



EMMAUS
CHRISTIAN SCHOOL CANBERRA

Student Welfare Policy 1-5
Behaviour Expectations
(including suspensions and exclusions)

Updated
March 2016

Vision/Purpose

Emmaus exists to partner with parents, in providing a Christ-centred, Biblically-grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

Values

1. Caring for Others

At Emmaus, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person- body, soul and spirit. We foster a sense of belonging, celebrate one another's achievements and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, encouraging and generous environment.

2. Striving for Mastery

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instill in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills in order to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

3. Equipping for Service

At Emmaus, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff at Emmaus model integrity, accountability and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character, and find their security in the love of Christ.

Student Welfare Policy

1-5 Behaviour Expectations Policy

Prepared by	Rachel McClure (Interim Principal 2015)
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Version History

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1.1	February 2016	Prepared Rachel McClure (Interim Principal 2015)
1.2	March 2016	Reviewed by Erik Hofsink (Principal) , Christine Lucas-Gorny
1.3	November 2016	Wendy Morris, Assign policy number and cover sheets
1.4	March 2017	Updated: Flowchart, Suspensions, Exclusion by Erik Hofsink

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Philosophy

Emmaus Christian School exists to provide an excellent academic education within a Christian worldview.

Our core school values of Care, Success and Service underpin our expectations of the ways in which students will interact with each other while at school. “Care” is expressed when students treat each other with respect and compassion. “Success” at academic learning is dependent on, amongst other things, students feeling that they are in a safe environment at school (Tomlinson and Kalbfleisch, 1998). A Biblical view of “Service” includes thinking of others more highly than ourselves (Philippians 2:3), and we take seriously the injunction of Scripture that we are to love our neighbour as ourselves (Mark 12:31). In the light of our Christian worldview, our expectations of student behaviour focus on teaching students to display the love of Christ toward each other. We expect that staff will model the same attitude in their interactions with both students and other members of staff.

Emmaus Christian School, while expecting students to behave in an exemplary manner, recognises that students are individuals who come to school with a variety of backgrounds, experiences, and personal circumstances, and that we are all in need of grace. When circumstances prevent a student from complying with the school’s behaviour expectations from the beginning of their enrolment, the school will endeavour to provide these students with support to move toward the expectations outlined in this policy. Means of support could include Individual Support Plans and modifications to the consequences outlined in this policy. The goal of any such support is to allow the student time to learn and adjust their behaviour to eventually match the expectations of the school.

Purpose

The purpose of this policy is:

1. To establish a learning environment that allows students to feel safe at school.
2. To establish fair and reasonable school rules and consequences.
3. To teach self-discipline by clearly communicating to students the behaviour expectations expected by the school.
4. To establish the expectation that both students and staff be treated with respect.
5. To reduce the occurrence of behavioural issues through support such as:
 - an atmosphere within the school of mutual respect and productive interdependence;
 - individual Support Plans to address issues of children at risk, socially, emotionally and academically;
 - use of diagnostic and prescriptive learning activities geared to the unique attitudes, abilities and interests of students; and (Differentiated Learning- see Teaching and Learning Policy)
 - referral to appropriate external support as appropriate.

The Policy

1. Expectations

Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations.

All students are expected to contribute to a positive classroom environment in which they and their classmates are able to learn effectively.

It is the responsibility of each student to respect the rights of all who are involved in the educational process.

Every student should:

- Be aware of the school's Behaviour Expectations Policy and the Student Code of Conduct (**See Policy 1-7 Student Code of Conduct**) and conduct themselves accordingly.
- Be willing to volunteer information and cooperate with school staff should he or she have information concerning behaviour inconsistent with the school's expectations.
- Assume that a rule is always in effect unless everyone has been notified that it has been changed.
- Assist school staff in running a safe school for all students.
- Give their best effort to fully participate in the learning opportunities provided by the school.

We expect all students to be punctual, respectful, attentive, kind, honest, appropriately dressed and polite to all members of the school community.

2. Consequences

It is not possible to provide an exhaustive list of school rules or breaches to school rules. The following behaviours are examples of unacceptable behaviour that will attract consequences.

Consequences are not given lightly, and other factors may be considered. These factors include age, whether the misbehaviour was provoked and previous behaviour.

LEVEL 1

- Interfere with the education of another student and the orderly operation of the school or a function
- Exhibit disruptive behaviour
- Speak in a way that teases, hurts, or harasses others
- Fail to follow all classroom rules
- Bring electronic equipment to school other than that specifically approved such as a lap-top computer or calculator etc.
- Disobey adult directions
- Be late to school, class or regular assignment without a written excuse
- Be absent from school without a signed note from parent/guardian
- Out of correct school uniform
- Dress in a manner that jeopardises the health or safety of others
- Dress in a manner that interferes with the educational process or causes disorder
- Wear immodest or offensive clothing on non-uniform days
- Use inappropriate language
- Bring chewing gum to school
- Have in their possession any medication - prescription or non-prescription. (This should be left with the front office staff. Exceptions to this rule can only be made if there are circumstances that make it imperative that medication is immediately available.) Secondary Students are allowed to self-medicate provided written parental consent has been given to the school.

CONSEQUENCES of LEVEL I MISBEHAVIOUR

One or more of the following:

- Collection from school by a parent
- Teacher warning or reprimand
- Teacher detention
- Parent notification
- Parent conference
- Administrative warning or reprimand
- Behaviour contract
- An afternoon detention

The following is a list of examples of more serious breaches of school behaviour expectations.

LEVEL 2

- Fail to follow the ICT Acceptable Use Policy
- Act in a disrespectful or defiant manner toward any school personnel
- Lie, cheat, forge or destroy the work of others
- Be absent from a class or school function without the permission of a staff member
- Physically fight with or harass another student
- Commit minor theft of school property or personal property (restitution included with any consequence)
- Cause minor vandalism to school property or personal property (restitution included with any consequence)
- Bring to school, carry or handle dangerous objects
- Act in a way that endangers the safety of themselves or others
- Use profanity, abusive language, racial ethnic, religious or sexually derogatory terms or obscene gestures
- Use school facilities or property without permission
- Misbehave (Level 1) while attending a class trip; other field trip or school excursion
- Misbehave (Level 1) while being supervised by a relief teacher
- Continual Level 1 behaviour
- Miss a scheduled school detention
- Enter into buildings and/or areas which are out of bounds without the permission of a staff member

CONSEQUENCES of LEVEL II MISBEHAVIOUR (or continued Level I misbehaviour)

Parent notification to all parties involved and one or more of the following actions will be taken for misbehaviour of Level II:

- Collection from school by a parent
- 2 or more afternoon detentions
- 1-3 day suspension either internal or external
- Behaviour contract
- Referral to law enforcement authorities where appropriate
- Referral to outside agencies for support where appropriate

LEVEL 3

- Threaten or strike a staff member
- Endanger the safety of others with a bomb threat; make threatening or illegal telephone calls; or make unauthorised use of fire alarm equipment
- Cause significant vandalism to school or personal property
- Possess or use tobacco products on school grounds; whilst in school uniform; or at school functions
- Possess or use controlled or illegal substances such as alcohol or other drugs whilst in school uniform; on school grounds or at school functions
- Possess or use any weapon or illegal personal item on school grounds or at school functions
- Exhibit lewd indecent exposure or commit an indecent or sexual act
- Commit major theft of school or personal property (Restitution shall be included with any consequence)
- Commit aggravated assault; which causes injury to another person
- Break into any school building or vehicle
- Break ACT or Commonwealth Government laws
- Continual Level 2 behaviour
- Encourage others toward Level 3 behaviour or mislead staff regarding Level 3 behaviour

CONSEQUENCES of LEVEL III MISBEHAVIOUR (or continued Level II misbehaviour)

Parent notification to all parties involved and one or more of the following actions will be taken for misbehaviour of Level III:

- Up to two weeks suspension
- Loss of privileges
- Behaviour contract
- Termination of Enrolment (Exclusion or Expulsion)
- Referral to law enforcement authorities
- Referral to outside agencies for support

SUSPENSION AND EXCLUSIONS

In the event that suspension or exclusions are needed, the following will apply:

1. Suspensions or Exclusions apply when a student is:
 - a) persistently and wilfully noncompliant (Level III Behaviours);
 - b) threatens to be violent or is violent to another student attending the school, a member of the staff of the school or anyone else involved in the school's operation;
 - c) acts in a way that otherwise threatens the good order of the school or the safety or wellbeing of another student attending the school, a member of staff of the school or anyone else involved in the school's operation;
 - d) displays behaviour that is disruptive to the student's learning or that of other students;
2. The principal decides that action should be taken.
3. The principal may suspend a student from the school for a stated period of no longer than fourteen days.
4. The principal may exclude the student from the school.
5. The principal may exclude the student if:
 - a. the student's parents have been consulted and told in writing about the proposed exclusion of the student and the reasons for it;
 - b. the student has been given a reasonable opportunity to attend counselling, undertake relevant educational programs or receive other appropriate assistance;
 - c. as far as the student's maturity and capacity for understanding allow, the participation of the student has been sought, and any views of the student considered, in deciding whether to exclude the student;
 - d. the student has been given sufficient information about the decision-making process, in a language and way that the student can understand, to allow the student to take part in the process;
 - e. the student has been offered information about alternatives for continuing the student's education after the exclusion.
6. The principal may suspend the student on the same basis as (5) above providing that the student has been given a reasonable opportunity to continue the student's education during the suspension.
7. The principal may immediately suspend a student for not longer than 5 days if in the principal's opinion, the circumstances are of such urgency or seriousness to require the student's immediate suspension.
8. Before suspending or excluding a student, the principal must comply with the requirements of section (5 a-e) to the extent that it is practicable and appropriate to do so.
9. To remove any doubt, the principal may suspend the student under section (5) while deciding what other action should be taken in relation to the student under this section.
10. If the student is suspended for seven or more school days in a school term (whether or not consecutive school days), the principal must ensure that the student is given a reasonable opportunity to attend appropriate counselling.
11. If a student is excluded, the principal will provide the registrar written notice of the exclusion.

Policy Flowchart

- For the Behaviour Management Flowchart, see Appendix A

Related Emmaus Christian School Policies

- Student Welfare- BYO Device Policy
- ICT Acceptable Use Policy
- Community- Bullying Policy
- Teaching and Learning Policy

References

Tomlinson, C., & Kalbfleisch, M. L. (1998). Teach me, teach my brain: A call for differentiated classrooms. *Educational Leadership*, 56(3), 52–55.

Appendix A

Student Behaviour Flow Chart

Stage 0 - Students operate within the norms of acceptable behaviour and working habits

