St Jakobi Lutheran School

Discipline Policy

Our school seeks to provide a loving, caring and supportive environment where, while recognizing the existence of sin, we can help each child learn and grow to the fullest extent of talents, skills and knowledge given him or her by God.

Hand in hand with this development and growth runs the development of self discipline which is learned through adult models, joint goal-setting, and the establishment of clear, firm guidelines based on a growing understanding of the Christian faith and of the place of God’s Law and Gospel. Self discipline is the skill needed to live and work cooperatively and in harmony with others. Self discipline enables individuals to act responsibly in both supervised and unsupervised situations.

From the first days of life and through ensuing years a child begins to develop a sense of "right" and "wrong", testing out the limits along the way. This in turn leads to a growing ability to take personal responsibility for inappropriate behaviours and to accept consequences as a result of them. It is important to recognize here, too, the importance of the consequences of appropriate behaviour. It is during this time of growth in the child that tolerance, understanding, direction and support are given.

Therefore, in the matter of discipline in our school, we will work within a structure of clear, firm guidelines. And where these are not adhered to, an understanding by the child of what inappropriate behaviour has occurred and why, before follow through action - given in love for the safety and well being of the child - takes place by those (God places) in authority. We will also invite students to assist in setting goals for classroom and playtime/outdoor activities behaviour that will help the Body of Christ, of which each is a member, to grow.

The School Staff determine which areas are suitable for play etc., and will make those areas explicitly known to all students.

Goals: Development of Self Discipline

The following are encouraged, fostered and promoted:

- Love for God and trust in His grace.
- Bonding and relationship building with those in authority, ie teachers, staff, adult helpers, pastor, visiting tutors.
- Bonding and relationship building with each other. (Fighting, teasing, interfering, etc are...
unacceptable.)

➢ Care and respect for property - own, other’s or schools. (Littering, damage, stealing, etc are unacceptable.)

➢ Use of appropriate language. (Swearing, back-chatting, etc are unacceptable.)

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Management of Inappropriate Behaviour

1) On the occasion of inappropriate behaviour, admonition and counselling* as soon as appropriate.

2) A repeat of inappropriate behaviour will result in time outs or an appropriate contextual consequence in a supervised area, followed by counselling.*

3) Should the problem recur, time with the Principal for counselling,* possible consequences, and, at the Principal’s discretion, notification of the problem/s to parents.

4) Further recurrence of the inappropriate behaviour would result in notification of the problem/s to parents, with possible follow-up interview to discuss the situation.

5) Termination of the enrolment would be a last resort at this level, however the school reserves the right to terminate enrolments should the need arise.

* Matthew 18 has clear guidelines for procedure: admonition, confession, repentance, forgiveness, restoration, and new life.
   In some instances it may take more than one counselling session to complete the Matthew 18 cycle.

In supporting and implementing discipline, both the development of self discipline and the management of behaviour, please share any difficulties a child may be having at school or at home.

It must be stated that behaviour happens in a context and must be dealt with as such. Therefore, while the above is a guide, it is not binding.

Playground Behaviour Management

Children who demonstrate that they are unable to ‘get along’ with others in the Playground need to be brought to an understanding of the issues. This will involve counselling and modelling as well as much positive reinforcement.

Inappropriate behaviour will necessitate removal from the play environment and recognition that the child has moved outside of normal operating expectations.

Therefore, the period of separation from peers will vary according to the nature and issues
of reoccurrence.

Step 1: brief time out, consequences and counselling

Step 2: longer time out, consequences and counselling

Step 3: Time out from all play times. Counselling and parent's notified

Step 4: Student Development Plan (SDP) negotiated, with student/
        Parent/teacher/principal

Step 5: Suspension. Re-entry plan negotiated with student/parent(s)/teacher/principal

Step 6: Review suitability for continued enrolment

N.B. Depending on the seriousness of a situation, some steps may be eliminated
     at the discretion of Staff.