



RANGIORA NEW LIFE SCHOOL

POLICY AND PROCEDURES MANUAL

Providing quality Christian education that equips and inspires all students to reach their life potential in order to serve God's purposes.

Procedure	Health & Safety	Behaviour Management	
Established		Principal	
Last Review		Principal	

8 KEY VALUES[♦] BASED ON THE WORD OF GOD
WHICH WE HOPE WOULD ENGENDER A SENSE OF CHRISTIAN VALUES IN STUDENTS
(Note the implications of these expectations and classroom management principles)

1. COMPASSION

Colossians 3:12-14, Ephesians 4:32, Psalm 103: 2-4, Matthew 9:36-38

Scriptural Principles

This is a key quality of God shown so clearly in the life of Jesus. It is the hallmark of his encounters with any who were sick, suffering or oppressed.

Values and Expectations

Teachers should model this quality in all of their relationships with students. Students need to be exposed to situations here and abroad by which the Holy Spirit may awaken this God-given attribute of character. The fruit of compassion should be some kind of action, be it prayer or practical project.

Classroom Management

Teachers should show this quality in sharing about people and situations, either local or international. It should also be evident in dealing with students in the class for whom life at times may not be easy.

2. WISDOM

Psalm 111:10, Proverbs 2:1-5, James 1:5, Daniel 12:3

Scriptural Principles

All wisdom comes from God and we can expect fruits of righteousness from wisdom.

Values and Expectations

Teachers should be encouraging students to seek God's wisdom by example, prayer and action, which will help them distinguish between the standard of man and that of God.

Classroom Management

Concerns should be dealt with prayerfully using Christian principles to encourage maturity. Staff should encourage wise use of time and resources and model Christ-like behaviour.

3. GODLY DISCIPLINE

Hebrews 12:5-6 & 11

Scriptural Principles

We should not lose heart because of God's discipline because it teaches us and later we can enjoy the fruits of righteousness.

Values and Expectations

It is godly to discipline and students should see it as the guidance of a loving hand. They should expect discipline for wrong doing and should be aware of God's sovereign plan in all that happens to them.

Classroom Management

Teachers should discipline in an appropriate manner which reflects love and students should show repentance and accept the punishment as a just outcome. Wisdom is required to ensure all parties have a fair hearing and incidents are resolved justly.

4. RESPONSIBILITY

Ephesians 5:15, 6:4, Proverbs 13:24, Romans 14:2

Scriptural Principles

We should train children to fear the Lord, which brings wisdom.

Values and Expectations

[♦] Adapted from Bayside Christian College, "Nurture" Dec '98

As we are made in God's image, we need instruction in the ways of God and this includes discipline. Teachers are expected to show the students their purpose in life and the consequences of disobedience. The fear of the Lord is based on his sovereignty over all things.

Classroom Management

Teachers and students should have a clear understanding of the scriptural basis for any consequence of a breach of good behaviour. Teachers should accept the responsibility for classroom discipline and apply procedures consistently with compassion.

5. HONOUR & AUTHORITY

Honour: *Ephesians 6:2-3, Romans 12:10, Ephesians 4:29*

Scriptural Principles

Teachers and students should acknowledge their place beneath God, and God-given superiors and treat others with respect. All should know how to tame the tongue and look for ways to build up others.

Values and Expectations

Students should respect the position and authority of the teacher and the teacher should demonstrate their worthiness of it.

Classroom Management

Teachers should be consistent and fair and follow through on discipline issues, but not intimidate students.

Authority: *Romans 13:1, Titus 3:1-2, Hebrews 13:7*

Scriptural Principles

God is the ultimate authority and all human authority is God-given.

Values and Expectations

Teachers should train students toward a biblical attitude to those who are more experienced and mature in their faith and they should teach with authority, being confident to rebuke what is wrong. Teachers should submit to the school's authority.

Classroom Management

Teachers should maintain control over the classroom using their authority to create an optimum learning environment.

6. ORDER

1 Corinthians 14:40, Psalm 37:23-24

Scriptural Principles

God has made his creation orderly in accordance with His laws and He maintains this order.

Values and Expectations

Teachers should emphasise self-discipline and organisation so that learning is relevant to stages of development.

Classroom Management

Lesson plans should be planned and orderly to foster an ideal learning environment and the behaviour of students should also be orderly.

7. OBEDIENCE

1 Peter 2:13-14, Titus 3:1-2, Colossians 3:22-24

Scriptural Principles

We obey to honour God motivated by inward desire not outward appearance.

Values and Expectations

Students should respect those in authority over them and be self motivated towards obedience and teachers should expect respect for their authority over students.

Classroom Management

Teachers should be well prepared and punctual for lessons to discourage disobedience and make their expectations clear so as to enable students to meet their requirements.

8. SERVANTHOOD

1 Peter 4:10, Philippians 2:7

Scriptural Principles

We must all strive to be Christ-like adopting the nature of a servant using our gifts to serve in His kingdom.

Values and Expectations

It is godly to serve in humility as it displays love for one another.

Classroom Management

Teachers model servanthood in their relationship with each other, with their students and the monitoring of students' relationships ensuring Christian attitudes prevail. Students should be encouraged to seek out opportunities of service.

COMMENDATION PROCEDURES Years 0-13

The commendation system is based on eight key values which are supported by selected Scriptures. From these Scriptures underlying principles are identified and provide a rationale for the teacher to use in the school community and classroom.

The principles are reflected through values expectations that can be identified by each member of the community, and responded to with appropriate behaviour.

Teachers will be able to manage their classrooms with

- confidence based in God's word
 - boldness to teach, model and practise procedures which ensure the child is being trained up in the way he should go
 - grace to encourage the changing of thoughts and attitudes as the Holy Spirit brings the revelation of Truth to hearts and minds.
1. The Commendation System is designed to positively reinforce our school's eight key values and rules, and to encourage students to adopt these values and practise them in their conduct and interactions in the school environment.
 2. Students, who are observed showing diligent, responsible and thoughtful practice of the school's values and rules are to be encouraged and rewarded. These procedures are to be considered.
 - 2.1 When a student is observed practising verifiable and desirable behaviour and attitudes, then the teacher may give a purple commendation card, ensuring that the details are completed on the card. The 'other' category is to be used to recognise outstanding achievements or actions in areas such as academic and sporting achievement.
 - 2.2 The Detention Supervisor will ensure the details are recorded on the Pastoral Page of Pupil Files. The commendations will be collated over the four terms.
 - 2.3 Commendations can be placed by the students in a box held in the office.
 - 2.4 A weekly draw will be held during assembly for both Primary and Secondary. Three names will be drawn and a small edible treat given.
 - 2.5 The number of commendations are to be noted on the student's End of Term, Mid-year and End of Year reports.
 - 2.6 The Commendation Record will provide useful data for end of year trophy and award considerations.
 - 2.7 House points will be awarded to students who receive commendations.
 3. The following forms are in place:
 - Purple Commendation Cards to give to students
 - Term and End of Year Commendation Certificate

DISCIPLINE PROCEDURES Years 1-13

1. The following forms are in place:
 - 120 Word Essays
 - Time Out Sheets
 - Behaviour Tracking Sheet for teacher use
 - Red detention card to give to students
 - School rules and reasons sheet for use in detentions

Detentions will be loaded onto the Pastoral Page on Pupil Files and collated for the whole year enabling term tallies for reports and consideration of participation in privileges, (e.g. sports trips).
2. The detention task is to sit in silence and make a copy of 'Reasons for giving a detention (which interprets our school policy to students). It is expected that one side could be done in the 20 minutes available.
3. Detentions are given during the day and should be served on the closest possible day. The Detention Record Sheet is given to the Detention Supervisor.
 - 3.1 Should a student receive two detentions for a given lunch hour, then the second one is done on the next available day.
 - 3.2 Should a student receive 3 detentions in any calendar week, then the student will receive an after school detention. This will be done at school from 3.30pm to 5.00pm. A letter will be sent home informing parents/caregivers of the after school detention.
4. On completion of a detention the supervising teacher will record the details on the Detention Record Sheet
5. If a student has to complete three after school detentions in one term, then a stand down of up to three days may occur.
6. In the most serious cases of misbehaviour, the Principal will initiate proceedings which may include –
 - conference with parents and student
 - suspension of the student and informing the Board of Trustees
 - the discipline committee of the Board of Trustees may impose conditions for a student's return to school, or may, rarely, in the most severe cases, authorise an expulsion
7. The plan is designed to minimise teacher/student tensions and pressures. However nothing replaces sound classroom management techniques such as...
 - Reinforcing procedures positively by anticipating possible problems and by helping students develop strategies. (e.g. pool visit, sports events etc.)
 - Being quietly vigilant with details, e.g. uniform, lunch eating etc.
 - Writing names on the whiteboard as a warning.
 - Using the commendation systems in order to encourage positive behaviour and attitudes.

Code of Conduct

The school Code of Conduct for students is:

We will honour God, His Name, His Word and His plans for our school as we show respect for and commitment to:¹

- Those teaching and assisting us in our learning.²
 - Our own and others' learning, be being punctual, prepared and developing good strong work habits.³
 - Caring for property belonging to ourselves, other people, the school and the community.⁴
 - Using language that is up-building and positive and never includes profanity, cursing or swearing.⁵
 - Treating ourselves and others with dignity, never resorting to manipulation, bullying, abuse or violence to control others.⁶
1. Proverbs 9:10; 1 Peter 2:13-17
 2. Proverbs 10:4-5, 14:23; Galatians 6:6; Ephesians 5:21, 6:5-8; 1 Thessalonians 5:12
 3. Galatians 6:4; Colossians 3:23; 1 Thessalonians 4:11-12; 2 Timothy 2:15
 4. Proverbs 12:10; Luke 6:10-12
 5. Proverbs 12:18; Ephesians 4:29, 5:4; Colossians 3:8, 4:6
 6. Proverbs 10:12; Matthew 7:12; Galatians 5:13-15, 5; 26, 6:10; 1 Thessalonians 5:15; 1 Peter 3:8-9

Behaviour

- As much as possible, any behavioural problems should be dealt with by the classroom teacher or if at lunch time, by the duty teacher. This may be done by:
 - placing the student's name on the board as a warning.
 - moving the student to another seat in class
 - giving the student a form of punishment (120 word essay, reporting to you at lunchtime, tidying up the room ...)
 - removing the student to the time out room.
- If you place a student outside the classroom for a short period of time, then they must still be monitored by yourself. Any student who is placed outside must be followed up. A lot of students would rather be outside doing nothing than be in the classroom doing work.
- For ongoing problems talk to the form teacher, who may in turn talk to the Team Leader and then Head of Secondary.

Time Out Room

- This is to be used for students who, for whatever reason, prevent you from teaching the rest of the class.
- The rooms are senior classes and are the last line on the timetable.
- Students who are sent should take the Time Out form with them as well as other work to carry on with.
- Students who get sent to the time out room more than 3 time a term will be placed on level 1.
- Teachers in the Time Out Room are to collect the Time Out form at the end of the period and place it in the pigeon hole of the teacher who sent them.
- The top portion of the form is to be placed in the detention envelope in the staffroom.

Detentions

Lunch Time

- To be done in Room 9 from 12.55 to 1.20.
- These can be issued for uniform infringements, ongoing classroom issues, failure to report, language, out of class without permit ...
- A letter will be sent to parents if a student receives more than 3 detentions in a term or more than 2 detentions in any week.

Lunch Time Isolation

- To be issued if a students received 3 or more lunch time detentions in a week or for more serious offences as determined by Head of Secondary.
- Parents are informed by letter.

Behavioural Levels

Students can be placed on a Level at any time by the person who monitors each level. The person who monitors each level is responsible for checking it off each morning and deciding at the end of the time period what the next course of action should be. At each level the parents need to be contacted, either by phone call or letter.

- Level 1: Monitored by Dean. Students can be placed on Level 1 for defiance, ongoing classroom problems, getting more than 3 lunch time detentions in a term, being sent to the time out room more than 3 times in a term ...
- Level 2: Monitored by the Head of Secondary.

- Level 3: Monitored by the Principal

Students are placed on a level for a 1 week period. After this time, if they have successfully completed the level, they go to the level immediately below. If they are unsuccessful on a level, they progress to the level above.

Students on Level 3 or above will only be permitted to go on out of school activities with the permission of the Head of Secondary.

Commendation Cards

These are issued to students who display characteristics such as compassion, wisdom, discipline, responsibility, honour and authority, order, obedience and servant hood.

Students who receive a Commendation card can place them in the box in the Office. Weekly draws are made where the students receive a small reward. Major awards are made at the end of each term.