

Christian Character Development

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Introduction

The document outlines how **we nurture students** to develop Christian character to be disciples of Jesus. Discipline is an important aspect of being a disciple of Jesus. The goal is to empower students to live as disciples of Jesus in all settings—school, home, and community.

At our school, we have high expectations. We explicitly state and teach our students our expectations. Stating, teaching, role modelling, reteaching, reinforcing, and making it visible through signboards and posters help students focus on the expected behaviours that reflect Christian character. We categorise the behaviours into four colours, similar to the traffic light policy on classroom management. All students start on the green light setting. The school recognises and rewards students “caught doing the right things” by moving them to purple light. If students do not meet the high expectations set by the green light, the teacher will move them to the orange or red light. The teacher will have W.A.R.M. restorative conversations for orange and red traffic light behaviour issues. Our school discipline and correction policy will be implemented for serious behavioural issues.

How do we help students get back to purple? What do we know about **W.A.R.M.** restorative conversations? For example, ask students to write an answer to the following questions:

What happened? What were you thinking at that time (and now)?

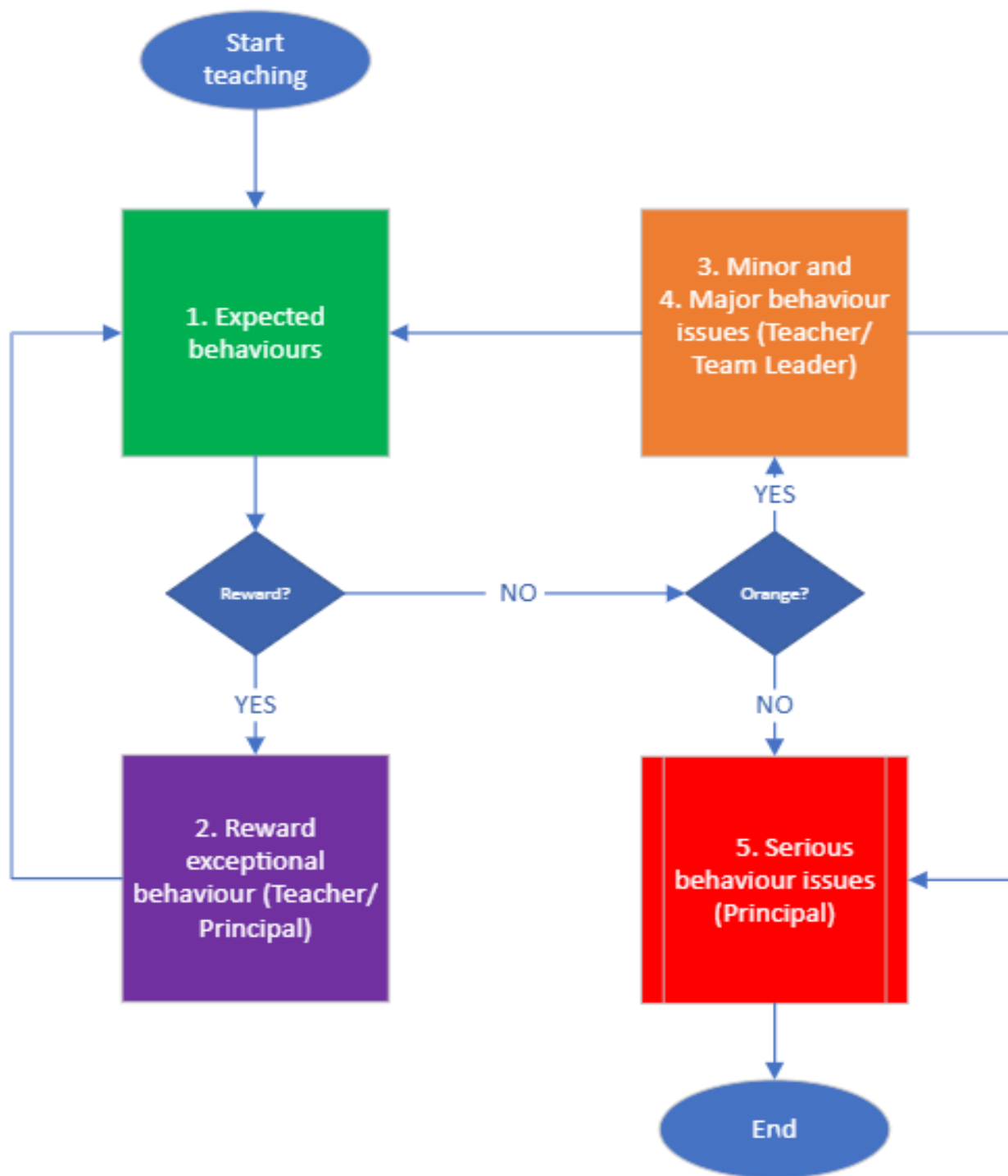
Affect. Who was **a**ffected?

Repair. How do you **r**epair the damage? Include consequences.

Moving forward, what do you stay/start/stop doing? What if it happens again?

Add “Take it Out” from “Building Bridges” by Julie Lowe

Expectations



Teachers integrate the teaching of expected behaviours as part of their classroom teaching. They reward both expected and exceptional behaviours regularly and manage minor and major behaviours themselves or in conjunction with the Head Teacher. All Minor, Major and Serious behaviour issues are recorded on Edge (Felix).

1. **Expected Behaviours:** Write a list of expected behaviours that we want to teach our students, reflecting our values. You may give biblical references related to the values; however, clearly state what it looks like in your classroom, playground, toilets and at all times.

TPCS Behaviour Matrix	
Values	Expected behaviours
Truth, Perseverance, Compassion, and Service/Studious. Faith, Integrity, Respect, Excellence. Unity, charity, and humility. Curiosity, teachability and humility	Classroom: Ready to learn with a teachable spirit, put others first by honouring teachers and peers, treat people with kindness, take turns and hand up to speak in the classroom, respect teacher, students and classroom environment, build relationships with all students (being inclusive), have peaceful interactions (Rom 12:18,19), wearing school uniform and following the dress code. Be punctual. Walk everywhere except on the sports fields. Digital devices were given to the teacher. Outside (hall, line-up, courts, field, toilets): Learn to deal with conflict (Talk, Walk away, Ignore, Get help - TWIG, Matthew 18:15), one person in a toilet cubicle, put rubbish in correct bins, walk quietly in covered areas and on steps, talk quietly in toilets, say sorry when you make a mistake even if it is an accident; show sportsmanship; be humble and gracious in winning and losing; line up quietly; speak politely; use and look after property carefully; show courtesy. Digital devices in bags and personal phone calls made in the foyer with permission. Drink water and eat healthy food. Be quiet around the office. At all times (outside school): Complete homework diligently, respect personal space, speak in an honouring way (James 3:1-12, Colossians 3:7,8, Ephesians 4:29,31,32), be a peacemaker, use God's name appropriately (Ex 20:7), do your best in everything you do, show self-control, respect others' learning, show integrity at all times, do the right thing when no one is watching (WWJD), learn from mistakes, strive for excellence, reflect actively, respect people's belongings, honour parents, be supportive to others, celebrate diversity, respect everyone's right to learn, work quietly at independent work, extend your gifts and talents, be a responsible digital citizen.

1. **Exceptional behaviours:** Write exceptional behaviours demonstrating Christ-like character. Write a list of rewards to give students for continual demonstration of Christian character voluntarily without expecting any recognition or reward.

Behaviours: Taking the initiative and voluntarily helping students, teachers or the school. Demonstrating academic excellence and character qualities as stated in the Scholarship Award (Display outstanding scholarship and exemplary Christian character, diligence in school work and the attainment of high academic standards), Christian Service Award (voluntary service in the school or wider community, accompanied by exemplary Christian character, diligence and achievement in school work) and Tyndale Award.

Consistently displaying exemplary behaviour, diligence, perseverance, good personal presentation and wearing full uniform. These apply to primary students too.

Rewards: Certificates in assemblies, awards in senior and junior prizegiving

2. **Minor behaviour issues:** Write a list of minor behaviours that need reteaching and modifying to encourage students to work their way back to green and purple. What do we know about restorative conversations?

Calling out in class, disrupting others' learning, pushing and shoving, talking over the teacher, damaging classroom property, and disobeying expectations and rules in and out of the classroom.

Chewing gum, being off-task or off their seat, having an untidy desk, drawing on desks, running in class, playing with equipment, and not following the school's dress code and uniform requirements.

Consequences: Give two warnings, then the third time, the student will lose 5 minutes of his/her playtime - (the teacher will decide on applicable work for the child at the time) Years 0-5s. Chewing gum- discard in the dustbin and confiscate the packet of gum.

3. **Major behaviour issues:** Write a list of minor behaviours that need reteaching and modifying to encourage students to work their way back to green and purple.

Repeated minor issues, argumentative, deliberate defiance of school expectations and rules. Talking back to the teacher, swearing, engaging in rough play, graffiti/tagging, and bullying. Lying and cheating on a test. Not handing in a cell phone and smartphone with earpods at the beginning of the day.

Consequences: First time - warning; 2nd time - confiscation and handed over to the office for the parent to collect at the end of the day; 3rd time - handed to the principal for the parent to collect.

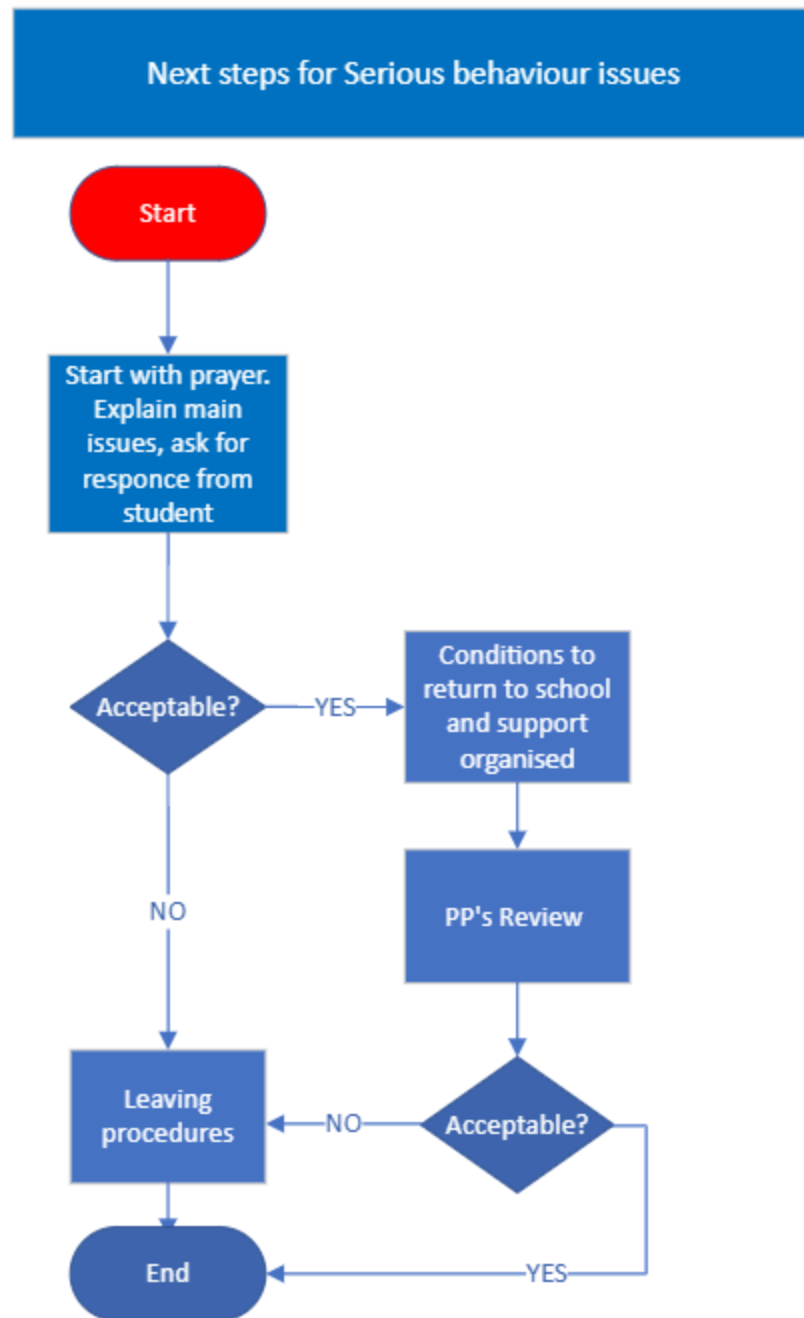
4. **Serious behaviours.** Write a list of behaviours that the Principal needs to address.

Repeated major issues, taking school property home, fighting, vandalising, and stealing. Vaping, smoking, alcohol, drugs, weapons, and threatening staff or students. Consistently targeted bullying.

WARM- **W**hat happened? **A**ffect. Who was **a**ffected? **R**epair. **M**oving forward.

Consequences: S.M.A.R.T goals card, daily report card, reflective journal, referral to school counsellor, parent meeting, withdrawal of enrolment, school suspension and expulsion.

Serious behaviour



Name: _____ Date: _____
Please answer the questions as descriptively as possible.

W.A.R.M. conversations

What happened? What were you thinking at that time? What are you thinking about it now? What does the Bible say about what happened?

Affect. Who was **a**ffected? (self, peers, teacher, parents, and God's name)

Repair. What is God saying about **r**epairing the damage? How do you intend to **r**epair the damage (material, emotional and relational)?

Moving forward, what negative behaviours will you stop doing? What positive behaviours will you start doing as a replacement? What do you suggest should happen if the same behaviour is repeated?

Name: _____ Date: _____

S.M.A.R.T Goals

S pecific - Write a list of goals as descriptive as possible.	1. 2. 3.
M easurable - How do you know you are making progress?	
A ccountable to self/parent/teacher/principal.	
R ealistic - What does it look like when you reach your goals?	
T imebound How many days?	

Reflective journal

Write a journal of your progress on each of the above goals daily (first week) and frequently in the second and third weeks.

Date	Reflections on your journey to reach S.M.A.R.T. goals	Parent/Teacher

Parent comment:

Teacher/Head Teacher/Principal comment:

Discipline and Correction Policy

(Parents sign the correction policy when enrolling their child(ren))

Date: _____

Name: _____

Address: _____

Phone: _____

We have our child(ren), named below,

presently enrolled at Tyndale Park Christian School. We fully understand and agree with the School's policy as under Discipline and Correction in the School's prospectus. It is our conviction that the education of our child(ren) is the responsibility of parents and that it involves training, discipline and correction.

We as parents have engaged the Staff at Tyndale Park Christian School to assist us in that responsibility and fully understand that, if a situation should arise where a serious behaviour problem occurs such as defiant disobedience, unwholesome or disrespectful speech, dishonesty or violence, and when it has been established by an independent staff member not involved in the situation that an incident involving one or more of the above situations has occurred, then the following steps will take place:

1. The pupil is to be removed from the classroom and placed in supervised isolation.
2. The parents are to be informed immediately and will be requested to come to the school as soon as possible.
3. The parents will be fully informed of the pupil's unacceptable behaviour.
4. The pupil will not be allowed to return to class until the school's management is satisfied that the matter has been properly dealt with by the parents/guardians and an undertaking given that such behaviour will not be wilfully repeated.
5. Should such behaviour recur, step number 4 under the policy in the Prospectus (suspension or expulsion) may be implemented.

Discipline and Correction (Extracted from the school prospectus).

The ultimate goal of a servant of Christ is to be self-disciplined: to be willingly conformed to the will and mind of Christ the Lord in every part of his life. This self-control and submission to God, rooted in biblical freedom, comes as the Holy Spirit works in the born-again believer. Even the mature Christian comes to his freedom and self-discipline by submitting to the express will of his Lord.

Children in school have the same goal: self-discipline. To reach it, they need to learn to submit to the discipline of those in authority over them. Discipline is not primarily about punishment, but rather about training in self-control under the guidance of authority.

The context of this training is well explained in this prospectus. Despite the hopes and efforts of parents and teachers, there will be children who misbehave and need correction. In this section, we set out for you the basic structures for correction used (along with prayer and biblical counsel) in this school.

1. Detention: A variety of methods of correction are available to teachers. For minor infringements of standards of behaviour or work, pupils may be kept in for up to 15 minutes each interval, set additional assignments for completion at home or required to write out relevant school rules.
2. Punishment: If punishment is required for serious behaviour issues, it is to be administered with justice and compassion, with a view to correction and improvement rooted in the compassion of God. As parents are responsible for their children's patterns of behaviour and attitudes towards the school's requirements for conduct and work, the school will involve parents promptly where there are serious behaviour problems. By mutual agreement with the parents, the Policy on Discipline and Correction will be implemented in cases of defiant disobedience, unwholesome or disrespectful speech, dishonesty and violence towards others. They may include a daily report, suspension and exclusion. Under no circumstances is corporal punishment implemented.

3. Daily Report: For more serious problems, children may be placed on a daily report. Children on a daily report are set specific goals in behaviour and work, and are required to obtain a daily report from each teacher they are responsible for, on progress towards those goals.

4. Suspension & Expulsion: For the most serious and ongoing problems, the Principal may suspend or expel pupils. Only in the most serious of behaviour problems would such action be taken without prior consultation with the pupil and parents. Suspension or expulsion is never a mechanical action but is only taken when all the relevant details of a particular case have been prayerfully reviewed. Nevertheless, a pupil who will not submit to discipline will be excluded from the school as a last corrective measure. The school is also bound to consider the impact of a pupil's misbehaviour on others, either by example or by indirectly influencing others.

When a pupil is to be suspended or expelled, parents will be contacted immediately and given an explanation of why this action is necessary. Pupils are offered careful guidance at such times. The school's Trust Board is also advised, and the Principal reports the details of the situation to the Board at its next meeting. We will make every effort to assist parents of an expelled pupil in finding an alternative school.

In the case of suspensions, parents will be required to meet with the Principal to discuss the problem and plan future schooling. Suspended pupils will be reinstated only when the Principal is satisfied that there will no longer be a problem and on condition that behaviour is significantly better. The school's Trust Board may also require a separate interview with parents and the pupil and set its own special conditions of reinstatement.

5. Restitutions: When children carelessly or even wilfully damage or lose school property, payment of restitution will be required. This involves repayment of what was taken, damaged, or lost, as well as payment of an additional penalty of the same value. Parents are always welcome to discuss any particular circumstances with the Principal/School Manager. This is not simply a means of recovering costs. We hope that by this means, children will learn that they are responsible.

References

1. [School Prospectus](#)
2. [Discipline and Correction Policy](#)
3. [Self-assessment tool](#)
4. [Positive behaviour for learning](#)
5. [Restorative conversations](#) - Use Student Reflection Guide, Pages 13 and 14 as an alternative to WARM conversations.
6. Pages 12-16 [BDSC Handbook](#) for Behaviour Management.