



PASTORAL CARE & BEHAVIOUR MANAGEMENT

POLICY AND PROCEDURES

POLICY DETAILS AND DOCUMENT MANAGEMENT

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GENEALOGY

This Policy replaces:

This Policy was cancelled and superseded by:
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CONTENTS

PREAMBLE	5
DEFINITIONS	5
CHILD ABUSE.....	5
CORPORAL PUNISHMENT	6
DEGRADING PUNISHMENT	6
RACIAL DISCRIMINATION	6
DUTY OF CARE	6
SCOPE.....	6
CONTEXT	6
POLICY	6
1. PASTORAL CARE INITIATIVES	6
2. SCHOOL DISCIPLINE – GUIDELINES FOR TEACHERS	7
3. TIERS OF RESPONSIBILITY AND DISCIPLINE: HIGH SCHOOL	8
4. GUIDE TO UNDERSTANDING BEHAVIOUR LEVELS.....	9
LOW LEVEL	9
MODERATE LEVEL.....	9
HIGH LEVEL.....	10
WITHDRAWAL OF STUDENTS.....	10
SUSPENSION.....	10
IMMEDIATE EXCLUSION	10
AUTOMATIC SEND-OUTS.....	10
BULLYING AND HARASSMENT.....	11
5. WHAT IS GOOD STANDING?	11
6. TIERS OF RESPONSIBILITY AND DISCIPLINE: PRIMARY SCHOOL.....	13
6.1 TIERS EXPLAINED:	13
6.2 Teacher: Low level misconduct.....	13
6.3 Deputy for Students: Repeated low level or first mid-level misconduct.....	13
6.4 Teacher and Parent/s: Pattern of low level or first mid-level misconduct.....	13
6.5 Deputy Principal and Parents: Sustained low level or mid-level misconduct.....	13
6.6 Principal: No change in behaviour patterns or for first high-level misconduct.....	13
6.7 KINDS OF DISCIPLINE FOR:	14
LOW-LEVEL MISCONDUCT	14
MID-LEVEL MISCONDUCT.....	14
HIGH-LEVEL MISCONDUCT.....	14
7. EXPECTATIONS FOR ALL STUDENTS	14
DIARY	14
LOCKER RELATED (High School).....	14

UNIFORM	14
HOMEWORK AND ASSIGNMENTS	14
FORM	14
CROSSING THE ROAD	15
START OF CLASS.....	15
ENTERING THE CLASS.....	15
LEAVING CLASS	15
EXTRA-CURRICULAR AND REWARD ACTIVITIES	15
AKNOWLEDGEMENT FORM	16

PREAMBLE

This policy is provided to all students at Emmanuel Christian Community School.

Our aim is to encourage excellence in character and academic pursuits we want to be the best in educational practice and above all we seek to place Christ first.

As educators we are called to partner with parents in determining the correct basis of pastoral care and relationship not by simply writing policies but by living in a relationally correct way and caring for one another in the correct servant manner.

All people (staff, students, parents etc.) need encouragement to respect themselves as individuals who bear the image of God; to respect others as loved by God; to respect our community which is the body of Christ; to respect God's creation which we have been given to have dominion over, to enjoy and in which to see God. Staff should insist on respect from their students. Ephesians 6:2 etc. Respect is also gained by showing love, fairness, integrity, diligence ..."

We need to develop a community of respect – based on the knowledge and acceptance of God's authority. Therefore we need to deal with attitudes rather than behaviours.

Our school environment should be characterised by respect for the dignity of each person, by justice and forgiveness and by the acceptance of differences, so that the unique value of each person before God is a living reality.

'Justice without love leads to a stern security; "love" without justice leads to a weak warmth; justice and love lead to an authentic atmosphere.' Dr Bill Anderson

At Emmanuel Christian Community School, we believe our strength is in our strong Pastoral Care Program.

All staff seek to create safe environments where they personally maintain high levels of care towards students in developing healthy supportive relationships. Furthermore, Emmanuel Christian Community School explicitly forbids any form of child abuse, racial discrimination, corporal punishment, or degrading punishment.

The following pages act to outline the clear guidelines and procedures the school takes to ensure that staff and students are cared for and treated with fairness and equality.

DEFINITIONS

CHILD ABUSE

Four forms of child abuse are covered by WA law and defined by the Department of Communities.

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
2. Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age/ developmental level, and includes sexual behaviour in circumstances where:
 - the child is the subject of bribery, coercion, a threat, exploitation or violence.
 - the child has less power than another person involved in the behaviour
 - there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
 - psychological abuse **and**
 - being exposed to an act of family and domestic violence.

4. Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic, or chronic.

CORPORAL PUNISHMENT

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort (however light) typically involving hitting the child with the hand or with an implement is prohibited. This can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm (UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007).

DEGRADING PUNISHMENT

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child may not be used. (UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

RACIAL DISCRIMINATION

Racial discrimination occurs when a person is treated less favourably, or not given the same opportunities as others in a similar situation because of their race, the country where they were born, their ethnic origin or their skin colour.

DUTY OF CARE

School authorities, schools and teachers owe a duty of care to their students. This duty arises from the nature of the relationship and exists whenever and wherever the student is in their care.

The notion of reasonable care extends to ensuring that the school provides a safe environment for all students and includes the development of processes for the effective management of student behaviour.

SCOPE

All members of Emmanuel Christian Community School staff and volunteers must comply with this policy.

The School is committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people, and expects all staff and volunteers to share this commitment

CONTEXT

Emmanuel Christian Community School may review and update this policy to account for changes to the school's operations and practices, and to make sure it remains appropriate to the changing legal and school environment.

POLICY

1. PASTORAL CARE INITIATIVES

Emmanuel is a wonderfully diverse community of students and staff. Our staff teach in safe, well supported classrooms where students are expected to respect and honour teachers whilst engaging actively in learning.

Students are encouraged to attend school, ready to give their best. As a school we actively reward students using means such as:

- Verbal encouragement and recognition
- Merit stamps
- Group points in class
- Certificates

- Lunch-time activities
- House points
- Year group social events, which may include camps, balls and movie nights
- Reward excursions
- 'Good standing' status

These positive reinforcements are wonderful opportunities for our students and staff to maintain connection within their social community in a way that sustains and enhances the culture established at ECCS. Reward systems help students understand the strong life correlation between positive choices and positive consequences.

Whilst most students usually make good decisions, there are occasions where some do not.

The following pages assist staff and students to understand how we deal with students on these occasions.

2. SCHOOL DISCIPLINE – GUIDELINES FOR TEACHERS

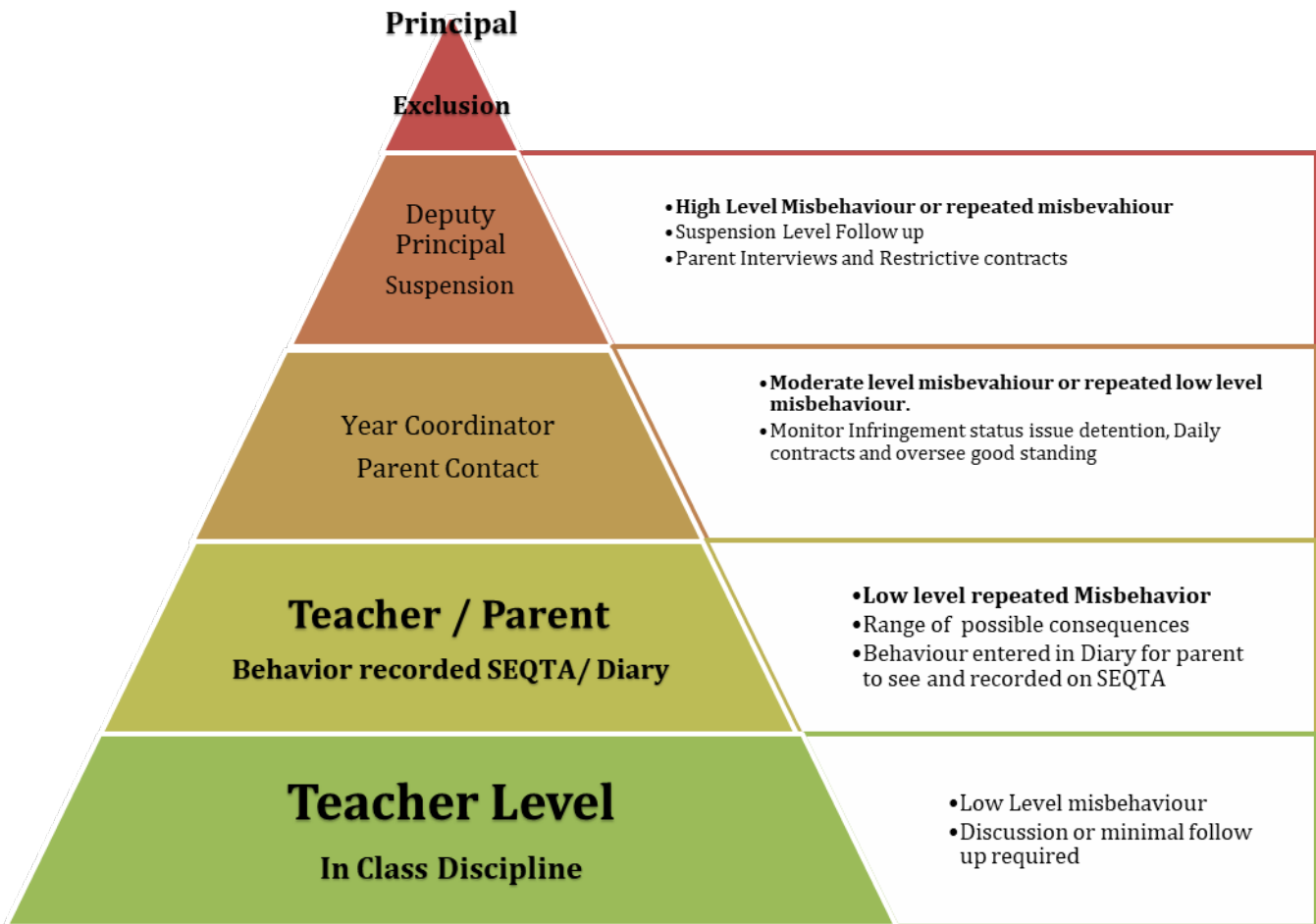
The understanding that discipline is not for the purpose of punishment but for training in character should be clearly communicated regularly to all associated with the school.

The attitude of respect and honour is particularly important since it is not only obedience that the school seeks to nurture in each child.

For teachers, the following points need to be noted:

1. Aim to treat students with dignity and respect, avoiding any action that can lead to humiliation.
2. Aim to be constructive in discipline. Provide affirmation, praise and rebuke where necessary, stating exactly what is pleasing or displeasing and why.
3. Teachers should use caution in giving group consequences for individual student misbehaviour.
4. Expect and insist on obedience. If a direction or instruction given is ignored, then it must be followed up with appropriate discipline. Otherwise, the message communicated appears non-consequential.
5. Understand the clearly defined set of rules, be unified in their agreement of them and in following through with set consequences.

3. TIERS OF RESPONSIBILITY AND DISCIPLINE: HIGH SCHOOL



Level 1. In class discipline

- Students should be given, as a guideline a minimum of 2 warnings per lesson.
 - *Behaviour past this point is to be recorded in the student diary with an infringement and entered on SEQTA*
 - Should the misbehaviour continue a teacher may choose a range of low-level consequences including: move within class, discussion with student, rubbish duty at lunch or recess.
- * serious misbehaviour may result in immediate removal from class bypassing all steps above.*



Level 2. Detention Phasing

- Students who accumulate 3 Infringements will receive 2 full lunchtime detentions from either their teacher, form teacher or year coordinator. Infringements are given for a range of matters including lateness, homework not done, uniform breaches and being unprepared. All infringements are stamped or written in the diary and recorded on SEQTA.
- For more serious misbehaviour a teacher may give a student a detention.
- Furthermore, students without their diary will incur an automatic full lunchtime detention.
- *Note that 3 detentions will result in a loss of good standing for a period of a term, to be reviewed after this time.*

Level 3. School Suspension 1

- An in-school Suspension will be issued when a student continues to demonstrate ongoing repeated misbehaviour or a single High-level behavioural breach.
- A parent interview will be called and the student with their parent will sign the *Student contract following suspension*.
- Following a satisfactory interview, the student will return to regular classes and the student will have a restrictive contract for a minimum of a week with a review after that time.
- Should a serious incident occur the two levels below may be bypassed, and this level may be enacted.

**Note A student may not re-enter class without a parent interview taking place first. The suspension may be in or out of school suspension as determined by the leadership team.*



Level 4. Suspension 2

- Should a student receive 2 or 3 suspensions within a year the student will have a follow up Parent interview. They will be required to sign the Student contract for continuing enrolment form.
- The student will also be placed on a conditional enrolment.
- A serious incident such as physical abuse may automatically result in a conditional enrolment contract.
- Parents will be notified that continued misbehaviour may result in cancelled enrolment.

**Note: The leadership will consult together at this Level and the above process may vary.*



Level 5. Exclusion

- Termination of Enrolment letter- issued by principal
- Principal/ Deputy/ Year Co-ordinators, Board Liaison followed by Principal/ parent meeting.

4. GUIDE TO UNDERSTANDING BEHAVIOUR LEVELS

The list of misbehaviours below is not an exhaustive list and acts as a guide only. It does not consider many variables such as the individual student background and context which may increase or decrease the severity of consequences given.

LOW LEVEL

Examples:

- Not following simple teacher instructions
- Interrupting teacher and other students
- Being late or disorganised

MODERATE LEVEL

Examples:

- Intentionally disobeying or disrespecting a teacher
- Students swearing at other students
- Inappropriate or incorrect use of devices
- Frequent non-adherence to school rules
- Consistent breach of uniform policy
- Consistent lateness or non-attendance

HIGH LEVEL

Examples:

- Swearing at teacher
- Students physically fighting each other
- ANY form of Bullying
- ANY Sexually inappropriate misbehaviour
- Taking drugs or alcohol to school
- Serious misuse of devices, internet access or mobile phones

WITHDRAWAL OF STUDENTS

Withdrawal of students from school activities is a planned strategy and will involve consultation between the class teacher and the school's administration team. This is a different strategy from short-term withdrawal, such as removing a student to another class, which may form part of a teacher's classroom management strategies.

Withdrawing a student from school activities is a strategy that may be used for the following reasons:

- to provide a student, who is exhibiting disruptive behaviour, with the opportunity to calm down and reflect on their own behaviour
- to provide a safe place for the student
- to provide an opportunity to negotiate and plan behaviour management strategies
- to provide an opportunity to clearly communicate with the student in question
- to provide an opportunity for restorative processes to be implemented
- to avoid putting others at risk - (e.g., excursions and camps), in consideration of the safety of students, staff and others

SUSPENSION

The suspension of a student from school can occur when it is considered that the student has committed a breach of school discipline policy as described above and is done in consultation with the school's senior leadership, the student, and their parent.

In high school, a suspension reflection sheet is filled out and following a suspension a parent meeting with the suspended student occurs. In this meeting, a re- entry contract is completed with all three parties.

IMMEDIATE EXCLUSION

Whilst exclusions can be for repeated misbehaviour, they may also be administered when a student chooses to engage in a serious high-level offence. These include but are not limited to incidents such as physical, sexual or emotional abuse, bringing drugs, alcohol or dangerous weapons to school and for serious criminal damage to the property on school grounds.

AUTOMATIC SEND-OUTS

A student may be sent out of class without warning for a range of matters including:

- Breach of safety (throwing an object, knocking student off a chair etc.)
- Physical abuse
- Disrespect of a teacher or student

BULLYING AND HARASSMENT

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fight between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

Harassment is behaviour that targets an individual or group due to their: identity, race, culture/ethnic origin, religion, physical characteristics, gender, sexual orientation, economic status, age, ability or disability. Harassment offends, humiliates, intimidates, or creates a hostile environment.

Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e., words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).

5. WHAT IS GOOD STANDING?

This applies to high school only.

Students commence each school term with Good Standing status. This means they can attend all school social events, functions and privileges.

Maintaining Good Standing requires:

- a) Satisfactory attendance and punctuality
- b) Satisfactory completion of all work and assessments
- c) Satisfactory behaviour

Satisfactory attendance is deemed to be full-time attendance at a class when normal classes are in operation. An absence is deemed to be unsatisfactory if it is unexplained or the explanation, in the view of the teacher and/Year Co-ordinator, is inadequate or inappropriate.

The assessment requirement is that students, are to satisfactorily complete all set tasks. Satisfactory behaviour means a student adheres to the school code of behaviour.

The Good Standing Flowchart below is used at ECCS to show the path that the school takes and the subsequent decisions that students make following an incident.

An incident is defined as the form of disobedient non-compliant behaviour and can vary in complexity and severity.

Following any incident there are school consequences that are put in place to help the students understand the consequences of their choice. These act as discipline rather than punishment.

There are also relational consequences that follow incidents.

These can vary in severity, complexity and number of people affected. Staff and students at ECCS are taught to follow the biblically based Peacewise principles in working through the relational damage.

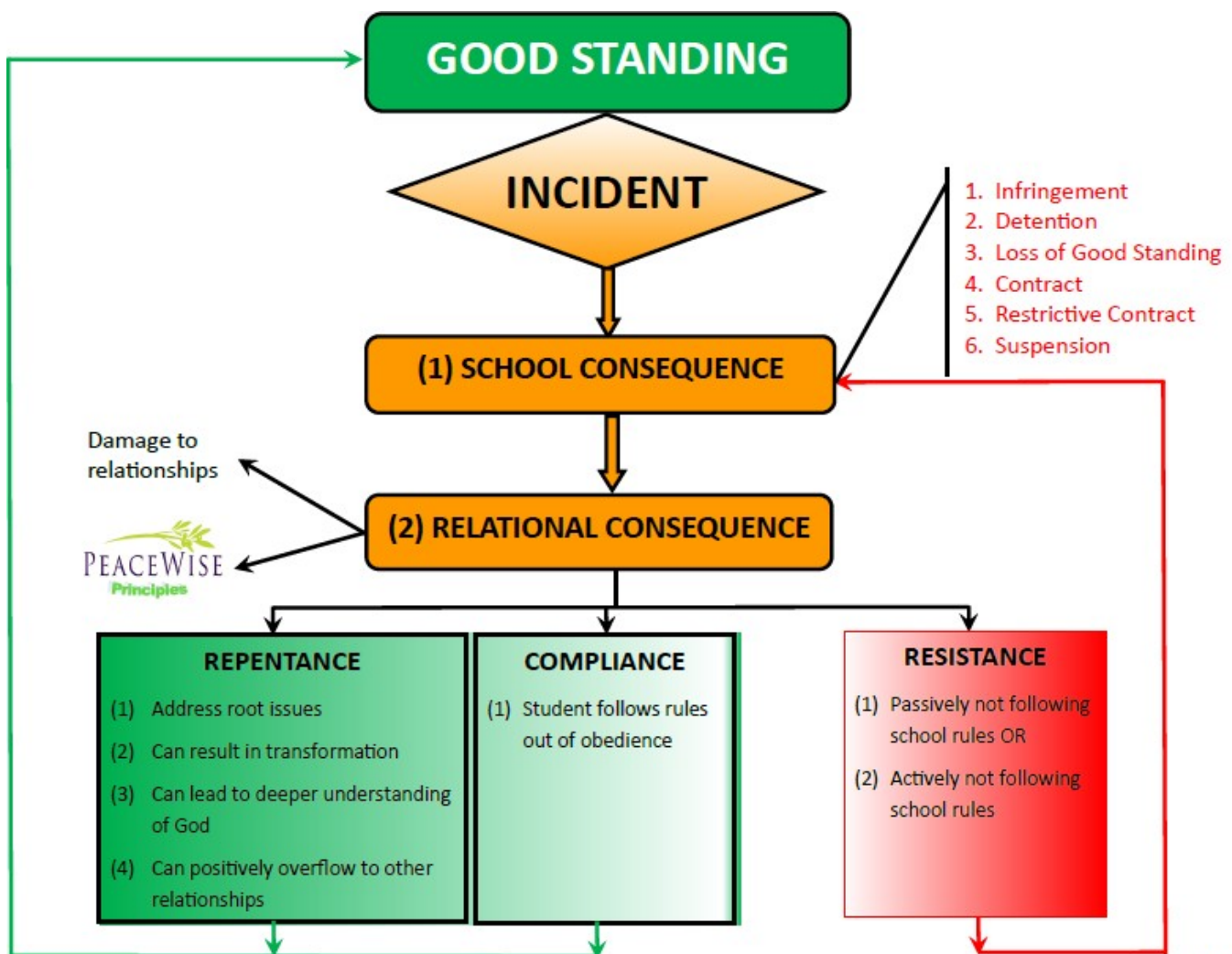
From this point each student can then choose to genuinely repent or comply. Both these responses are acceptable and following discipline lead back to good standing. There are also relational consequences that follow incidents. These can vary in severity, complexity and number of people affected. Staff and students at ECCS are taught to follow the biblically based Peacewise principles in working through the relational damage.

From this point, each student can then choose to genuinely repent or comply. Both these responses are acceptable and following discipline lead back to good standing. At ECCS we strongly encourage repentance as we believe this path can lead to a deeper, longer lasting change.

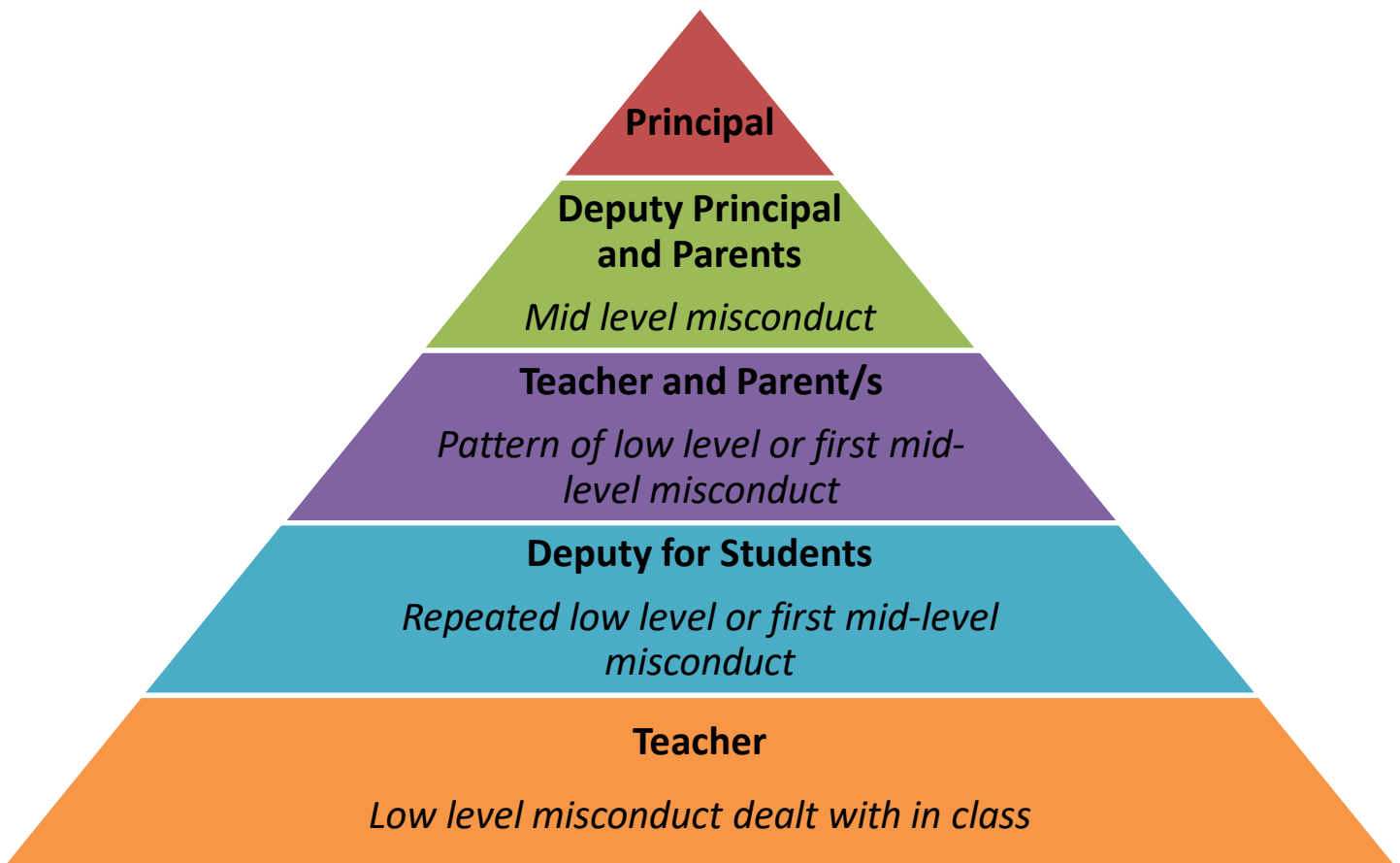
Some students may however choose to resist school rules, actively or passively. Both show disobedience, disrespect for those in authority and an unwillingness to follow the school rules.

This path leads back to further school and relational consequences.

The goal behind this process is to restore each person and enable healing through repentance.



6. TIERS OF RESPONSIBILITY AND DISCIPLINE: PRIMARY SCHOOL



6.1 TIERS EXPLAINED:

6.2 Teacher: Low level misconduct

Teachers, sometimes with EA support, handle these kinds of behaviours on a daily basis, expecting first-time obedience and compliance. On most occasions, the behaviour is rectified quickly, requiring no further action.

6.3 Deputy for Students: Repeated low level or first mid-level misconduct

This discussion with the Deputy (a higher authority figure) clarifies the misconduct with the student, may come with a deputy-directed discipline and states what will occur next if the behaviour continues. For a mid-level misconduct, the process may move automatically to seeing the parents.

6.4 Teacher and Parent/s: Pattern of low level or first mid-level misconduct

The teacher organises an interview with the parents and the Deputy for Students is informed. Notes are taken during the meeting and communicated to the deputy. This meeting aims to not only inform the parents but to engage with them in helping the student correct their pattern of behaviour.

6.5 Deputy Principal and Parents: Sustained low level or mid-level misconduct

Deputy meets with parents to inform them of how the school is disciplining the student and what occurs if the behaviour continues. E.g., school suspension etc.

6.6 Principal: No change in behaviour patterns or for first high-level misconduct

In most cases, this is to inform parents of a more serious discipline such as in school removal from the class, suspension or expulsion.

6.7 KINDS OF DISCIPLINE FOR:

LOW-LEVEL MISCONDUCT

Verbal guidance/reminders, warning (name on board), time-out, effect on group points or other in-class positive reinforcement incentives

MID-LEVEL MISCONDUCT

Extended period of time out, meeting with the Deputy for Students and/or parents, removal from class and work completed in another school location, removal of a privilege

HIGH-LEVEL MISCONDUCT

Parent meeting with the Principal, removal of significant privileges, in-school suspension, suspension or expulsion

7. EXPECTATIONS FOR ALL STUDENTS

DIARY

Students from Year 5-12 must have their diary with them during all lessons. Diaries are to be used for communication between teachers and parents, and for students to record homework, assignments and important reminders. Diaries are not to be covered with graffiti, artwork or notes of a personal nature.

All high school students are expected to read through the schools' code of conduct and along with parents sign that they have done so each year. Form/Year level teachers check that these are signed and should there be any questions then the school staff are able to clarify. Parents of Year 5 and 6 students are expected to view and sign their child's diary at least once a week, a means of seeing what homework is due and any other communication from the teacher.

LOCKER RELATED (High School)

Students are required to purchase a school issued combination lock. They can access their lockers in the morning before school, at recess, lunch and after school. To ensure good use of time, they are not to be used between classes.

It is important that students are prompt with locker use as we utilise classes across the road and late students can cause a safety issue. To ensure safety, students must put their books and equipment in their bag or locker.

Students who are found to be accessing other students' lockers or sharing locker passcodes, will lose their locker privilege for a period of time.

Students are to quietly pack up when the teacher instructs them to do so and must then stand or sit quietly whilst the teacher gives further instructions.

UNIFORM

Students must wear the correct uniform to each and every class. Every teacher will check that students present to class in the correct uniform. This includes neat and tidy personal grooming. Incorrect uniform will be recorded by the teacher or parent, in the student diary and must be reconciled as soon as possible.

HOMEWORK AND ASSIGNMENTS

Homework and Assignments must be complete to the required standard and printed and/or ready for submission prior to the start of class. The printer in the library can be accessed by students at lunch and/or when a teacher is on duty in the library.

FORM

Prayer, devotional, birthdays, notes, diary signing at the form teacher's discretion.

CROSSING THE ROAD

Students are to be accompanied by a staff member while crossing the road. If they arrive late to class, then they will need to ask the front office staff to assist.

START OF CLASS

Students are expected to come to class with all the correct equipment and on time. If they are late then they need to provide a note from the office or another teacher as to why with the time they were late.

ENTERING THE CLASS

Students are to line up quietly before they enter the room. Students will enter the room quietly and stand behind their allocated seats ready for prayer, welcome or any other instruction.

LEAVING CLASS

Prayer, devotional, birthdays, notes, diary signing at the form teacher's discretion.

EXTRA-CURRICULAR AND REWARD ACTIVITIES

Students will understand that reward activities, extra-curricular activities and sports carnivals are a privilege, and they must show they deserve to attend. Students can prove good standing by meeting expectations of behaviour and responsibility. Students who do not meet expectations may be offered the opportunity for redemption simply by improving to meet these expectations over an appropriate time span.

Behaviour and responsibility expectation include, organisation, correct uniform, punctuality, regular attendance.



PASTORAL CARE & BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

ACKNOWLEDGEMENT FORM

Student's Name: _____

(First name and surname)

I have read and understood the conditions of the Pastoral Care & Behaviour Management Policy and Procedures as set out in this document.

Student Signature: _____

Parent's Signature: _____

Parent's Name: _____

Date: _____

To be returned to your Form Teacher by the end of Week 1 Term 1.