

Gospel Church

Child Discipline Policy

We want any behavioural issues dealt with in a manner that is reflective of God's love for us, correcting and shepherding towards Jesus our loving Saviour. The key characteristics of this are gentleness, love, warnings, opportunities for repentance, forgiveness and inclusion. This is no different for children.

The Biblical basis informing this policy is inferred from verses like these:

Prov 22:6 "Start children off on the way they should go, and even when they are old they will not turn from it."

Matt 18:15 "If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over."

Gal 6:1 "Brothers and sisters, if someone is caught in a sin, you who live by the Spirit should restore that person gently. But watch yourselves, or you also may be tempted."

Eph 6:1 "Children, obey your parents in the Lord, for this is right."

Col 3:20 "Children, obey your parents in everything, for this pleases the Lord."

Titus 3:10 "Warn a divisive person once, and then warn them a second time. After that, have nothing to do with them."

2 Timothy 4:2 "Preach the word; be prepared in season and out of season; correct, rebuke and encourage—with great patience and careful instruction."

There are many strategies that teachers of kids can implement in their classes such as planned activities, good transitioning and engaging lessons. These are the best ways to involve children in learning about Jesus. Training is offered to volunteers in these areas on an ongoing basis by staff and experienced teachers. Should there be a child who still refuses to participate, these are the steps a teacher will be supported in should there be the need to try and lead a child to appropriate behaviour.

Stages of Behaviour Management

1. Give Clear Instructions
 - a. Be specific
 - b. Example: "By the time this song finishes, be sitting on the rug."
 - c. Lead by example
2. Repeat Instructions
 - a. Invite the child to join the rest
 - b. Example: "We're sitting on the rug now, we'd love you to join us."
 - c. They may not have heard
3. Take Aside and Explain
 - a. Best for co-leader to follow up now with quiet words to avoid embarrassment
 - b. Get eye contact on same level, use calm voice
 - c. Example: "What have you been asked to do? What are you doing? What do you need to do now?"
 - d. Insist on compliance
4. Give Warning with Consequences
 - a. Continued by same person as previous.
 - b. Example: "You know you need to sit on the rug, you are being disobedient. Unless you can give me a good reason, you need to sit on the thinking spot"
 - c. The lead-teacher continues with lesson
5. Thinking Time
 - a. Finite time with a timer, 60sec - 2 min.
 - b. Example: "You are on the thinking spot because you refused to sit where we asked you. I'll be back in 60 sec to hear your apology"
 - c. Apology needs to be specific, "I'm sorry for ____". Acknowledge the apology, "Thank you for saying sorry, we'd still love for you to join us"
6. Involve Parents
 - a. Example: "You've come to class to join in. Because you have decided not to join in, I'm taking you back to your parents."
 - b. Be supportive to the parents, aiming for resolution not judgement.
 - c. Example: "Johnny had trouble joining in with the class activities today. Is there anything going on that might have brought this about?"