staff; On fences, in trees and gardens; Outside fenced-in area	E.g. Five minutes time out, picking up papers.
4.	No running in buildings or into entry of buildings	Reminder, walk back to start again.
5.	School uniform hats are to be worn during Terms 1 & 4 during outdoor lessons, during breaks and after school. Hats are to be worn for PE lessons. Hats must not be worn inside classrooms. Term 2 & 3 a plain maroon beanie may be worn.	Sitting under the shadecloth area E.g. Tidy the classroom before the next break.
6.	Individuals are responsible for putting their own litter into rubbish bins.	Pick up litter to clean specific area.
7.	Students are to remain seated while eating at lunchtime.	Rebuke, reminder and compliance.
8.	Students are to wait quietly in the allocated areas for buses, and are to board buses in an orderly way under adult supervision. Titus 3:1	Rebuke, reminder and compliance. Record misdemeanour on Bus Supervision clipboard.
9.	Behaviour on buses is to be the same as for school.	See appropriate consequence. Refer to Principal
10.	Bikes, roller blades, skateboards & scooters, are not to be ridden in the school grounds.	Rebuke, reminder and compliance.

We want everyone at school to feel loved, so . . .

11.	Behaviour which is likely to hurt or upset others (including name calling, teasing, bullying, threatening, spitting, swearing) is not allowed. Proverbs 12:18, Ephes 4:29a	Major consequences.
12.	Students are expected to show friendship and courtesy to all, to greet adults daily, and to welcome visitors politely. Romans 12:10	Apology. Major consequences may apply.
13.	We respect others & their property.	Rebuke, reminder & compliance.

We want all students to be treated with justice, so . . .

14.	Materials and equipment are to be used responsibly to avoid waste or damage. Proverbs 29:11b	Major consequences. Replace equipment.
15.	Students must be prepared for all lessons. For example: Recorder, Full PE uniform.	Note in diary; then Music teacher to arrange; Non-participation for lesson; 2nd offence: detention Infants: Teachers negotiate.
16.	The school does not encourage toys to be brought to school. Toys are not to be on desk during class time. All digital/mechanical and expensive toys are banned, unless approved by staff. Mobile phones are also banned during school hours and should not be brought to school without parent/school permission.	Place in bag. Confiscation if repeated.
17.	Students visiting other rooms are expected to avoid wasting time and should knock, enter and wait for attention.	Remind and practise again.
18.	Students are expected to share the playground and sporting equipment, take care of, and show interest in, the school grounds.	Reminder and compliance followed by school service.
19.	Students are expected to speak and respect the truth. Eph 4:25	Reminder and compliance followed by school service.
20.	Students are expected to dress neatly in correct school uniform.	1st time: reminder; 2nd time: reminder or detention, dependent on circumstance and age of student; 3rd time: note sent home.

**PROCEDURE IN REGARD TO CLASSROOM MANAGEMENT
AND STUDENT BEHAVIOUR**

1. INSTRUCTION

- 1a) At the beginning of each year, students are to be actively taught the “Code of Conduct” at the appropriate level of understanding and application. A revision session should be planned for Term 3.
- 1b) The fruit of the spirit and other school objectives regarding development of Christian character, morals, values and ethics are to be planned as part of devotions, subjects or “Units of Work.”
- 1c) Acceptable classroom behaviour needs to be taught and revised on a regular basis; especially as students exhibit ‘need’ of specific instruction. Reasonable explanation as to ‘why’ should accompany instruction to develop “moral conscience”.
- 1d) The ‘Procedure for Classroom Discipline’ should be explained including the consequences.

2. INCENTIVE/REWARD

Encouragement and affirmation will always be the more valuable, longest-lasting forms of motivation for students.

3. INTRINSIC BEHAVIOUR

As we encourage children to “Love the Lord with all their heart, soul and mind” (Matt 22:36) - their motivation for good behaviour changes. No longer do they do the right thing so as to please teachers, or not to “get into trouble”, but to please God and be obedient to Him. Importance is placed on intrinsic behaviour. Recognising that the Holy Spirit is our intrinsic motivator, we encourage the children that “whatever you do, do it for God”

Philippians 4:8-9 “Whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy—meditate on these things. The things which you learned and received and heard and saw in me, do these, and the God of peace will be with you.”

To become more like Jesus, we also recognise that we need His help to change us and mould us to become like Him.

4. RESTORATIVE DISCIPLINE

Both in class situations and in personal contact students should be pointed to the sinful origins and nature of misconduct and to the need for radical change in the sinner that can be brought about only by the work of the Holy Spirit. Prayer with the student for forgiveness may be appropriate. Counselling may lead, with students who have on-going behavioural difficulties, to prayer for healing and correction of the root problem.

Teachers, individually and as a group, should remember the needs of their students in prayer.

Correction and discipline should always be **restorative**. It should be consistent with the school's task (directed towards protection and enhancement of the learning environment) and appropriate to the nature of the offence, if possible, restoring any damage to work, property or relationships.

If a student is disciplined, he or she should be encouraged to seek forgiveness and to make restitution and apologies where appropriate in order to restore normal relationships.

Classroom Disciplinary Management:

Some checklist measures for dealing with students acting from . . .

- ** Use class attention-getting technique effectively, for example, when teacher needs to give instruction to whole class:
1. Ring bell or raise your hand: make sure **EVERY** student responds **IMMEDIATELY** - students freeze;
 2. Give **CONCISE, SIMPLE** instructions;
 3. Follow-up your instructions by seeing that **EVERY** student is doing as they have been instructed;
 4. **PROVIDE IMMEDIATE REMEDIAL DISCIPLINARY MEASURES** when a student does not follow the instruction. **At all times “procedural fairness” is to be displayed.**

The teacher needs to discern whether the undisciplined student is acting from **IMMATURITY** or **FOOLISHNESS**.

Examples of immaturity:

- Playing instead of being ‘on task’.
- Talking.
- Out of seat regularly.
- Calling out.
- Showing lack of responsibility yet not recklessness or foolishness, eg. not remembering to do work on time/bring things to school/get assignment started-completed.

Examples of foolish behaviour:

- Not making any real attempt to be sorry for, or amend, immature behaviour.
- Deliberate disobedience.
- Being rude to teachers/adults.
- Being injurious to others.
- Deliberate/persistent breaking the school “Code of Conduct”.

For **REPEATED BEHAVIOUR OFFENCES**, follow the procedure for N & D Policy.

Some checklist measures for dealing with students acting from ...

IMMATURITY	FOOLISHNESS
<p>1. Have specific management routine for such students e.g.:</p> <p>a) Have immature students sit only with other students who are relatively mature.</p> <p>b) Student knows to sit next to teacher's shoe! (when class sitting on floor)</p>	<p>1. TIME OUT Student told what they were doing wrong. Student sits outside room for 5-10 mins contemplating why it was wrong what they did/didn't do and what their response is going to be.</p> <p>Teacher goes out and asks student:</p> <ul style="list-style-type: none"> ▪ What did they do wrong? ▪ Why is it wrong? ▪ What are they going to do now? <p>Student then does "Catch-up" at their next break.</p>
	<p>2. ALLOW STUDENT TO ACKNOWLEDGE their foolishness and its consequences during the "Catch-up" time.</p>
<p>3. Provide an incentive to learn to be responsible.</p>	<p>3. IF THE BEHAVIOUR CONTINUES... repeat steps 1 & 2 above, then:</p> <p>a) Apply a remedial measure</p> <p>i) In-classroom isolation for rest of session and;</p> <p>ii) A detention at the next break – during which the foolish behaviour is readdressed (with a positive attitude from the teacher) stating the EXPECTED BEHAVIOUR.</p>
<p>4. Keep an assessment profile on student development:</p> <ul style="list-style-type: none"> ▪ What measures work for student. ▪ How student is progressing. ▪ Record misdemeanour on left-hand page of Discipline book. <p>On right-hand page, record positive development.</p>	<p>4. Enter misdemeanour on left-hand page of Discipline book.</p> <p>On the right-hand page, record positive development of <u>children</u>.</p>

MAJOR CONSEQUENCES

Measures are graded in Levels according to the severity of offence. In the table below, guidelines are given as to at what level disciplinary measures should begin for what offences.

Repeated offences of same behaviour progresses up the levels.

Please note: Always our aim must be to **nurture** the student towards God-honouring behaviour.

LEVEL	OFFENCES WHICH BEGIN AT VARIOUS LEVELS AND NUMBER COMMITTED OVER A 4 WEEK PERIOD	DISCIPLINARY MEASURE
	(List of offences only a GUIDE to teacher)	<p>AT EACH LEVEL, the following REMEDIATION should take place:</p> <p>AT EACH LEVEL THE TEACHERS should take student aside from peers and explain why their behaviour is inappropriate.</p> <ul style="list-style-type: none"> ▪ Allow opportunity for student to acknowledge their error ▪ Communicate the consequences – social, moral, perhaps spiritual where appropriate, and the next level of discipline consequences that apply ▪ Behaviour modification program devised/revised.
1.	<p>Mild disobedience, not doing as instructed</p> <p>Persistent immature behaviour</p> <p>Failed to do homework once – without suitable explanation from parents.</p> <p>Excessive talking/inattention</p> <p>Inappropriate behaviour</p>	<ul style="list-style-type: none"> ▪ Give warning ▪ TIME OUT <p>Student told what they were doing wrong. Student sits outside room for 5 – 10 mins contemplating why it was wrong what they did/didn't do and what their response is going to be.</p> <p>Teacher goes out and asks student:</p> <ul style="list-style-type: none"> ▪ What did they do wrong? ▪ Why is it wrong? ▪ What are they going to do now? <p>Student then does “catch-up” at their next break.</p>
2.	<p>Persistence of Level 1 offences.</p> <p>Disobedience to a teacher.</p> <p>Major disruption in the classroom 2 or more times.</p> <p>Failed to do homework without providing suitable explanation from parents.</p>	<p>Stage 1 of Detention:</p> <ul style="list-style-type: none"> ▪ Issue a Detention ; if necessary send student aside (ask to wait outside classroom door). Explain their offence – social, moral, perhaps spiritual consequences; also, consequences of next level of discipline. ▪ Allow opportunity for student to acknowledge error. ▪ Removed from class – given work. ▪ *** At Detention – it is the responsibility of the teacher who gave the Detention to discuss consequences and remediation. ▪ Teacher to share with parent, informally, of incident; ▪ NOTICE OF CONCERN to go home on 3rd detention (within 4 weeks). Teacher writes out the NOTICE OF CONCERN. Send the student with the Notice for the Principal to sign. Student to return Notice to teacher next morning.

LEVEL	OFFENCES WHICH BEGIN AT VARIOUS LEVELS	DISCIPLINARY MEASURE
3.	Receiving 3 Detentions within four weeks for same/similar offence e.g. serious verbal abuse of a teacher/adult.	Stage 2 of Detention: <ul style="list-style-type: none"> ▪ Teacher sends student with detailed note outlining offence, events leading up to offence, date, time & teacher's signature to Principal. ▪ Week of Detention ▪ No excursions (out of school grounds activity) for 1 week ▪ Interview with Principal ▪ Note of Concern to go home ▪ Behaviour Modification program.
4.	Serious physical abuse. 2 more detentions of a Step 3 offence.	<ul style="list-style-type: none"> ▪ Stage 1 of Suspension ▪ Isolation outside Principal's office ▪ Suspended for rest of day ▪ Parent/Teacher interview ▪ No excursions outside of school for 4 weeks
5.	Two more detentions of a Step 4 offence.	<ul style="list-style-type: none"> ▪ Stage 2 of Suspension: ▪ Immediate suspension for 1 week ▪ Parent/Principal interview (Pastor/counsellor involved) ▪ No excursion/outside school activities for four weeks.
6.	Two more detentions of a Step 5 offence.	Expulsion <ul style="list-style-type: none"> ▪ Parent/Principal/Board Member interview ▪ Student withdrawn from school

Please Note:

For major breaches of discipline, e.g. vicious physical attack/uncontrollable behaviour, Stages 1 & 2 of Detention may be leap-frogged.

Similarly, in very serious cases (eg. Teacher being struck, mass destruction of school/student property) – stages 1 & 2 of suspension may also be leap-frogged.

SUSPENSION, EXPULSION OR EXCLUSION FROM SCHOOL

The Principal has delegated responsibility for all discipline at SMCS. In this context, the Principal will use this policy document as a guide in making determinations about the suspension, expulsion or exclusion of students.

Where after due process, the Principal determines a student should be suspended from the school, such a determination will include consultation with executive staff.

Where after due process, the Principal determines a student should be expelled or excluded from the school; such a determination will include consultation with the Board of SMCS. The Board of SMCS, retains the right of veto. Where right of veto is exercised, the Board is to provide written instructions to the Principal stating the reasons for the veto and the conditions a student must meet to ensure continued enrolment at the school.

CORPORAL PUNISHMENT

Due to the provisions of the Education Reform Amendment (School Discipline) Act 1995, corporal punishment is prohibited at Snowy Mountains Christian School.

Snowy Mountains Christian School also does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents to enforce school discipline.

PROCEDURAL FAIRNESS

At all times “procedural fairness” is to be displayed. All parties must be heard & dealt with fairly in all matters of discipline & discipline procedures.

The ‘hearing rule’

The hearing rule includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information in which;
- will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations; and,
- know how to seek a review of the decision made in response to the allegations.

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.

All parties to an investigation are also directed to maintain in strictest confidentiality the matters under investigation.

METHODS & PRINCIPLES OF INSTILLING GODLY BEHAVIOUR

(Based upon Principles of 'Growing Kids God's Way in the Classroom')

1. Students will refer to teachers by Mr..... / Mrs..... / Miss.....
2. To gain the teacher's attention, students will:
 - * raise hand to be acknowledged by the teacher;
 - * if, after waiting 30 secs., one's hand is not seen by the teacher the student may take his/her concern to the teacher and stand beside the teacher waiting to be recognised;
 - * when out of the classroom, students must move up beside teacher / adult and say, "Excuse me, Mrs...." and await recognition by the adult, "Yes, Mary..."
Junior students use the "Interrupt Rule" from GKGW.
3. Students and teachers will look into the face of one another when talking to one another.