

Melville-Knox Christian School Discipline Policy



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1. Policy Statement

The most important aspect of a Christian education is the shaping of godly character within the pupil. The Bible says: "For whom the LORD loves He chastens, and scourges every son whom He receives." (Hebrews 12:6). From beginning to end, it is clear in God's word that training and correction are acts of love. All corrective measures should have the goal of reaching the heart of the pupil. MELVILLE-KNOX CHRISTIAN SCHOOL faculty and staff approach correction and discipline from this perspective. Each case will be judged individually with the teachers striving to balance justice and mercy for the good of the pupil. If a pupil receives discipline from step 4 upwards, a note or phone call will ensue to keep parents informed.

A copy of this policy is to be given to all prospective pupils and their parents/carers. The aspects of this policy will be explained to the prospective parents, if required, by teachers when parents are interviewed.

2. Standards of Expected Conduct

A MELVILLE-KNOX CHRISTIAN SCHOOL pupil is expected to behave in a manner that exhibits the following characteristics:

1. Cheerful, immediate obedience to authority and adherence to school regulations even when a person in authority is not present.
2. Responsibility in fulfilling assignments and expected tasks.
3. Cooperation with others in playing and working at school.
4. Courtesy and respect for others, such as being quiet in hallways, not interrupting others, walking (not running) in buildings and eating with proper manners.
5. Cleanliness in person and property. Pupils should put all rubbish into rubbish bins, pick up paper on the floor and grounds, keep their desks neat and dress neatly and cleanly (and where uniform is required, wear the uniform according to the described standards).
6. Being truthful in word and deed, in all circumstances.
7. Showing respect for the property of the school and other people.
8. Morally upright conduct in all areas of life, including language, social relationships and recreation.
9. Respect for God which is demonstrated in part by displaying the characteristics listed above.

The following behaviour is considered foolish, potentially dangerous and/or disruptive and is prohibited. This list is not exhaustive, therefore actions not included here may also be considered equally foolish/potentially dangerous and/or disruptive.

1. Stealing or intentionally damaging or attempting to damage property.
2. Threatening or joking about endangering or attempting to endanger any person or damaging/attempting to damage any property.
3. Cheating on any school work. This activity includes attempting to copy another's work or attempting to use prohibited notes or reference materials.
4. Possession or use of cigarette lighters, tobacco products or alcoholic beverages.

5. Failing to reveal (when requested by any school staff) the contents of a bag or container or contents of an article of clothing under the pupils control on school property.
6. Fighting which is considered to be intentionally attempting to cause or intentionally causing another person physical pain without justification (sports, self-defence and defence of another are at times considered exceptions).
7. Making intentional physical contact of an inappropriate nature.
8. Accessing or possessing material that is determined to be pornographic.
9. Violating the uniform code after the initial warning.
10. Failing to submit to discipline.

3. Discipline Procedure

The kind and amount of discipline will be determined by the teacher(s) and if necessary, the head teacher and parents. The discipline will be administered in light of the individual pupil's problem and attitude. All discipline will be based on biblical principles: restitution, apologies (public and private), immediate and instructive punishment, restoration of fellowship, no lingering sinful attitudes, parental involvement etc. The vast majority of discipline problems are to be dealt with at the classroom level. As in all other areas of the education at MELVILLE-KNOX CHRISTIAN SCHOOL, love and forgiveness will be an integral part of the discipline of a pupil. It is important also for parents and teachers to work in coordination with the head teacher to identify causal factors contributing to pupil behaviours not conducive to learning.

The flip side of the coin in discipline is rewarding pupils. In this, we model our Heavenly Father who disciplines out of love and rewards out of love. Occasions for rewarding individual children verbally and other ways should be constantly sought. This will build up the pupils' self-confidence, their feeling of self-worth and motivate them to keep up the good work. It will also serve as giving other children examples to follow. However, teachers should be aware of any undue favouritism and aim to reward good behaviour in all children.

The following steps of discipline act as a guideline to the teachers who aim to build steady standards for constructive discipline:

1. Verbal warning, correction or rebuke.
2. Use of traffic lights (after warning has been given).
3. Denial of privileges, including changing seating arrangement.
4. Reflection on behaviour using dialogue and reflection sheets.
5. Assignment of extra (constructive) work.
6. Removing the pupil from the classroom.
7. Sending the pupil to the head teacher or other teacher for a talk.
8. Parental involvement.

Temporary suspensions and final expulsions from the school should be avoided and only used as a very last resort, in cases where a pupil's behaviour shows no improvement and is constantly disturbing other pupils.

As with discipline, rewarding is to be administered fairly and in increasing steps. It is recommended that class teachers will have a reward chart where pupils who have done their work well and behave well, will be rewarded. The following are guidelines for rewarding:

1. Verbal praise (to be given often and freely).
2. Points on the reward chart
3. Item from the prize box
4. Granting privileges
5. Mention of excellent behaviour and work in the report card.

Teachers should aim to keep parents informed of their child's good behaviour or work from time to time.

4. Right to Complain

Parents who think their child has been unjustly disciplined should first talk to the head teacher regarding their complaint and, should they wish, then lodge a formal complaint (see Complaint Policy for further details).

The policy will be reviewed annually. The next review date for this document is **August 2020**.