DISCIPLING IN THE CLASSROOM
LEARNING AND MANAGEMENT

A. STUDENT LEARNING

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.

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 practice 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**.

PEDAGOGY IN THE SCHOOL

**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.

**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 “**intrinsic**” rather than “**extrinsic**”.
- 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.

**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.

**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.

**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

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 disciple 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.

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’.

The “hearing rule”
The ‘hearing rule’ includes the right of the person against whom the allegation 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.
- Know how to seek a review of the decision.

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

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

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

In the Classroom

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 circumstances warrant, the following responses are appropriate:

- Fixed seating arrangements
- Isolation in the room
- Withdrawal of work privileges
- Lunchtime detention

Students must not be sent out of class to the front office. If it becomes necessary to have a student removed from class, send a messenger to the front office with a note for a member of the executive to come and remove them. Documentation (Edumate) and consultation must follow.

NB: parents must be advised in writing when such circumstances occur and invited to meet with school staff before any ongoing consequences of behaviour are enforced.

Beyond the Classroom

Referral

Where difficulties continue undiminished and a child is compromising the integrity of a class, it is necessary to refer the child to the relevant member of the executive staff for further consultation or action. This will be done using Edumate and record a Discipline. Some automated reports within Edumate will alert executive to recurring issues for specific students.

Such difficulties might include continuing public rudeness to a teacher, refusing to follow instructions, foul language, damage of school property, aggressive bullying (see APPENDIX 2)

At this point the relevant executive staff-member will discuss management strategies with the class teacher and consult with core/pastoral care teachers.

| Prep – 4   | Team Leader / Head of Junior School |
| 5-6        | Team Leader / Assistant HOMS / Head of Middle School |
| 7-12       | Team Leader / Subject Co-ordinator / Assistant HOMS/HOSS / Heads of Middle/Senior School |

NB: Parents must again be advised in writing when such circumstances occur and invited to meet with school staff before any ongoing consequences of behaviour are enforced.

Documentation

When discipline matters need to move beyond the classroom teacher, documentation must be comprehensive and complete. Accurate documentation must be maintained throughout the whole process within Edumate. All documentation and correspondence must be kept on file.
Interim Reports
In Years 7-12 the core/pastoral care teacher may be asked to get an Interim Report for a student from the class teachers. An interim report gives a more comprehensive profile of the student in question, and is useful in interviews with the student and the parents.

Possible Consequences
As a result of information gathered, a specific incident, or a continuing wider concern, significant consequences may occur for a student. In consultation with, and approval from, the relevant Head of School, those consequences may include:

- Withdrawal from class
- Removal of certain privileges
- After school detention
- Student Profile Record sheets (period by period)
- After school detention

Parental Involvement
Any of these courses of action require parent interviews or, as a minimum, a letter home to parents advising of the circumstances and inviting consultation with staff. The relevant Head of School must always approve such contact with parents. Arrangements will be made for interpreter/signing services when necessary. The relevant Head of School will conduct parent interviews. In most circumstances the core/pastoral care teacher will also be present. Support persons for parents may also be included.

More serious disciplinary procedures include:

- Suspension
- Expulsion
- Exclusion

In such cases a Deputy Principal (Tamworth Campus) or the Principal (Gunnedah Campus), 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 they will be given a copy of the Grievance Policy.

General School Life
Where a teacher is alerted to inappropriate behaviour of a student in general school life the incident should be discussed with the relevant core/pastoral care teacher. Serious misconduct should be documented and raised with the relevant Head of School.

Deputy Principal Tamworth/Principal Gunnedah
At any stage in a serious discipline matter 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 in circumstances relating to the following matters of student conduct:

- Threats to other children (physical/emotional/harassment by phone/email/social media etc)
- Theft
- Any matter related to drugs/alcohol/sex
- Truancy
- Graffiti

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.
APPENDIX 1:  Other Significant Conversations

Every member of staff should keep a diary 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
- A record of undertakings that may be given with respect to a course of action concerning a student under your care

Such matters should be communicated to the relevant executive staff.

APPENDIX 2:  Examples of Conduct to be Reported to School Executive

This is not an exhaustive list but a helpful guide. These points constitute the kinds of student conduct that should be drawn to the attention of the appropriate member of the school executive. Details must always be in writing.

- Physical violence to students and teachers
- Defiance/Refusal to follow an instruction
- A continual lack of co-operation
- Verbalised frustration showing an unwillingness to fulfil responsibilities
- Persistent disruptiveness
- Bullying behaviour
- 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
C. WELFARE: COUNSELLING PROCEDURES

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.

Counselling is necessary when:

A student’s behaviour continues to be unacceptable. 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 being set with the child.

- **What further response and feedback is necessary?** (Reconciliation)
  Give ongoing feedback and encouragement to the child to remain focussed on maintaining any progress that has been achieved. Emphasise that in restored, Christ Centred relationships, forgiveness can be real and enduring.

School Counsellor - if it is obvious that a student needs significant ongoing support or assistance, please refer the student to the relevant Head of School for consideration and referral to the school councillor.