

**CBC's
Working With
Children
Policy**

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CBC's Working With Children Policy

INTRODUCTION

This policy is designed to give you guidelines to follow so that the children whom we minister to will be safe and secure whilst under our care.

This policy will not only keep the children safe but will also help you to be above reproach in the ministry you have been entrusted to.

There will be four main areas that this policy will address—the Ministry Code of Conduct Policy, the Safe Ministries Policy, Physical Contact Policy, and the Social Contact Policy. Please read this material thoroughly so that you are well acquainted with what we expect of you as a youth worker.

MINISTRY CODE OF CONDUCT POLICY

Introduction: this portion of our youth worker policy is designed to help you know exactly what we require of you in general as a worker.

WE REQUIRE YOU TO STRIVE TO BE ABOVE REPROACH IN YOUR COMMITMENT: (HEB 10:25)

- We require you to strive to attend all meetings the ministry coordinator schedules; and if for some reason that is beyond your control and you must miss, you need to let the ministry coordinator know you will miss and why you will miss.
- We require you to strive to be faithful in the duties of your position, and if for some reason you cannot do your duty, you will need to contact your coordinator as soon as possible to ask him or her to find a replacement.
- We require you to arrive to your ministry on time and if you are running late then we require you to call (in preference to SMS) your ministry coordinator to let them know.
- We require you to straighten up the area your ministry took place in before you leave.
- We require you to make sure you are well prepared for your ministry. This means you need to be well acquainted with any material you are teaching.
- We require you to strive to become better at your duties that you have been entrusted to.
- We require you to pray for those you minister to.

- We require you to follow up those who are absent whom you normally minister to. (Note: This can be a simple phone call to their guardians).
- We require you to understand that every worker will be given a 90-day probationary period during which time either the worker or the church can terminate the involvement. Beyond this, a two-week notice is expected.

WE REQUIRE YOU TO STRIVE TO BE ABOVE REPROACH IN WHAT YOU SAY: (EPH 5:1-4)

- We want you to set an example in your language to ensure it doesn't degrade God or anything good he has created
- We require you to be a genuine encourager, speaking positive words to other workers and to those whom you serve
- We require you to refrain from being argumentative, divisive, or inappropriately finding fault with individuals.
- We require you to refrain from gossiping, backbiting, criticism, and stirring up strife among the brethren.
- We require you to be polite, friendly, and courteous to all children, parents, and other workers.

WE REQUIRE YOU TO STRIVE TO BE ABOVE REPROACH IN YOUR PERSONAL RELATIONSHIPS: (1 THESS 4:1-8)

- We require you to strive to not place yourself in situations where your integrity in your relationships with others may be or even thought to be compromised.
- We require you to make sure your family relationships are maintained in a respectful and loving way.

WE REQUIRE YOU TO STRIVE TO BE ABOVE REPROACH CONCERNING ALCOHOL AND DRUGS: (GAL 5:19-21)

- Drunkenness is deemed to be totally unacceptable throughout the Bible [Ephesians 5:18]. Therefore, all workers must ensure that this does not happen – publicly or privately. Furthermore, use of illegal drugs and misuse of legal drugs are equally unacceptable.
- When it comes to alcohol, this church believes in total abstinence. If a person cannot agree with this then they cannot be a worker in this church.

WE REQUIRE YOU TO STRIVE TO BE ABOVE REPROACH WHEN IT COMES TO THE LAW

- We require you to model safe and responsible driving at all times, abiding by the road rules.
- We require all individuals who work with children to have a working with children check number, which is kept on file and verified except for the following individuals:
 - a. Children (under the age of 18)
 - b. Volunteers who are parents or close relative (this exemption does not apply where the work is part of a formal mentoring program or involves intimate, personal care of children with a disability, or when volunteering on overnight camps).
 - c. Very short term workers who work for a period of not more than a total of 5 working days in a calendar year, if the worker is supervised when children are present.
 - d. Interstate visitors can work at a one-off event such as a jamboree, sporting or religious event or tour, for up to 30 days a year without a NSW Working With Children Check.

- e. A person who works only with their close relative. That means they must be sibling, stepsibling, parent, stepparent, grandparent, step-grandparent, aunt, uncle, niece or nephew of the child/children.

WE REQUIRE YOU TO STRIVE TO BE ABOVE REPROACH IN YOUR RELATIONSHIPS WITH YOUR MINISTRY COORDINATOR AND CHURCH LEADERS BY MODELLING RESPECT TO ALL THOSE YOU WORK WITH.

- We require you to submit yourself to the leadership of our church in matters of faith and practice as they follow the Lord's commands laid out in the Bible.
- We require you to keep the ministry coordinator aware of any material that is needed for the ministry well in advance of needing it. The earlier you let the ministry coordinator know what you have need of, the better. **BE PREPARED!**
- We require you to have a willingness to communicate to the coordinator in advanced of any absences (if the absence is planned then you must let the coordinator know two weeks in advance, if it is not planned you must let the coordinator know ASAP—the earlier the better).
- We require you to respond in a timely manner to any communication you receive from your coordinator.

WE REQUIRE YOU TO STRIVE TO BE ABOVE REPROACH IN DEALING WITH MISTAKES:

- When dealing with children and the mistakes they make, we require you to make sure you do not scream, swear, degrade, or physically discipline any children. If you have to discipline a child then make sure you log the disciplinary action and report it to the coordinator.

- When dealing with any incident or accident, we require you to report that to the ministry coordinator, who will decide if further action is required. If you have any doubts whatsoever if something qualifies as an incident that needs to be reported, err on the side of caution and inform the ministry coordinator. Attempting to cover up an incident undermines trust and may imply guilt.

WE REQUIRE YOU TO STRIVE TO BE AN EXAMPLE OF THE BELIEVER

- We require you not to engage in any form of conduct that is questionable or detrimental to your testimony as a child of God.
- We require you to remember that you represent the Church and the Lord Jesus Christ no matter where you are and thus strive to behave as a Christian at all times.
- We require you to let your coordinator know if there ever comes a time when you do not believe the Church's Statement of Faith as is laid out in the application you signed. Note: if that happens, then you will probably be asked to step down from your position in the ministry.

WE REQUIRE YOU TO UNDERSTAND THAT THERE ARE REPERCUSSIONS TO CERTAIN BEHAVIOURS. FOR EXAMPLE:

- If you perform acts of harassment callously or intentionally, you will be discharged from your duties.
- If you perform acts of harassment in a casual and unintentional way, then the first offence will result in you being counselled and warned, the second offence will result in you being suspended, and the third offence will result in you being discharged from your duties.
- If you treat any person with discourteous treatment in a callous and intentional way that will affect the testimony of our church, you will be discharged from your duties.

- If you treat any person with discourteous treatment in a casual and unintentional way that will affect the testimony of our Church, then your first offence will result in you being counselled and warned, the second offence will result in you being suspended, and the third offence will result in you being discharged from your duties.
- If you are caught gambling, acting disorderly or immorally in any such way that could hurt the testimony of this Church, then you will be discharged from your duties.
- If you miss or are late to perform your duty for three times in a year without giving your ministry coordinator a good reason in advance or without having an exceptional circumstance that you can relate to your ministry coordinator after the incident that the coordinator will accept, you may be counselled and warned. The fourth time of you missing or being late without such exceptions as stated before may result in you being suspended, and the fifth time of you being late or missing without such exceptions as stated before may result in you being discharged from your duties.
- If you gossip against someone in such a way that the Pastor deems is malicious that the first offence will result in you being counselled and warned, the second offence will result in you being suspended, and the third offence will result in you being discharged from your duties.

Conclusion: If you will follow those simple requirements then you will succeed in your relationship with other workers, your leaders, and this church. May God help us all to strive to be above reproach in all that we do.

SAFE MINISTRY POLICY

Introduction: This part of CBC's Youth Worker Policy gives you principles that will help you to keep yourself and the people God has entrusted you to minister to safe. Please read them and apply them to the ministry you have been entrusted with.

- Workers should treat all children and workers properly.
- You should report any and all reasonably suspected child abuse to your coordinator and/or a member of the leadership (normally this will be the Pastor). Note: There are times when you will need to go straight to the police first. If you have to go to the police first then inform your ministry coordinator and a member of the church's leadership as soon as possible.
 - a. If you make a report against someone you need to write a written report and turn into the coordinator no later than two days after the initial report. You will need to sign and date this report when you hand it in. This document will be kept on the church's database and may be given to the appropriate authorities if needs be.
 - b. If a complaint is made against someone, then they will be notified immediately of the complaint (unless the police are called) and if needs be told they are suspended of their position of service until at the least the investigation is completed. (Note: if the person who had the complaint made against them is found innocent, then they are allowed to return back to their position of service at the Pastor's discretion).

- c. If needs be the authorities are to be called immediately. If the police or government officials are to be called then we shall let them tell the guardians of a minor involved in a situation.
- d. The church will cooperate fully with all authorities and investigations. The victim is of the utmost importance in this situation.

Note: In order to keep all Church workers and children safe, someone will check on all children/youth groups from time to time without notification. That person may ask the children about their class and teachers. This will keep the workers and children accountable. Moreover, please understand that for the safety of the children we advocate encouraging children to speak freely to other adults and their guardians about any concerns they may have about teachers, activities, or other peers.

If a child tells you about any abuse, you should:

- listen to their story;
- comfort them if they are distressed;
- let them know you're glad they told you and that they did the right thing;
- let them know you are going to get help about what to do next and that you will get back to them.

As soon as possible after the disclosure you must

- a. Report this to the Principal/Pastor. (The Pastor will let the rest of the leadership know).
- b. Write up a signed written report about the incident and hand that into the coordinator or Pastor. That report should be logged in the church's database. The report must include who made the complaint and the nature of the complaint and who was involved.
 - who you spoke to, date, time and place, what you said,

- what the child said, and
- any grounds for forming the belief or disbelief that abuse has occurred.
- Log this report on the church's database

Keep to the facts about what was said and don't express your opinion. Be aware that this document must be signed and dated and could be subpoenaed in court proceedings.

- c. If needs be the authorities are to be called immediately. If the police or government officials are to be called then we shall let them tell the guardians of a minor involved in a situation.
- d. The church will cooperate fully with all authorities and investigations. The victim is of the upmost importance in this situation.
- e. Immediate removal will occur in cases of intentional verbal, physical, or emotional abuse or neglect of any child.

Note: Do not undertake an investigation, and do not disclose the allegations to the alleged offender at this initial stage.

Confidentiality

You must treat any suspicion, knowledge or disclosure of abuse with the utmost confidentiality. Apart from reporting it to the relevant authorities and to the Pastor (note: the Pastor will let the other members of the leadership know), you must not ordinarily share the information with anyone else.

Pastoral care

A victim of abuse within the Church may require immediate specialist counselling or other support. As such, if the victim is a part of CBC then the Pastor should ensure that an appropriate person is appointed to follow up with them.

If a worker informs the Church that a child has disclosed abuse to them, the Church should ensure that the worker is appropriately cared for and supported. The worker may need to debrief about how the experience has affected them.

- Workers should help consider the following when conducting any ministry with children, voicing any concern they may have to their ministry coordinator.
 - a. Make sure the children are not kept dangerously close to roads and traffic
 - b. Make sure toilet facilities are available.
 - c. Make sure there is enough room for appropriate activities, e.g. games and craft
 - d. Make sure safety glass is installed at floor level
 - e. Make sure the grounds where games will be played are not littered with dangerous objects, e.g. discarded needles or broken glass
 - f. Makes sure equipment being used is safe.
 - g. Make sure a fire extinguisher or fire blanket is available
 - h. Make sure electrical wiring, sockets and appliances are maintained in a safe condition, and sockets are child-proofed

Note: You need to encourage children to report anything broken or not right.

- If workers are taking the children to do an activity away from the church then their guardian should complete a registration form, giving details of:
 - a. Names, addresses, phone numbers of the child and their guardian/s
 - b. Name and phone number of person in an emergency situation

- c. Important medical information, e.g. allergies, disabilities, special diets
 - d. Names of people allowed to collect the child (carefully note if there is a non-custodial parent to whom the child should never be handed over)
 - e. Permission for workers to obtain medical treatment in an emergency
- If a worker has to administer first aid, then any treatment should be documented and the child's guardian should be informed of any injury as soon as possible.
 - Workers should be careful with hygiene. That means anyone handling food, including children, should wash their hands first. Further, activities or games should not encourage unhygienic practices (e.g. using the same spoon in a team game that requires putting the spoon in mouths).
 - Workers should not physically discipline a child. Consequences that do not include corporal punishment can be imposed on children for overstepping stated boundaries.
 - Primary aged children should be able to visit the toilet on their own. Pre-schoolers and infants should be accompanied by a worker and another adult or child. The worker should avoid, if at all possible, being alone with the child in the toilets—take another worker or child with you.
 - Workers should be on the alert for people wandering around—a person unknown to the workers should not be allowed access to children or young people.
 - As much as possible, workers should work in pairs. If that is difficult because of lack of workers, groups should meet where they can be clearly seen by others.

- Designated area and its contents should be safe for toddlers. That includes:
 - a. The area is securely fenced off or contained in a room.
 - b. Electrical appliances are not used near water or where children can reach the controls or dangling cords.
 - c. All equipment and toys are safe to use and appropriate for the age, especially climbing equipment.
 - d. Cupboards at child height should have safety or child-proof locks.
 - e. Flooring should be non-slip and splinter-free.
- Be aware of issues of hygiene. If a child vomits or soils an area of the crèche/nursery, the area should be disinfected as soon as possible. Toys and equipment should be cleaned regularly.
- A child in crèche/nursery should never be smacked. Speak firmly and gently to the child and speak to the parents later if necessary. If it is necessary to restrain a child for the purpose of safety, use only the minimum force.
- Children should be adequately supervised at all times.
- Smoking should not be permitted in the crèche/nursery area.
- Where possible, guardians should change nappies and take children to toilet, otherwise it should be done by an experienced worker.
- Workers should make a habit of thinking through the implications of every activity that is planned for the children by asking such questions as: What could possibly go wrong? What are the dangers?

SPECIFIC GUIDELINES TO USE WHILST WORKING WITH PLAYTIME/TODDLER GROUPS

These groups cater for both adults and children. In these groups, guardians and carers remain with children throughout the duration of the time together.

- The designated area and its contents should be safe for the pre-schoolers who will be attending. Thus you should take into account the following:
 - a. The area should be securely fenced off or contained in a room.
 - b. Electrical appliances should not be used near water or where children can reach the controls or dangling cords.
 - c. All equipment and toys should be safe to use, and appropriate for the age, especially climbing equipment
 - d. Flooring should be non-slip and splinter-free
- Tea and coffee-making facilities for adults should be kept out of the reach of the children.

SPECIFIC GUIDELINES TO USE WHILST WORKING WITH KIDS' CLUBS

- Guardians should be kept informed of the programs of the club and any sudden changes that may need to be made.
- Children should be supervised at all times to prevent, for example, bullying from other children.
- Any kind of media must be approved by the ministry coordinator.
- In choosing games to play in the club, consider levels of safety and intimacy. They should be safe, minimising the risk of injury, and they should not cause embarrassment to the children.
- Smoking should not be allowed.

- Workers should be in the habit of thinking through the implications of all activities by asking such questions as: What could go wrong? Is this dangerous?

SPECIFIC GUIDELINES TO USE WHILST WORKING WITH SUNDAY SCHOOL MINISTRIES

- Areas for different age groups should be allocated on their suitability, safety, proximity to toilets and ease of supervision. Try to have an enclosed area for pre-school children.
- Safety of the area should be taken into account:
E.g. any equipment not being used by children, stacked tables and chairs, electrical equipment, maintenance tools, etc. should be safely barricaded off from the children as much as possible.
- Guardians should be kept informed of details about the Sunday group, such as names of workers, special events coming up, etc.
- Equipment used should be safe for the age group using it.
- Use of equipment should be supervised at all times, e.g. scissors for pre-schoolers.
- Be sensitive to guardians by being careful about children's clothing, e.g. wearing paint shirts or aprons when painting, or avoiding extra rough games.
- Have clearly thought out procedures for the conclusion of the program.
 - a. Pre-schoolers and infants generally will need to be collected by their guardians.
 - b. You need to determine if primary aged children will be dismissed to go to their guardians or be supervised until their guardians collect them.
 - c. Guardians should know what the procedures will be.

- If a Sunday School is held off-site, there should be clear guidelines and procedures to follow. The following issues need to be thought through:
 - a. Are children taken there by their guardians or workers
 - b. How are children collected
 - c. How is communication maintained between off-site groups and main congregation

SPECIFIC GUIDELINES TO USE WHILST ORGANISING OR WORKING DURING DAY AWAY ACTIVITIES

- As well as a permission note, leaders should prepare a detailed information form for guardians, indicating:
 - a. Place to which group is going
 - b. Times for departure and return
 - c. Means of travel
 - d. Level of supervision
 - e. Purpose of trip and nature of activities cost
- Children and youth should know a pre-determined meeting place that they can return to, if they become separated from the group.
- Children should be counted (or a roll call taken) before leaving and at several times through the day, especially at transition points such as moving from place to place, or onto a form of transport.
- There should be adequate staff supervision for the type of group that you are taking away, e.g. more workers will be needed for a day trip for year 2 children than for a youth group trip.
- If possible, workers should carry a mobile phone, especially if travelling to an area where public phones will be scarce.

- If travelling in workers' cars, drivers should be chosen according to level of maturity and good driving record. Seatbelts must always be used.
- The activity should be recognised as an activity of a properly constituted church group. The ministry coordinator must approve of the event and its details before it can occur.

SPECIFIC GUIDELINES TO USE WHILST ORGANISING OR WORKING AT STAY AWAY ACTIVITIES

- An information document should be prepared for guardians, giving details of:
 - a. Venue of activity
 - b. Sleeping arrangements
 - c. Supervising personnel
 - d. Purpose of activity
 - e. Costs
 - f. Times of departure and return
 - g. Means of travel
 - h. Clothing and equipment to be taken
- Strict segregation of male and female sleeping quarters should be maintained. Each area should be supervised by two people of the same gender as the children or young people in them.
- An adult should not share accommodation with only one child or youth unless that adult is the child's guardian.
- Workers should not be left alone with a child of either gender except under certain rare situations, e.g. their guardian has given the worker the permission to take a child home. However, if a worker has to do this, they should be very careful to be above reproach with their speech and actions.

- Workers and group members should respect the privacy of others during activities that require undressing, etc. Be careful especially at times of showering.
- Nude swimming or other similar activities are forbidden.
- Any activity should have defined boundaries that are easily observed and patrolled. Workers should avoid situations where it is possible to become physically isolated with children or young people.
- No cigarettes, alcohol, drugs or any other harmful objects should be allowed. Leaving children unsupervised for any length of time will make this difficult to determine.
- Workers should avoid being private or secretive with the young people in their care.

SPECIFIC GUIDELINES TO USE WITH YOUTH GROUPS

- The site should be adequate for the activities.
- Workers should be aware of their positions as role models to young people. That means they should be very careful of their standards of dress, language, driving and other habits. Lewd and suggestive language is to be avoided completely.
- As a rule workers should not be responsible for driving young people home. However, if it is absolutely necessary to drive a young person home, obtain their guardian's permission before doing so.
- Workers who drive people should be selected for their skill, maturity, and experience.
- The suitability of activities should be assessed according to the level of risk involved and the qualifications of the workers. This is especially pertinent in choosing games. You need to ask yourself, will the game be embarrassing in its level of physical contact? Does it encourage an unhygienic practice? Is it capable of being dangerously rough?

- Young people should be supervised at all times.
- In the event of personal or spiritual counselling, female workers should counsel females, male workers should counsel males. Further, these meetings should always be seen or known about by others.
- Workers should not establish such an exclusive relationship with the young people in their group that those young people find it difficult to relate to other workers, guardians, or ministry staff. Workers should encourage the young people in their care to relate widely.
- Workers should always have any media they want to show the youth approved by their ministry coordinator.

Conclusion: If you follow the principles just discussed then we believe you will be able to provide a safe and secure place or event for the precious souls God has entrusted to you.

PHYSICAL CONTACT POLICY

Introductions: This part of CBC's Youth Worker Policy is designed to help workers understand how to interact physically with different age groups. Please read the following information and apply where applicable.

SOME GUIDELINES TO USE WHILST WORKING WITH CHILDREN IN THE CRECHE (0-2 YEARS)

Physical contact is primarily for the purpose of assisting or comforting a child for a short period of time. Workers should not continue physical contact for longer than necessary to achieve this purpose. All physical contact should be in the open and able to be seen by others, for example, sitting on a worker's lap to be comforted should occur in view of others.

Where guardians are readily accessible, they should be asked to change nappies and undertake toileting. If guardians are not available, experienced workers should carry out these tasks, but always with another child or worker present.

Appropriate physical contact for this age includes:

- hand-holding to reassure or to guide;
- offering open hugs
- placing one arm around the child's shoulders
- short periods of carrying, sitting on one's lap, rocking, rubbing or patting backs to comfort a child who is distressed;
- sitting on one's lap to check discomfort or ill health;
- sitting beside a worker to read a book;

- necessary touching of genital areas while changing a nappy;
- appropriate touch to administer first aid or assist with personal hygiene, for example, changing clothes or blowing noses.

Inappropriate physical conduct for this age includes:

- hitting or shaking;
- forceful grabbing or picking up; and
- unnecessary touching of the genital areas.

SOME GUIDELINES TO USE WHILST WORKING WITH PRE-SCHOOLERS (3-5 YEARS)

Children of this age are generally toilet-trained. A worker should accompany a child to the toilet with another worker or child, but should assist the child only where necessary.

Except in circumstances of physical danger or medical emergency, children have the right to refuse touch. In general, physical contact should be initiated by the child or occur with their permission.

Appropriate physical contact for this age includes:

- open hug with the child's permission;
- placing arm around shoulder and giving a gentle squeeze from the side;
- patting backs;
- hand-holding to reassure or guide;
- sitting beside a worker to read a book;
- sitting on a worker's lap to check discomfort or ill health;
- carrying for a short period to reassure if hurt or facilitate separation from a guardian (providing the child wants to be held); and
- holding firmly across the upper arms to restrain or prevent injury.

Inappropriate physical contact includes:

- hitting or shaking;
- forceful grabbing or picking up;
- kissing or coaxing a child to kiss you;
- extended hugging or tickling; and
- touching any area of the body normally covered by a swimming costume.

SOME GUIDELINES TO USE WHILST WORKING WITH PRIMARY AGE CHILDREN

Appropriate physical contact for this age includes:

- open hug with the child's permission or placing arm around shoulder and giving a gentle squeeze from the side;
- high fives; and
- holding firmly across the upper arms to restrain or prevent injury.

Inappropriate physical contact includes:

- hitting or shaking;
- forceful grabbing;
- kissing or coaxing a child to kiss you;
- extended hugging or tickling;
- touching any area of the body normally covered by a swimming costume; and
- sitting children on your lap.

SOME GUIDELINES TO USE WHILST WORKING WITH 12-17 YEAR OLD CHILDREN

This age group will be a much more physically matured group. Within this group you will need to be very cautious as to how you deal with them physically. The main things to remember are:

- Never visit a child that is under the age of 18 years of age without first getting permission from their guardian.

- Never touch them in any way that could possibly be taken out of context.
- Never use corporal punishment.
- As a rule, all workers should work with the youth who are of the same gender as themselves.
- As a rule, an open hug (with space between you) with a child who is of the same gender is permitted if the child gives permission. The same would apply to placing an arm around their shoulder and giving a gentle squeeze from the side.
- High fives are allowed
- Shaking of hands is allowed
- Holding firmly across the upper arms to restrain or prevent injury is allowed
- Hitting or shaking the student is not allowed
- Grasping the child in a forceful way is not allowed except where the child's or another student's safety is at risk.
- Kissing them is not permitted.
- Extended hugging or tickling is not permitted.
- Touching any area of the body normally covered by a swimming costume is not permitted.
- Having them sit on your lap is not permitted.

Conclusion: Though the above policy did not cover every situation you may find yourself in, it did lay out some very good principles to follow. As such, if you will apply the principles laid out in the above policy then you should be able to be above reproach in any kind of physical contact you may or may not make.

SOCIAL CONTACT POLICY

Introduction: Multitudes of damage, whether callously or accidentally, has been done through social media. As a result, we have designed the following list of recommendations for social contact that we require you to follow. Please read and follow when applicable.

THE WAY TO DEAL WITH PRIMARY STUDENTS WHEN IT COMES TO SOCIAL CONTACT

- Any phone contact should be for ministry purposes only. Contact should be with guardians and then, if appropriate, with the child. So if the child answers the phone the worker should speak to their guardian first and explain why they are calling and only then speak to the child if appropriate. You should never contact a primary student on their mobile phone. SMS can be sent to the guardian's mobile for logistical purposes e.g. event reminder.
- It is inappropriate to talk with them on a social networking site.
- You should not email any primary age student. You can send an email to their guardian for logistical purposes only. More significant conversations should be held in person.
- It is never appropriate to meet primary children socially outside of the ministry unless it is in the context of socializing with the child's family.
- Do not invite or have children to your home or visit children in their home when no other adult is present.
- Do not photograph or video any child who has asked not to be photographed or videoed. Photos or video of children should

focus on groups rather than individuals:

- Embarrassing or offensive photos or videos must not be either taken or shared.

THE WAY TO DEAL WITH YEARS 7–9 STUDENTS WHEN IT COMES TO SOCIAL CONTACT

- Any phone contact should be for ministry purposes only. It should be with guardians and then, if appropriate, with the young person. You should never call a Year 7-9 student on their mobile phone.
- SMS should be limited to logistical purposes (e.g. don't forget event this week). Further, you should include their guardian and/or the ministry coordinator.
- Email should be limited to logistical purposes and basic encouragement. All email should be sent to the young person with a BCC or CC to your ministry coordinator for accountability, safe keeping, and future reference. If at all possible, more significant conversations should be held in person.
- It is never appropriate to physically meet Year 7-9 students socially without permission from their guardian.
- Do not invite or have children to your home or visit children in their home when no other adult is present.
- No worker should use video calling for worker to youth interactions.
- Do not photograph or video any child who has asked not to be photographed or videoed. Photos or video of children should focus on groups rather than individuals:
- Embarrassing or offensive photos or videos must not be either taken or shared.

- All social media is dangerous. This is why the church advises you to stay clear of it. However, if you are going to use it, you must follow the following rules.
 - a. You must maintain transparency and be accountable for what you say. You must also take care with the message you intend to communicate through both the words and images you use for they may be perceived differently by those who view them.
 - b. Ensure any text posted online is beyond reproach and cannot be misconstrued.
 - c. Ensure all photos and videos posted or tagged are beyond reproach and cannot be misconstrued.
 - d. No worker should use a social media platform for worker to youth interactions that allows anonymity
 - e. No worker should use a social media platform for worker to youth interactions that deletes posts, images or comments (e.g. Snapchat).

THE WAY TO DEAL WITH YEARS 10–12 STUDENTS WHEN IT COMES TO SOCIAL CONTACT

- Phone contact is permissible for ministry purposes only, however, long conversations are to be avoided.
- SMS is permissible, however all SMS should be for logistical purposes and encouragement only (e.g. praying for you today).
- Email should be limited to logistical purposes and basic encouragement. All email should be sent to the young person with a BCC or CC to your ministry coordinator for accountability, safe keeping and future reference. If at all possible more significant conversations should be held in person.
- Workers can meet with same gender students or in mixed groups casually in public places (e.g. coffee at McDonalds). The child's guardian and/or the coordinator of the ministry should be aware of the meeting and its purpose.

- Do not invite or have children to your home or visit children in their home when no other adult is present.
- No worker should use video calling for worker to youth interactions.
- Do not photograph or video any child who has asked not to be photographed or videoed. Photos or video of children should focus on groups rather than individuals:
- Embarrassing or offensive photos or videos must not be either taken or shared.
- All social media is dangerous. This is why the church advises you to stay clear of it. However, if you are going to use it, you must follow the following rules.
 - a. You must maintain transparency and be accountable for what you say. You must also take care with the message you intend to communicate through both the words and images you use, for they may be perceived differently by those who view them.
 - b. Ensure any text posted online is beyond reproach and cannot be misconstrued.
 - c. Ensure all photos and videos posted or tagged are beyond reproach and cannot be misconstrued.
 - d. No worker should use a social media platform for worker to youth interactions that allows anonymity
 - e. No worker should use a social media platform for worker to youth interactions that deletes posts, images or comments (e.g. Snapchat).

Conclusion: This brings us to the end of CBC's Working With Children Policy.

SRE TEACHER AUTHORISATION PROCESSES

VERIFICATION OF WWCC CLEARANCE

In keeping with current child protection legislation, all SRE teachers are required to apply for a WWCC and obtain a clearance number. If you are to work under the authority of Cornerstone Baptist Church in SRE you must have a WWCC. This number will be supplied by you to us when you fill out 'CBC's Youth Worker Application'. This number will be verified by us and kept on our records for at the least five years after your employment or engagement has been completed.

CHILD PROTECTION TRAINING

It is CBC's responsibility to ensure that all SRE teachers have participated in an initial child protection induction and annual update. This is to ensure that SRE teachers are aware of their obligation to advise the principal or workplace manager of concerns about the safety, welfare and wellbeing of children and young people that arise during the course of their work. This induction will be carried out by the Pastor and/or coordinator.

Further, we will expect our SRE teachers to complete the 'Safe Ministries Essential Course'.

AWARENESS OF DEPARTMENT OF EDUCATION'S CODE OF CONDUCT

We expect all our SRE teachers to be aware of Department of Education's Code of Conduct. This Code of Conduct clarifies the standards of behaviour that is expected of all SRE teachers in the

performance of their duties. It gives guidance in areas where staff need to make personal and ethical decisions.

This Code of Conduct is printed in this book.

COMPLETION OF BASIC TRAINING

CBC will ensure that all SRE teachers have access to basic training standards. The basic training includes context, knowledge of authorised curriculum, classroom management and the importance of continued professional learning.

This basic training will be done by the Pastor and/or coordinator at your original induction and yearly thereafter.

Note: You will be given a ‘Teacher Audit’ to complete after your first SRE session. In this audit you will reflect upon how you did. You will turn this in to your coordinator. The coordinator will in turn endeavour to help you where you feel you need help. Further, your coordinator may observe you from time to time in order to help all of us become better SRE providers.

STATEMENT IN RELATION TO SPECIFIC CRIMES

Each approved provider has given an undertaking that any SRE teacher authorised to enter NSW Government schools has not had a criminal conviction for any crime against a minor, a conviction for violence, sexual assault or for providing prohibited drugs

SRE CODE OF CONDUCT

The Code of Conduct clarifies the standards of behaviour that is expected of all staff in the performance of their duties. It gives guidance in areas where staff need to make personal and ethical decisions.

AUDIENCE AND APPLICABILITY

The SRE Code of Conduct applies to all employees, volunteers, religious and lay people working on behalf of our organisation.

SRE teachers are to endorse the principles of current Child Protection Law and follow the Department of Education Religious Education Implementation Procedures as an essential responsibility. The SRE Code of Conduct will assist SRE teachers in understanding and fulfilling their legal and other responsibilities.

CONTEXT

We are committed to the highest standards of conduct in public education, training and administration. To meet this commitment, we have issued this single Code of Conduct to closely align staff conduct with the organisational values and ethics that underpin our policies and procedures. This Code of Conduct is to be aligned with the Department of Education's Code of Conduct: <http://www.dec.nsw.gov.au/about-us/code-of-conduct>

LEGISLATIVE PROVISIONS

- Anti-Discrimination Act 1977

- Community Relations Commission and Principles of Multiculturalism Act 2000
- Crimes Act 1900
- Fair Work Act 2009
- Government Information (Public Access) Act 2009
- Independent Commission Against Corruption Act 1988
- Industrial Relations Act 1996
- Work Health and Safety Act 2011
- Ombudsman Act 1974
- Privacy and Personal Information Protection Act 1998
- Public Interest Disclosures Act 1994

EXPECTATIONS

As an employee or volunteer, you are required to be aware of all legislation, policies, procedures and work related to the role. The most relevant of these will be made available to you through induction and training. A requirement for people undertaking the role of SRE teacher is to engage in the relevant SRE training.

As a representative of our faith, you will be caring and compassionate towards the students in your class. In doing so you must set appropriate boundaries since you are in a position of authority and have a duty of care for students. There is an expectation that you will only use approved curriculum materials and age-appropriate resources for SRE lessons.

The Code touches on many significant issues relating to people working with children and young people. SRE teachers are representatives of our faith. Special Religious Education teachers who do not comply with the Code of Conduct could expect to be asked and expected to withdraw from SRE and their authorisation to teach will be revoked as well as the school and coordinator will be informed.

SRE teachers are to promote an atmosphere of respect for the classroom teacher and school personnel by their language and behaviour. All students are to be treated fairly. An interaction with a student which is discriminating, demeaning or belittling is not acceptable and constitutes a breach of the Code.

A breach in the Code of Conduct may initially be identified by a student, parent/carer, classroom teacher, SRE Coordinator or school staff who would then refer the matter to the authorising person. Our organisation must be notified of breaches of the Code and will determine the course of action that needs to be taken.

RESPECT FOR OTHERS

We are committed to creating a safe and friendly environment in which the children and young people in our care can grow and develop.

Behaviour, attitudes and language are an integral part of the SRE lesson. SRE teachers must not discriminate against or harass colleagues, students or members of the public on a number of grounds including gender, marital status, pregnancy, age, race, religion, culture, ethnic or national origin, physical or intellectual impairment or sexual preference or politics. Such harassment or discrimination may constitute an offence under the Anti-Discrimination Act 1977. SRE teachers need to be sensitive to gender, physical and intellectual differences and will therefore avoid language and activities which discriminate.

Respect and care: SRE teachers must always treat students with respect even when their behaviour may be difficult or challenging. There is no place for sarcasm, derogatory remarks, offensive comments or any conduct that may result in emotional distress or psychological harm to a child. Such behaviours include targeted and ongoing criticism, belittling or teasing, excessive or unreasonable demands, hostility, verbal abuse,

threatening rejection or scapegoating and using inappropriate locations or social isolation.

SRE teachers need to be sensitive to the words they use, especially in the classroom, which make any assumptions about a child or young person's background, family status and primary caregivers. The family takes many forms in today's society and SRE teachers must respect the support structures of the children and young people in their care.

Cultural awareness: SRE teachers need to be sensitive to cultures and traditions that are different from their own. They should not make statements, or behave in a way that demonstrates ignorance, bias or ridicule towards other denominations, religions or cultures.

School environment: Every school has a Discipline and Welfare Policy. SRE teachers must obtain a copy of the policy for the schools in which they work and adhere to the policy (see school website).

DUTY OF CARE

Duty of care is the legal obligation to provide reasonable care and not harm others. The care of children and young people begins with the attitude of SRE teachers to a variety of issues which can impact on those in our care. Duty of care includes, but is not limited to:

- Providing adequate supervision of SRE classes
- Ensuring a safe physical environment which is free from obstacles and obstructions and activities which may cause injury
- Reporting any bullying or harmful behaviour to school authorities
- Seeking assistance from trained school personnel should a medical need for a student arise
- Considering safety of self as well as that of others
- Ensuring the physical and psychological wellbeing of individuals

As SRE teachers you have a responsibility to:

- Become familiar with and support the NSW Department of Education statement of core values, *Values in NSW Public Schools*. <https://education.nsw.gov.au/policy-library/policies/values-in-nsw-public-schools>
- Apply for a Working with Children Check (WWCC) clearance number
- Inform your authorising body of your clearance number for verification
- Agree to and undertake induction, Child Protection and other relevant training
- Become familiar with Child Protection laws, reporting procedures
- Report any concern of risk of significant harm to students directly to the principal
- Report any situation of reportable conduct to the principal
- Comply with all reasonable instructions from your approved provider
- Wear a name badge identifying yourself and the approved provider
- Regularly and punctually attend SRE classes
- Notify schools in a timely manner if you are unable to attend a lesson
- Always use the authorised SRE curriculum(s) of the approved provider
- Prepare lessons according to authorised curriculum materials
- Use language, words and behaviours that are not threatening
- Dress appropriately for SRE classes
- Not let personal feelings adversely affect SRE interactions with students
- Not investigate allegations of misconduct or abuse
- Comply with all reasonable instructions from the school principal, delegate or any supervising teacher
- Become familiar with related laws and policies over time

- Become familiar with individual DoE school policies over time

BEHAVIOUR MANAGEMENT

It is good work practice to make sure that you are aware of and comply with the applicable school policies, especially the Student Discipline in Government Schools Policy and Procedures in the school in which you work. Ask the SRE coordinator/principal of each school for copies of these documents. Schools have policies appropriate to learning, behaviour, privacy and safety. SRE teachers are asked to adhere to these policies.

Practise positive reinforcement and be respectful in all interactions with the students.

UNACCEPTABLE (PROHIBITED) BEHAVIOUR MANAGEMENT PRACTICES

SRE teachers under no circumstances are to:

- Use physical discipline or practise behaviours which humiliate, belittle or frighten students
- Use an object, such as a ruler, to gain a student's attention
- Hold or restrain a student other than to prevent an injury or harm to another
- Intimidate students by standing over them, making them feel alienated, ashamed, guilty or engaging in discriminating behaviour or disrespectful behaviour
- Use corporal punishment which is prohibited by law.

APPROPRIATE RELATIONSHIPS BETWEEN SRE TEACHERS AND STUDENTS

All students have a right to a safe physical and emotional environment. All SRE teachers are required to follow the SRE Code of Conduct. All SRE teachers are required to understand and observe current Child Protection Policies and attend training in Child Protection. Concerns

about a child or young person's wellbeing, should be reported to the school principal or delegate.

SRE teachers must not engage in improper conduct that could lead to Reportable Conduct.

SRE teachers must not:

- Impose physical, verbal or psychological punishment
- Have an inappropriate relationship with any student
- Give gifts of a personal nature that encourages the student to think they have a special relationship with the SRE teacher
- Expose a student to material that contains messages and themes that are violent or inappropriate given the student's age and curriculum experience
- Invite student(s) to your home or hold conversations of an intimate nature with students
- Use sexual innuendo or inappropriate language and/or material with a student
- Have contact with a student through social media, letters, phone, etc.

BEING ALONE WITH STUDENTS

SRE teachers should avoid, as far as is reasonable, situations where they are alone with a student. When responsible for a single student, SRE teachers are advised to discuss the situation with the school authorities. If ever alone with a student be sure to locate yourself and the student in a visible area like the hallway and/or make sure classroom doors are open.

SRE teachers are reminded to become familiar with Child Protection policies and related laws:

- The law prohibiting sexual or inappropriate relations with a person under the age of consent (16 years), Children and Young Persons (Care and Protection) Act 1998, Crimes Act 1900

- The law prohibiting any sexual or inappropriate relations between a volunteer (employee) and student under the age of 18 (NSW Ombudsman 1974)
- The law prohibiting child pornography (NSW Ombudsman Act 1974)
- Privacy laws
- Provision of prohibited drugs
- An act of violence towards another person
- Any offence against a minor person

RELATIONSHIPS WITH STUDENTS AND THEIR FAMILIES OUTSIDE SCHOOL HOURS

A healthy student/teacher relationship is confined to the school and classroom.

SRE teachers must not give details of their email, telephone numbers or address to a child or young person.

If contact happens through family and social networks and is an existing relationship with a student's family, avoiding contact with that student and their family would be impractical and undesirable.

USE OF ALCOHOL, DRUGS AND TOBACCO

SRE teachers are to support a safe, productive and healthy workplace. Children and young people are not to be given alcohol, tobacco or prohibited substances. Students are to be encouraged in healthy practices. SRE teachers must not enter school premises under the influence of alcohol or prohibited drugs.

IMPARTIALITY

SRE teachers must remain impartial and objective and this occurs when you follow your approved curriculum. It is inappropriate and improper to encourage or influence students to adopt a faith group or activity which is not the preference of their family.

Please see the following link for guidelines and further information:
<http://www.smartcopying.edu.au/information-sheets/schools/educational-licences>

It should be noted that some material used for SRE will fall outside this and approved providers are responsible for retaining their own copyright.

Generally, the only material that is free for teachers and schools to use from the internet is online material that is licenced under Creative Commons.

SRE GUIDELINES

As a teacher of SRE it is expected that you:

- Be punctual and attend classes regularly
- Wear your name tag at all times
- Arrive at school 5-10 minutes before the class begins
- Sign in and out of the visitor's book which is located in the school reception
- If you are unable to attend a lesson, ensure this is approved by your authorised SRE organiser
- Greet the students and complete class rolls. If your roll doesn't match the students in attendance, please check with the school SRE coordinator
- Supervise the students at all times
- Follow the class procedures if a child is sick or has an accident during SRE class time
- Ensure that any visitors invited into the classroom are approved by your authorised SRE organiser and the school SRE coordinator

- Teach with sensitivity, being aware of the child and the family’s religious background, and adopt normal practices and courtesies expected of all teaching staff in the school
- Be courteous and polite to other faiths that teach their lesson at the same time
- Enquire if any children have special learning difficulties, endeavouring to understand their special problems by consulting their normal class teacher
- Only teach your curriculum. Do not discuss controversial topics as it may not be in accordance with the department’s Controversial Issues in Schools policy
- Ensure direct communication with parents is restricted to matters relating directly to SRE, as approved by your authorised SRE organiser
- Understand that counselling students for emotional problems is the responsibility of the school staff who have access to wider information and resources

SOCIAL MEDIA POLICY AND PROCEDURES

Context

Use of social media is increasingly part of everyday online activities. This policy should be read and interpreted in conjunction with:

- Teacher Authorisation Processes – Code of Conduct
- Privacy and Personal Information Protection Act 1998

Legislative Provisions

Privacy and Personal Information Protection Act 1998

<http://www.ipc.nsw.gov.au/ppip-act>

Policy Statement

The Social Media Policy provides guidance and support to all staff as they engage in social media.

SRE teachers are supported in social media online applications such as social networking sites, wikis, blogs, microblogs, video and audio sharing sites and message boards that allow people to easily publish, share and discuss content. Social media provides an opportunity to:

- Engage and interact with our various audience
- Promote staff expertise

The following five standards apply to teachers work use and personal use of social media at any time. Teachers should:

- Always follow relevant organisational policies including the Teacher Authorisation Process - [Code of Conduct](#)
- Not act unlawfully (such as breaching copyright) when using social media
- Make sure that personal online activities do not interfere with the performance of the job
- Be clear that personal views do not necessarily reflect the views of this organisation
- Not disclose confidential information obtained through work

AUDIO-VISUAL MATERIALS IN SCHOOL

1. Classification of films and computer games

The National Classification Scheme provides advice on the classification of films, computer games and television material. When selecting audio-visual material, ensure that the classification of the material is appropriate.

In general, films and computer games are classified as G, PG, M and MA 15+. Films may also be classified R 18+ or X 18+. G, PG and M are **advisory classifications** recommending the appropriate audience. MA 15+, R 18+ and X 18+ are **legally restricted classifications**.

Details of the classifications can be found on the *Commonwealth's Classification website*.

Classification systems for television are similar to those used in the National Classification System and include C, P, G, PG, M, MA 15+, AV 15+ and details are available from the *Commercial Television Industry Code of Practice*.

2. Classification of television material (other than films)

The *Broadcasting Services Act 1992* provides the framework legislation for television and radio broadcasts. While films that may appear on television are generally covered under the *National Classification Board guidelines*, television programs are classified using Television Classification Guidelines, included in the *Commercial Television Industry Code of Practice* coordinated by the *Australian Communications and Media Authority (ACMA)*.

3. Legislative Provisions

Australian Communications and Media Authority (ACMA).

<http://www.acma.gov.au/>

Broadcasting Services Act 1992

http://www.austlii.edu.au/au/legis/cth/consol_act/bsa1992214/

Classification (Publications, Films and Computer Games) Enforcement Act 1995

<http://www.legislation.nsw.gov.au>

http://www.freetv.com.au/content_common/pg-code-of-practice.seo

Commonwealth's Classification website

<http://www.legislation.nsw.gov.au>

National Classification Board guidelines

<http://www.classification.gov.au/Guidelines/Pages/Guidelines.aspx>

4. Directions for Use

- a) All audio-visual materials and computer games must be previewed by teachers prior to use with students. The reviewer should give particular consideration to the suitability of the material in the educational context and the age and maturity of the intended audience.

Consumer advice found adjacent to classification marking may assist organisations when previewing materials. Organisations should also be sensitive to cultural protocols that may be relevant to certain members of intended audiences when previewing materials.

- b) The use of classified films, programs and computer games in schools requires the approval of the approved provider or delegate. The approved provider/delegate or an executive member of staff may approve the use of **C**, **P**, **G**, and **PG** material but must not delegate approval relating to use of **M** and **MA 15+** material.
- c) Material classified **G** is classified for general viewing. There may be some material in this category that is of no interest to students.
- d) Material classified **PG** should only be used with students after careful consideration by teaching staff given that material in this

classification might upset, frighten or confuse some students and an adult may be required to provide guidance to students. Staff may wish to inform parents in advance of the presentation of this material to allow parents the opportunity to withdraw their child from the viewing.

- e) Material classified **M** should only be considered for students who are **15 years and over**. Material in this classification may contain themes and scenes which require a mature perspective. The material should have particular relevance to the course of study and should only be considered when other related resource material is limited.

Decisions about whether the use of M classified films, television materials and computer games in the school will be approved must be made by the approved provider or delegate.

Parents are to be informed in advance of presentation so that they have the opportunity to withdraw their child from the viewing.

- f) **Material classified MA 15+** should only be considered for students who are **15 years and over**. This classification is legally restricted. The material should have particular relevance to the relevant lesson plan and should only be considered when other related resource material is unavailable.

Decisions about whether the use of MA 15+ classified films, television materials and computer games in the school will be approved, must be made by the approved provider or delegate.

Parents are to be informed in writing in advance of presentation of the content and classification of the material. Parents' written approval will be required for their child's participation in viewing this material.

- g) Regardless of the students' ages, films classified **R 18+ and X 18+** must not be shown to school students under any circumstances.

Approved providers must ensure that no breaches of copyright eventuate in screening any material considered suitable following review within the conditions outlined above. Films may be played for educational instruction by way of an exemption in copyright law provided the audience is limited to persons who are receiving the educational instruction or are otherwise directly connected with the place where the instruction is given.

TIPS FOR BETTER CLASSROOM CONTROL

- **BE PREPARED.** This is one of the main things to keeping good control of your classroom. If you are prepared, your students will normally listen, but if you are not prepared they normally know it and will act accordingly (if your lesson wasn't important enough for you to prepare then why should they waste their time listening).
- Focus attention on entire class
- Be careful about talking over student chatter. Instead, maybe try doing any of the following:
 - a. Get real quiet and wait for them to stop talking and then when they stop saying something like 'are you through?' If they say 'yes', then say, 'alright, we will start back now.'
 - b. Ask their opinion on the topic being discussed.
 - c. Ask the talker if they would like to share their ideas.
 - d. Casually move toward those talking.
 - e. Stand near the talker and ask a nearby student a question so that the new discussion is near the talker.
 - f. Under certain circumstances you may need to demand them to be quiet. If they will not be quiet then take them to the coordinator or authority.
- Move around the room so students have to pay attention more readily

- Make sure the classroom is comfortable and safe
- Show confidence in your teaching
- Use students' names whilst speaking with them
- Use good eye contact, facial expressions, and gestures. If you carry yourself well then you will communicate that you are in calm control of the class and mean to be taken seriously.
- Be serious about what you are doing. Be careful about making too many jokes.
- Try catching a student doing good; and when a student is doing well, brag on what they are doing but not them. Do not get students hooked on praise. Praise their work and behaviour but not the students themselves.
- If you have a shy student then try doing group discussions, maybe make them a group leader, etc.
- Sometimes it is good just to look over certain behaviour.
- When two discipline problems arise concurrently, the teacher should deal with the most serious first.
- The teacher should handle instances of off-task behaviour before the behaviour either gets out of hand or is modelled by others.
- When handling misbehaviour, make sure all students learn what is unacceptable about that behaviour.
- Do not get angry.
- When speaking to a student who has been misbehaving, maybe ask them why are they doing what they are doing (when you do this, make sure you verbalise their behaviour but do not run them down).

- When speaking to a student who has been disobeying, you may need to verbalise your disapproval to them. E.g. Say something like the following to them: ‘I don’t appreciate you acting up in our class as it is keeping me from being able to teach the rest of the class.’ Whatever you do, make sure you stay in control and never use sarcasm.
- One way of punishing a child is by taking away their playtime, participation in a game, their privilege to come to class, etc.
- You may want to have certain things that are not tolerated at all. Things that, if they do, they are automatically kicked out of the class and taken to the coordinator or authority.
- You may want to have a three strikes and you are out policy. This is where if you have to get on to them three times within a class period, they are automatically kicked out of the class and taken to the coordinator or the authority.
- If you have to discipline a child then make sure the consequences are relevant to the deed. Some deeds deserve only a warning, some deserve more than a warning, some deserve to be kicked out of the class for a week, some more than a week, etc. Let the Lord lead you. But whatever you do, make sure you are consistent with all of your students. In other words, be fair.
- If a student tries to get you off the subject being taught by saying something off the wall, then you can simply restate the relevant point and go on. Or direct a question to the group that is on the subject. Or ask that student how the topic they brought up relates to the topic being discussed. Or ask them ‘So what are you saying and how does that apply to our lesson?’
- If a student likes to express their viewpoint all the time and not give anyone else a chance to speak, then you can deal with that by saying ‘that is an interesting point. Now let’s see what the other students have to say.’ Then immediately address someone else, asking them their thoughts on the subject at hand.

As a side note, a student who likes to talk a lot is begging for attention. One way to help them is to give them attention when they do good. Another way to help them is to give them attention during a time when you are not teaching the group. So when they interrupt you during your teaching time, politely interrupt them when you hear a break, and tell them ‘that is an interesting point, I would like to talk with you more about this later.’ Then make sure you talk to them after you have finished teaching the group.

- If someone tries to shoot you down or trip you up and you do not have the answer. You can admit you do not know the answer and redirect the question to the group or the individual that asked it. Or ignore the behaviour.
- If someone heckles you. You can recognise their feelings and move on. E.g. you may say, ‘I appreciate your comments, but I’d like to hear from others,’ or ‘It looks like we disagree.’ If it starts to get out of hand say ‘You are entitled to your opinion, belief, or feelings, but now it’s time we moved on to the next point,’ or ‘Can you restate that as a question?’ or ‘We’d like to hear more about that if there is time after the teaching session.’
- It is suggested that you always allow a vindictive person a way to gracefully retreat from the confrontation.
- If you have a student become very angry you may want to say to them, ‘you seem very angry, would you like to talk after class?’ If they talk to you after class and you can sense the situation is getting worse then you will need to say to them something like, ‘I think it would be good if you and I went and spoke with the coordinator. Would you like to do that?’ If they will not agree to meet you after class and continue their behaviour then you may need to get them out of the class by taking them to the coordinator or their guardian. If they will not let you take them to their coordinator or guardian then you will need to get someone to get the relevant authority.
- If a fight breaks out, you will probably need to:

- a. Evaluate the situation. How many students are involved? How big are they? Is there anyone around who can assist you? Are weapons present?
- b. Send another student for help.
- c. Try to stop the fight by giving a specific command to stop.
- d. When you speak to them call the students by name.
- e. Defer to rules, not personal authority.
- f. Stay away from the middle.
- g. If possible, avoid physical force.
- h. If you have to, separate the aggressor and the victim.
- i. Remove participants to a neutral location and dismiss the audience.
- j. Get medical attention if necessary.
- k. Provide protection and support for victims.
- l. Report incident; debrief relevant teachers; describe the incident in writing; notify the appropriate authority.

There are many more situations and circumstances we could speak about. However, if you will simply follow the Lord and your authorities, God will give you wisdom for every situation that comes your way. If you find yourself stumped then never hesitate to speak with your coordinator as they are there to help you. May God bless you as you try to serve him!

