PASTORAL CARE POLICY

POLICY DETAILS AND DOCUMENT MANAGEMENT

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Policy Level		Dissemination	For Application	For Information
Board	☒	Board	☐	☒
School	☐	Executive Staff	☒	☐
		Administrators	☒	☐
Access		All Staff	☒	☐
Open	☒	Students	☒	☐
Restricted	☐	Public (Website)	☐	☒

REVISION HISTORY

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01/04/2020	1.0	Board	Behaviour Management Policy
28/05/2025	1.0	Board	Pastoral Care Policy *(Primary Mobile Phone update 6/2/26)*

GENEALOGY

This Policy replaces: Pastoral Care and Behaviour Management Policy and Procedures V4
This Policy was cancelled and superseded by:

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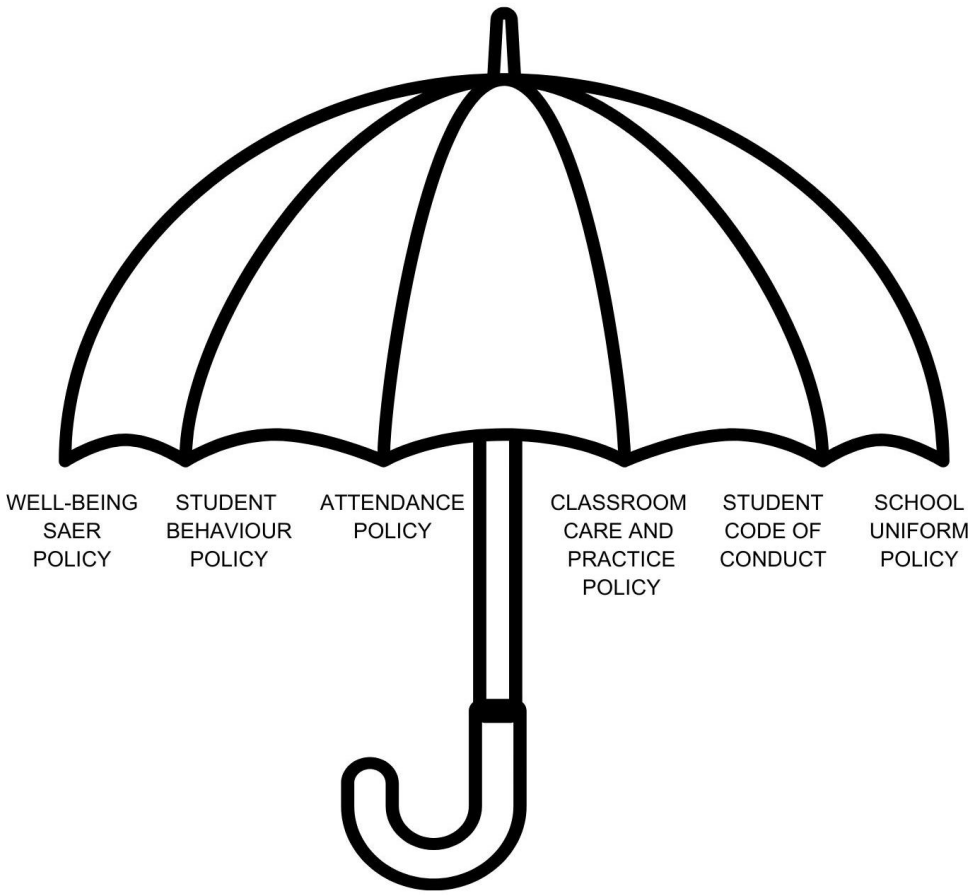
PURPOSE

Emmanuel Christian Community School is committed to supporting the mental health and well-being of all students and staff by fostering a safe and caring environment. This policy provides a framework for promoting mental health, recognising early signs of distress, and effectively responding to concerns, including suicidal behaviour and non-suicidal injury (NSSI).

The policy aligns with evidence-based practices, including the School Response and Planning Guidelines for Students with Suicidal Behaviour and NSSI and the BeYou Suicide Postvention Framework. While this policy is only a snapshot, the Guidelines should be referred to for all planning documentation.



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.

POLICY STATEMENT

Emmanuel Christian Community School is committed to fostering a safe, respectful, and Christ-centred learning environment where students are supported in their social, emotional, and spiritual development. The school upholds a discipline approach that aligns with biblical principles, encouraging self-discipline, character growth, and personal responsibility.

Pastoral care at Emmanuel is a key focus of our teaching and learning environment and shapes our school culture. There are many ways in which we show pastoral care. This document outlines the five school policies that work hand in hand in shaping pastoral care at Emmanuel.

These policies include:

A. Well-being Students at Educational Risk (SAER) Policy
B. Student Behaviour Policy
C. Attendance Policy
D. Classroom Care and Practice Policy
E. Student Code of Conduct
F. School Uniform Policy

Discipline at Emmanuel Christian Community School is rooted in love and guidance, reflecting the belief that correction should be educational rather than punitive. We aim to develop students who exhibit respect, integrity, and accountability in their interactions with others.

The **Pastoral Care & Student Behaviour Policy** seeks to establish clear expectations for behaviour, ensuring that all students and staff experience a safe, orderly, and nurturing environment. This policy provides a structured approach to discipline, incorporating **preventative, restorative, and corrective measures** to support student growth and well-being.

KEY OBJECTIVES

- To maintain a school culture based on respect, courtesy, and care.
- To encourage students to develop self-discipline and take responsibility for their actions.
- To ensure fairness and consistency in discipline, applying **procedural fairness** in all cases.
- To provide developmentally appropriate interventions that guide and support students towards positive behaviour.
- To implement a structured framework that enables students to understand the impact of their behaviour and take steps toward reconciliation and improvement.

POLICY FRAMEWORK

The following sections outline the approach and procedures used by Emmanuel Christian Community School to uphold positive behaviour standards. This includes the **Student Code of Conduct, Preventative and Restorative Discipline Strategies, Good Standing Framework, and Procedures for Addressing Behaviour Incidents.**

A. WELL-BEING STUDENTS AT EDUCATION RISK (SAER) POLICY

RATIONALE

To provide a framework for staff to ensure students at educational risk are formally identified and to ensure tracking and monitoring processes are established and implemented throughout their schooling.

PURPOSE

To ensure students at educational risk (as per the definition) are identified and effective interventions and adjustments are implemented.

DEFINITION

A 'Student at Educational Risk' is any student whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum. (Department of Education SAER Policy 1 January 2015)

CATEGORIES OF STUDENTS AT EDUCATIONAL RISK

1) **Academic**: underperformance, Gifted and Talented, neurodivergence (i.e. Autism, ADHD), EALD
2) **Social/Emotional**: absenteeism, lateness, poor engagement, depression, trauma, in care
3) **Behavioural**: aggression, attention seeking, inconsistent behaviour
4) **Physiological**: diabetes, epilepsy, hearing impairment, vision impairment, domestic violence
5) **Mental**: anxiety, depression, self-harm, suicide, eating disorders, dysmorphia
6) **Abuse**: emotional, sexual, physical, mental

1. PROCEDURES

1.1 Identification

a) Screening of Oral Communication Skills (SOCS)
b) On Entry Assessment and Pre-School Outcomes Measure (POM)
c) Teacher observations and anecdotal records
d) NAPLAN Data
e) EAL/D Progress Maps
f) Attendance Records
g) BMIS information
h) NCCD Audits
i) External agency and therapists' reports
j) Consultation with parents
k) Previous records
l) Vision and hearing check through School Health Nurse or GP (Kindy and Pre-Primary)

1.2 Provision

Our goal is to meet each child's unique needs and challenges in a way that shows love, compassion, and respect—reflecting the heart of Christ in all we do.

a) Develop and implement IEPs for individuals and small groups of students at risk.
b) Modify teaching programmes and processes so that every child, no matter their ability, can flourish.
c) Provide intentional individual and small group intervention.
d) Allocate available resources and engage appropriate agencies to support students.

e) Take part in ongoing learning to better understand and support the unique needs of each student.
f) Consult with relevant stakeholders when planning for students at risk.
g) Engage in professional discussions with relevant staff.

1.3 Monitoring and Reporting

a) Observations by teachers and education assistants
b) Review of Documented Plans
c) Parent meetings
d) Pastoral and academic reports recorded on school system
e) Attendance data
f) Behaviour data recorded on school system
g) Work samples/Portfolios
h) Assessments (educational, health or welfare)
i) Academic achievement data, such as NAPLAN
j) On-Entry Testing
k) EAL/D Progress Maps

1.4 Identifying students at educational risk

Cohort level

- Most students at educational risk are identified by their classroom teachers, who apply best practices, know their students well, and work closely with families.

Small Group/s

- Small group learning is tailored to individual student needs through differentiated instruction, guided by classroom teachers and supported by education assistants using Individual Education Plans (IEPs).

Individual

- IEPs are developed in collaboration with families and relevant support agencies to ensure each child's needs are addressed.
- Where necessary, students may receive one-on-one support from an Education Assistant.
- When external support is unavailable, staff work together to plan and provide appropriate assistance.

2. ROLES AND RESPONSIBILITIES

Teachers will:
At the beginning of the year, staff review their class profiles and make any needed changes.

Staff then work alongside families to support student learning, and keep their line managers informed about any adjustments made.

Education Assistants will:
Work together with teachers to help them make learning adjustments that support all students in the classroom.

Middle Leadership will:
Staff support classroom teachers by helping develop and sign off on documented plans. They also assist with referrals to external agencies and provide extra help for students who need additional support.

Deputy Principal Administration
Staff monitor how the SAER Policy, Procedures, and Processes are being followed, ensuring documented plans are filed and updated as needed. They analyse SAER data to guide decision-making and provide professional learning opportunities to support staff. Collaboration with the School Psychologist and other team members helps strengthen support for students. The Student Adjustment Checklists are used to meet NCCD requirements and ensure accurate reporting.

School Psychologist will:
Work with school staff to improve student outcomes by observing students with additional needs and identifying their learning challenges. They communicate with parents to share concerns and offer support, while also providing helpful information and connections to external services when needed.

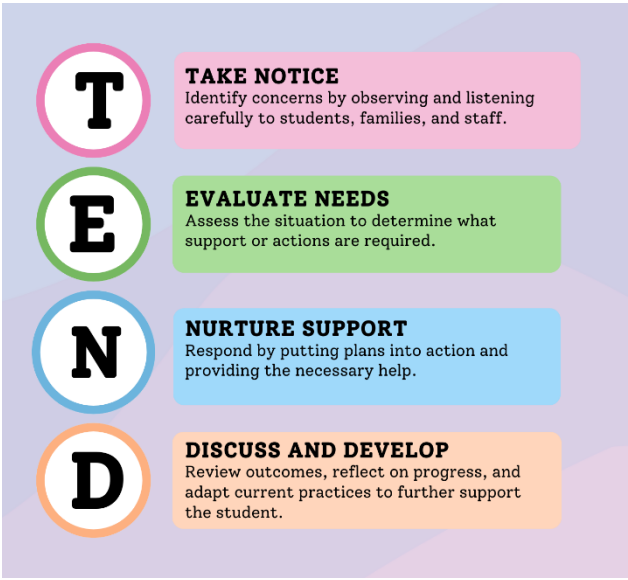
3. DOCUMENTED PLANS

A documented plan is an umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms, including:

- Individual Education Plans (IEP);
- Individual Behaviour Plans (IBP);
- Individual Transition Plans (ITP);
- Risk Management Plans (RMP);

4. ADDITIONAL SUPPORT AVAILABLE

- School Chaplain
- School EAL/D Support Teacher
- School Psychologist
- School of Special Educational Needs: Medical and Mental Health
  - Liaison for teachers when students are in hospital, being supported by CAMHS or unable to attend school for medical or mental health reasons.
- Speech and Language Outreach Service (Roseworth Primary School)
- Child Development Service: Wanneroo
  - Referrals can be made for a variety of disciplines such as Speech and Language, Occupational Therapy, Social Work, Paediatrics, Physiotherapy and Audiometry.
- TEND Model (see below)



5. REFERENCE DOCUMENTS

- Behaviour Management Policy
- Child Protection Policy and Procedures
- Complaints and Concerns Policy and Procedure – Students
- Duty of Care Policy
- Inclusive Education Policy
- School Assessment and Reporting Policy
- Staff Code of Conduct
- Student Code of Conduct

B. STUDENT BEHAVIOUR POLICY

1. PURPOSE

"Treat others the same way you want them to treat you." - Luke 6:31

Scripture calls all people to love God and love others (Matthew 22:37-14). How we treat ourselves should guide how we treat others (Luke 6:31). Regardless of role or position in the school, all staff, students, families, and visitors deserve respect, courtesy, and care. This belief shapes and directs the school's approach to student discipline.

Scripture also calls people to be self-disciplined (Proverbs 16:32, 2 Timothy 1:7). Self-discipline, a fruit of the Holy Spirit, can be learned and strengthened. Self-control is encouraged, taught, and developed with the expectation that students will treat others as they wish to be treated.

God disciplines His children out of love and for their growth (Hebrews 12:6,10; Proverbs 12:1). Within a biblical worldview, discipline begins in the home, with parents raising children "in the discipline and instruction of the Lord" (Ephesians 6:4). The Bible highlights that parental discipline leads to "rest" and "delight" for the heart (Proverbs 29:17). Emmanuel Christian Community School seeks to support parents in this role by providing students with instruction, guidance, and correction, including appropriate consequences for behaviour.

The purpose of the **Student Behaviour Policy** is to help students mature in character and self-discipline through the consistent and fair application of developmentally appropriate, educative discipline procedures. The goal is that students learn self-discipline and take responsibility for their actions, all within a caring and supportive Christian environment.

2. POSITIVE BEHAVIOUR

Emmanuel is a vibrant, inclusive community that consists of students and staff from a variety of ethnic backgrounds. Our dedicated educators thrive in safe, well-supported classrooms where mutual respect is an expectation and students are engaged in the life of the school community, valuing and honouring their teachers while actively pursuing excellence in learning.

There's an expectation that our students come ready to give their best. As a school, we acknowledge and actively reward students for their positive choices using means such as:

- *Verbal encouragement and recognition*
- *Merit stamps*
- *Certificates*
- *Lunch-time activities*
- *House points*
- *Year group social events, which may include camps, balls, and movie nights*
- *Reward excursions*
- *'Good standing' status*
- *Providing opportunities to serve through leadership and other responsibilities*

These events strengthen social connections and reinforce the positive culture at ECCS. Our reward systems help students see the real-life impact of making positive choices and experiencing positive outcomes.

3. TEACHER-STUDENT INTERACTIONS

Teacher-student interactions go beyond behaviour management, creating meaningful engagements that build mutual respect and trust, and shaping how students view and connect with their teachers.

Students quickly sense whether a teacher genuinely cares. Without that trust, even the best classroom strategies can fail, leading to disengagement and poor academic performance.

To build respect and strong relationships, teachers must engage positively—teaching, listening, encouraging, recognising strengths, offering support and going the extra mile.

Teachers play a vital role beyond academics by showing interest in students' lives. By doing so, they foster a sense of value and belonging in the students. Genuine care is the foundation of a supportive learning environment.

4. BUILDING STRONG CONNECTIONS

Building strong connections with students requires intentionality. Teachers should establish daily self-reflection routines that evaluate the level of connection they have with their students and consequently, seek opportunities for deeper engagement. Asking questions such as the following may help in this process:

- *Do I know every student's name in my classes?*
- *When was the last time I engaged with a student in a manner that was supportive, encouraging or uplifting?*
- *Who are this student's closest friends?*

Through this process, teachers must ensure that they maintain a professional interest in the student, to avoid a student becoming overly familiar and seeking to establish a personal relationship.

5. UNDERSTANDING SCHOOL CONNECTEDNESS

School connectedness is built when students feel genuinely cared for by their educators, academically and personally. This fosters trust, motivation and engagement, which are keys to student success.

6. EVALUATING SCHOOL CONNECTEDNESS

School connectedness can be measured through key indicators:

- ***Academic Engagement:*** *Motivation and commitment to learning.*
- ***Belonging:*** *Feeling valued, respected and cared for by peers and staff.*
- ***Fairness:*** *Perception of consistent and just rule enforcement.*
- ***Attitude Toward School****: Willingness to attend school and be positive.*
- ***Extracurricular Involvement:*** *Participation in activities beyond the classroom.*
- ***Student Voice:*** *Opportunities to be heard and influence decisions.*
- ***Peer Relationships:*** *Quality of friendships and social inclusion.*
- ***Safety:*** *Sense of physical and emotional security.*
- ***Teacher Support:*** *Feeling understood, supported and appreciated by staff.*

7. FACILITATING CONNECTEDNESS AT EMMANUEL

7.1 Primary

- Whole school morning assemblies on a daily basis
- Extracurricular activities: swimming training, Run Club, school choir, Year 6 Masquerade etc.
- Parent nights and similar experiences such as the Learning Journey
- Daily prayer with and for our students
- Special days where staff and students dress to a theme
- School fundraising ventures: Jump Rope for Heart, Compassion, Shoebox Appeal
- Graduation jackets for Year 6's
- Early morning breakfast provisions
- Morning duties where staff welcome students and families to school
- Use of Teams for upper primary students, allowing interactions between teachers and students where assistance is needed
- Participation in interschool carnivals

7.2 Secondary

- Faction Friday which includes Lunch time activities
- Lunch time supervised hang out room
- Year 12 Common room
- Structured sport including soccer Academy and Volleyball specialist programs, Cadet program.
- School Band
- Year group social events
- School breakfast club
- Orientation Day and seminar
- Twilight Tour

7.3 Whole School

- Morning Form classes
- Whole school prayer
- School Camps: Year 6, 9, 11, student council and cadets
- Multicultural Day Parade
- Combined Easter Service
- Chaplains regularly engage with students one to one and often connect with students first
- School psychologist
- Year 7/11 Mentoring program
- School wide Peacewise program Pastoral follow up for all students
- Subject clubs
- A strong house or faction system
- Student Council
- Lunch time Cru bible study groups

8. IMPLEMENTING A CULTURE OF POSITIVE BEHAVIOUR

"A behaviour curriculum defines the expected behaviours in a school. The behaviour curriculum outlines the values of the school and the intended behaviour culture of the school. It clearly outlines the way that these behaviours will be taught and maintained throughout the school. As part of the behaviour curriculum the routines and rules that help to develop the behaviour culture are described."
Tim McDonald, Teaching Behaviour: How Classroom Conduct Can Unlock Better Learning.

9. DISCIPLINARY APPROACH

Our school promotes discipline through preventative, restorative, and corrective strategies:

9.1 Preventative Discipline

- Communication of the **Student Code of Conduct**.
- Biblical teaching on self-control, wise decision-making, respect for authority, and love for others.
- **Peacewise program** to foster conflict resolution skills.
- Use of low-key interventions to redirect minor misbehaviours.
- Developmentally appropriate positive reinforcement.
- **Good Standing** system to encourage compliance.

9.2 Restorative Discipline

- Viewing conflict as an opportunity for growth.
- Holding students accountable for their actions and applying measures to repair relationships.
- Parental communication and involvement.
- Chaplain referrals for emotional and behavioural support.

9.3 Corrective Discipline

- Individual Behaviour Plans for ongoing concerns.
- Loss of Good Standing for repeated violations.
- Parental involvement and communication.
- Detentions, suspensions, or expulsion when necessary.

10. EXPECTATIONS FOR SCHOOL STAFF

School staff will:

a) Treat students with dignity and respect.
b) Expect students to treat others the same way.
c) View discipline as an educative process where students learn from their actions.
d) Be consistent and fair in recognising and rewarding appropriate behaviour.
e) Apply disciplinary procedures consistently and fairly.

11. PROCEDURAL FAIRNESS IN DISCIPLINE

When discipline is required, procedural fairness is always applied:

- Clear communication of rules and any alleged breaches.
- Students are informed in a way they can understand.
- Students have an opportunity to respond.
- Investigations are conducted fairly and without bias.
- Consequences are proportionate to the behaviour.

12. ZERO TOLERANCE POLICIES

The school strictly prohibits **child abuse, racial discrimination, corporal punishment, and degrading punishment**. These include:

12.1 Child Abuse

i. **Physical abuse** – Intentional harm inflicted by an adult or caregiver.

ii. **Sexual abuse** – Inappropriate exposure to or involvement in sexual activity.

iii. **Emotional abuse** – Psychological harm or exposure to domestic violence.

iv. **Neglect** – Failure to provide essential care and protection.

12.2 Racial Discrimination

Treating someone unfairly due to their race, ethnicity, or skin colour.

12.3 Corporal & Degrading Punishment

Any discipline that *inflicts pain, humiliation, or fear*.

13. DEVELOPMENTALLY APPROPRIATE POSITIVE REINFORCEMENT

Primary School	Secondary School
Verbal and written praise	Verbal and written praise
Merit stamps and certificates	Certificates
House points	House points
Extra-curricular excursions	Year-group social events
Good Standing retention	**Reward excursions**

14. PRIMARY AND SECONDARY BEHAVIOUR MANAGEMENT

Behavioural incidents are addressed through a **progressive intervention model**:

i. **Teacher Level** – Minor misbehaviour (warnings, short time-outs, parental contact).

ii. **Teacher & Parent Level** – Repeated disruptions (parent meetings, temporary removal from class).

iii. **Teacher, Parent & Deputy Level** – Moderate behaviour issues (increased interventions, loss of privileges).

iv. **Deputy & Principal Level** – Serious breaches (suspension, conditional enrolment).

v. **Principal Level** – Severe misconduct or repeated violations (expulsion).

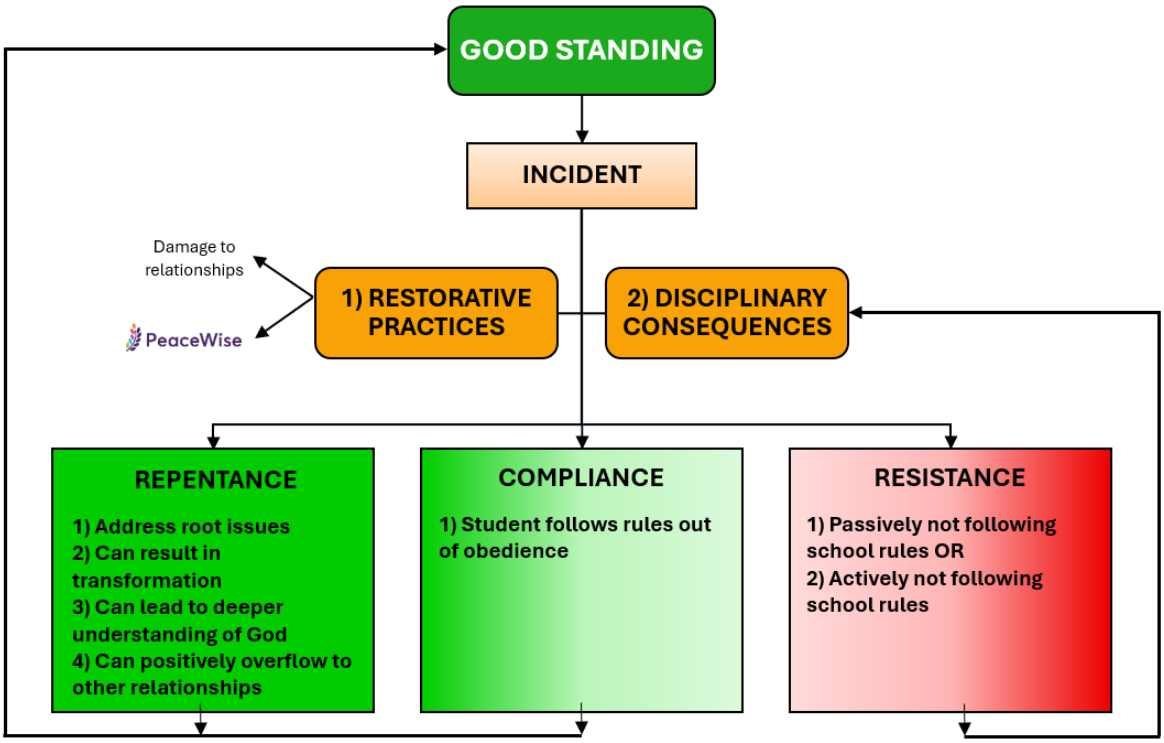
Students involved in **bullying, drug-related offences, or bringing prohibited items to school** bypass lower discipline levels.

15. GOOD STANDING FRAMEWORK

All students start the school year with **Good Standing**, granting them access to school events and privileges. Loss of **Good Standing** may result from:

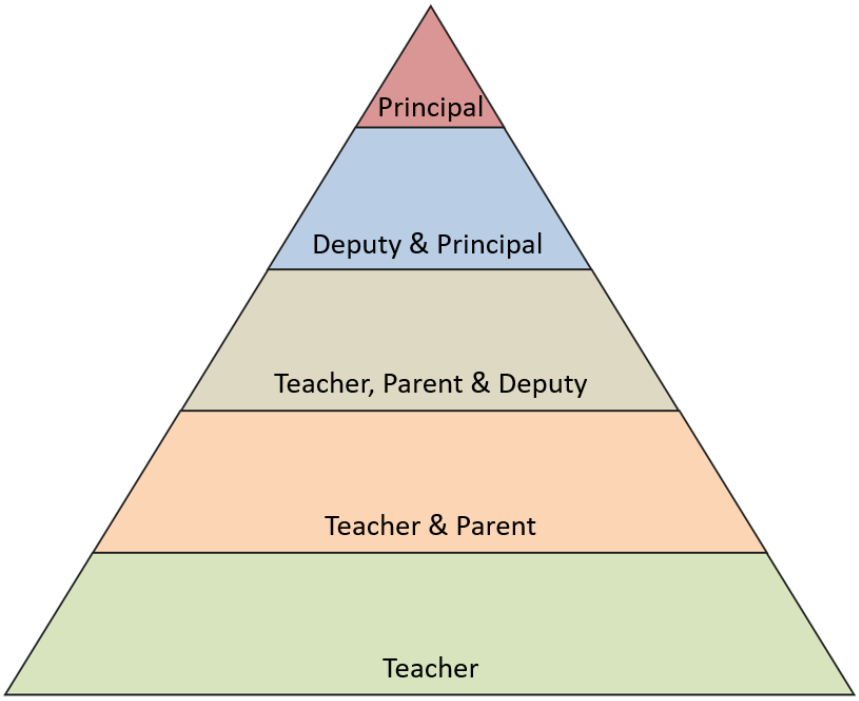
- Frequent unapproved absences.
- Repeated failure to complete classwork or assessments.
- Serious breaches of the **Student Code of Conduct**.
- Violations of Behaviour Plans or contracts.

Students can **restore** Good Standing through **repentance, compliance, and improved behaviour**.



16. PRIMARY SCHOOL SPECIFIC (K-6)

PRIMARY SCHOOL K-6



The pyramid above illustrates the Primary School's behaviour management process, indicating the hierarchy and ideal amount of time spent at each level. E.g. Most disciplinary actions are handled solely by the classroom teacher, the least amount by the Principal.

This clear progression of disciplinary measures allows staff to act confidently within the hierarchy. It also enables students to rectify poor behavioural choices and engage in restorative measures before more serious discipline is required.

SPECIFICS OF EACH LEVEL

Teacher Level

- **Misbehaviour:** Low level
- **Requirements:** No parent contact or SEQTA records
- **Discipline:** Immediate action within the classroom (reminders, discussion, short Time Out up to 15 minutes)

Teacher & Parent Level

- **Misbehaviour:** Pattern of low level misbehaviour or disruptive behaviour
- **Requirements:** Scheduled meeting with parents
- **Discipline:** In-class with support from Deputy for Students (Time Out, short removal from class up to 30 mins)

Teacher, Parent & Deputy Level

- **Misbehaviour:** Moderate level or insufficient response to prior levels of discipline
- **Requirements:** Scheduled meeting with parents and Deputy for Students
- **Discipline:** During break time or with Deputy (removal from class up to 1 hour, removed privileges)

Deputy and Principal Level

- **Misbehaviour:** Moderate-high level or insufficient response to prior discipline
- **Requirements:** Scheduled meeting with parents, Deputy and the Principal
- **Discipline:** Isolation at school or in parent's care at home (in-school or out-of-school suspension, conditional enrolment)

Principal Level

- **Misbehaviour: High level or insufficient response to prior discipline**
- **Requirements: Scheduled meeting with parents & Principal, inform the School Board**
- **Discipline: Removal of a student's enrolment (expulsion)**

Note:

- Notes are recorded in SEQTA for each level except for Teacher level. This discipline is considered the expected, day-to-day behaviour management required at school.
- Levels of discipline may be skipped if the severity of a misdemeanour warrants it. E.g. Students involved in bullying or bringing illicit substances to school, will not be disciplined at Teacher level. These actions go directly to Deputy and/or Principal level.
- Behaviour management and discipline in Kindy and Pre-Primary, whilst adhering to the same process, will differ in its application. Due to the age of the students and their limited time within the school community, a greater proportion of time is spent within the first two levels of behaviour management. The goal is to establish good routines, appropriate behaviours and a positive response to discipline.

16.1 Definitions

Term	Meaning
Insufficient Response	No noticeable change in attitude or action despite previous disciplines.
Time Out	A specific, supervised room where students go for either 15 or 30 minutes during their lunch break. (See details below)
Isolation	A quiet, supervised room where a student completes their work away from their peers.
Removed Privileges	Privileges include: reward excursions, participation in interschool carnivals, classroom free time/fun activities
In-school Suspension	Student attends school but is removed from peers (see isolation) for a designated number of days determined by the Principal.
Out-of-school Suspension	Student does not attend school for a designated number of days determined by the Principal.
Conditional Enrolment	Upon returning from suspension, it details specific behavioural expectations that must be met. Failure to meet these standards may result in expulsion.
Expulsion	Student's enrolment at ECCS is removed.

16.2 Time Out

Time Out occurs in a specific, supervised room every lunch break. Students may go to Time Out for the following reasons:

i. **Incomplete work**: If a student fails to complete assigned class work or homework, they may be asked to complete it during their lunch break.

ii. **Inappropriate behaviou**r: If a student doesn't adhere to the class's behavioural expectations or fails to obey school rules, they may be sent to Time Out. This is usually for 15 minutes but depending on the misdemeanour, may be 30 minutes.

iii. **By choice:** Students may choose to complete work, study for tests or use their devices to complete assigned tasks in the quietness of Time Out.

The Time Out room is not used by Kindy or Pre-Primary students. Year 1 and 2 teachers may ask students to attend the Time Out room but more commonly have students 'sit out' in their own shared space. Time Out is mainly used to discipline Year 3-6 students.

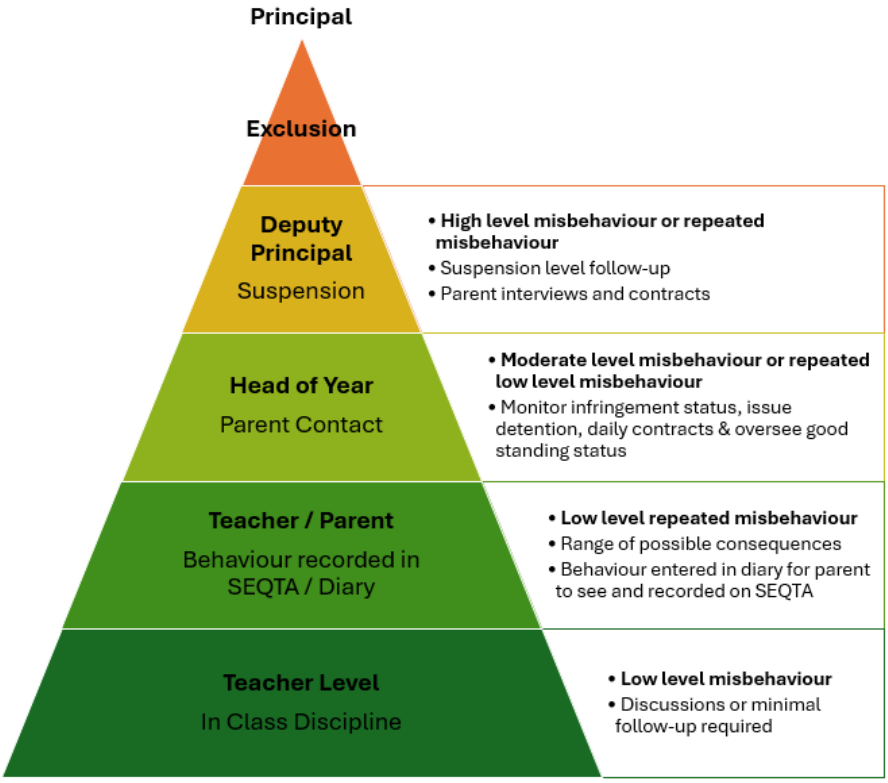
See next page for Secondary School Specific Behaviour Management

17. SECONDARY SCHOOL SPECIFIC (7-12)

17.1 Definitions

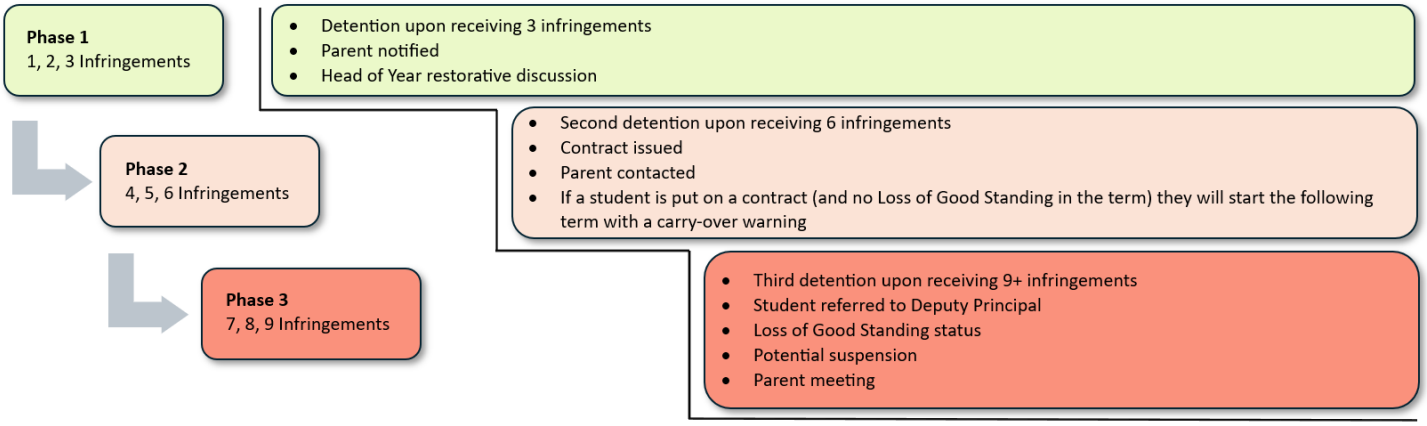
Term	Meaning
Formal Warning:	Issue of a verbal warning of a minor breach of school rules, noted on SEQTA.
Infringement:	Breach of rules, failure to heed warnings. SEQTA entry must be made
Send Out:	Teacher/staff response to disruptive or disrespectful behaviour in class.
Detention:	Accumulation of 3 infringements or a moderate to high-level breach. Logged on SEQTA and stamped in diary
In school suspension:	Suspension at school, in school uniform, withdrawn from class and peer contact.
Out of school suspension:	Suspension at home.
Conditional enrolment:	- At enrolment of new student for whom school or parent have concerns. - Previous student returning for whom school or parent have concerns. - Existing student following suspension.
Loss of Good Standing	Following loss of good standing, student may not attend any special events, including educational or social.
Contract:	- Daily Contract - teacher rating at each class for a stated period of time. - Restricted Contract - isolation in class and at break times.
Agreement:	Follows meeting of staff, student and parents after student suspension and reflection.
Expulsion:	Withdrawal from enrolment at the school.

17.2 Tiers of Staff Responsibility

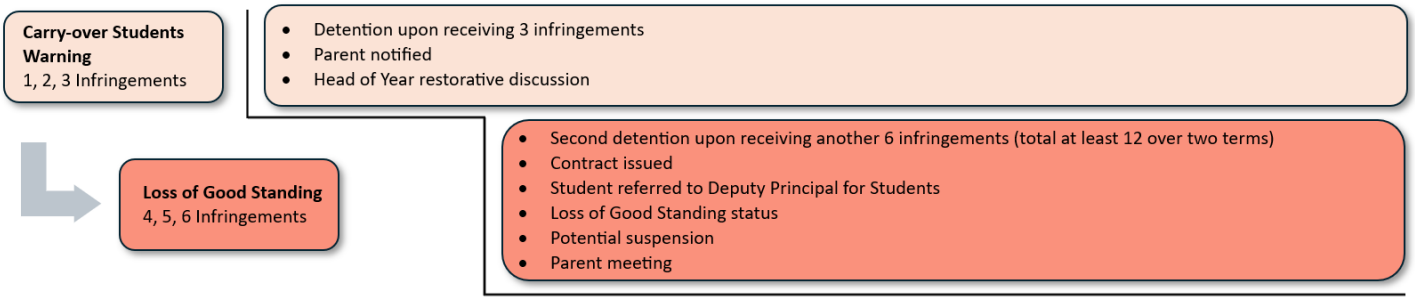


17.3 The Infringement Process

The Infringement Process



Note that students who have accumulated 0-5 infringements in one term will start each new term at Phase 1. Those students who were on a contract for 6+ infringements from the previous term will start a new term with a warning that their behaviour must improve, and should they progress to a further 6 infringements then they will lose good standing.



17.4 Guide to Understanding Behaviour Levels and Staff Response

The list of misbehaviours below is a guide only and assists to give clarity to the procedural levels. It is also not an exhaustive list of all possible behaviours. Consideration should be taken of any other relevant factors, which may impact what and how discipline should be undertaken to ensure the best outcome for the student. (e.g., extenuating circumstances in a particular student's family)

LEVELS OF MISBEHAVIOUR	PROCEDURE FOR RESPONSE
LOW LEVEL EXAMPLES: • Not following simple teacher instructions • Interrupting teacher and other students • Being late or disorganised	**LEVEL 1** • Low level discipline for matters including misbehaviour, lateness, and non-completion of work. Student is warned and may be infringed. • Incident put on SEQTA
MODERATE LEVEL EXAMPLES: • Intentionally disobeying or disrespecting a teacher • Swearing at other students • Improper use of devices • Frequent non-adherence to school rules • Consistent breaches of uniform policy	**LEVEL 2** • Students who accumulate three infringements will receive one full lunchtime detention from either their teacher or Head of Year. Infringements are given for a range of matters including repeat misbehaviour, lateness, uniform breaches and being unprepared. • Students who accumulate a further 3 infringements (totalling 6) will have a second detention and a contract issued by their Head of Year.

• Consistent lateness or non-attendance with inadequate justification	• A contract is completed when the terms are met to the satisfaction of the Head of Year and a minimum of one Chaplain visit has occurred. • Students who reach 6 infringements and are placed on a contract, should be aware that their Leadership Good Standing could be adversely affected. • Serious misbehaviour may result in immediate removal from class. • Chaplain visits are to be organised in the students break time
HIGH LEVEL EXAMPLES: • Swearing at School staff • Students physically fighting each other. • Bullying • ANY Sexually inappropriate behaviour – words, action, images • Drugs or alcohol brought to school. • Bringing any item the school deems inappropriate/dangerous to school i.e. weapons • Unauthorised or misuse of devices, internet access or mobile phones	**LEVEL 3** • An in-school Suspension will be issued when a student continues to demonstrate ongoing repeated misbehaviour or a single high-level behavioural breach. • *This may occur when a student reaches 9 infringements, or the misbehaviour is of a serious nature. • A student may not re-enter class without a parent interview taking place first. The suspension may be an in or out of school suspension as determined by the Leadership Team. **LEVEL 4** • Parents will be notified that continued misbehaviour may result in cancelled enrolment. • The Leadership will consult together at this level and the above process may include contracts and/or conditional enrolment. **LEVEL 5** • Termination of Enrolment letter - issued by the Principal. *Parents can follow the Grievance Process if they would like to contend the decision made by the Principal. This would be brought before the Board of Governance for a review. The child who has been excluded may at a later date be given the opportunity to apply for re-enrolment.*

17.5 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 leadership. 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:

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

17.6 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 this is done in consultation with the school's senior leadership, the student and their parent. A reflection sheet is filled out and a parent meeting with the student occurs. In this meeting, a re-entry contract (agreement following suspension) is completed with all three parties.

17.7 Student and Parent Contracts and Agreements

a) Daily Contract
This Contract is given to monitor behaviour usually after 6 infringements. (Appendix 1)

b) Restricted Daily Contract
This contract usually follows In or out of school suspension. (Appendix 2)

c) Student / Parent Agreement Following Suspension
This formal agreement is between the school, student, and their family detailing requirements. (Appendix 3)

d) Conditional Enrolment
This is a formal contract between the student their family and the school, detailing requirements for continued enrolment for either several suspensions or for a new student. (Appendix4)

17.8 Immediate Expulsion

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 prohibited drugs, alcohol or dangerous weapons to school and serious criminal damage to the property on school grounds.

17.9 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 a student off a chair etc.)
- Physical abuse
- Disrespect towards a teacher, staff or student
- Swearing

17.10 Sexting

Using a mobile phone or the internet to take, send or receive a sexually explicit image is known as 'sexting'. This is illegal and can have legal repercussions. At ECCS this is a high-level incident. Students found to be engaged in sexting may also face school consequences.

C. ATTENDANCE POLICY

1. OVERVIEW

This policy is provided to all students, parents, guardians, carers and staff at Emmanuel Christian Community School. This policy is included in the Parent Handbook and on the school website.

This policy provides information and advice about staff, parent and student obligations and expectations associated with school attendance and managing attendance.

Emmanuel Christian Community School, parents and guardians share responsibility in relation to student school attendance.

A parent or guardian has a legal obligation to send their child/ren to school every day, to participate in all school activities during school terms and to provide an acceptable explanation when they are unable to attend school for one or more days.

Emmanuel Christian Community School is responsible for recording, monitoring and managing attendance, reporting absentee concerns to parents and ensuring compliance with Department of Education and other associated legislated requirements. This applies to both face to face and online learning.

2. SCOPE

All Administration and teaching staff of Emmanuel Christian Community School, students and parents 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.

3. CONTEXT

Emmanuel Christian Community School may, from time to time, review and update this policy to take account of changes to the school's operations and practices and to make sure it remains appropriate to the changing legal and school environment.
Emmanuel Christian Community School fosters and maintains a safe and positive learning environment which promotes engagement and participation as well as providing a supportive learning environment and an engaging and relevant curriculum to create conditions conducive to regular school attendance. Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes.

4. POLICY

School Education Act 1999 and the Student Attendance Policy
The School Education Act 1999 and the **Student Attendance Policy** provides the statutory framework for the operation of all schools in Western Australia and outlines the mandated procedures for managing student attendance within WA schools. It is issued by the DEPARTMENT OF EDUCATION to provide information for parents and WA schools.

The Department of Education supports parents/carers to take responsibility for their child's attendance at school. Failure of parents/carers to engage with the school or comply with agreed Attendance plans may require parents to remove their child from the school. Parents/carers will then need to enrol their child at another independent or State school. The Department of Education may seek to prosecute where all other efforts to engage a parent voluntarily have been unsuccessful.

4.1 Purpose and Importance

Emmanuel Christian Community School recognises the crucial role that regular attendance plays in a student's academic success and overall development. Consistent school attendance enhances learning, helps students develop good habits, and ensures they fully benefit from the educational opportunities provided.

4.2 Attendance Requirement

Students are required to maintain at least an 90% attendance rate. This means that students must attend school for a minimum of 90% of the school days in each term. This policy is designed to ensure students remain engaged and do not fall behind in their studies.

4.3 Addressing Attendance Issues

There are general stages to addressing non-attendance:

1) Initial Intervention (Teacher)
2) Continued Non-Compliance (Middle Leadership)
3) Enrolment in jeopardy (Principal)

Please see point 3.13 below for more detail.

4.4 Catch-Up Work

Teachers at Emmanuel Christian Community School strive to support all students, but it is important to note that they may not always be able to provide catch-up work, especially in cases of prolonged or unapproved absences. Missing school can have a significant impact on academic progress, and it is essential for students and parents to understand this.

4.5 Student Absenteeism

In circumstances of excessive absence after all attempts to resolve the issue have been taken, or parents are not cooperative, the Principal may refer the matter to the Department of Education.

4.6 Conclusion

Emmanuel Christian Community School is committed to creating a positive and effective learning environment. We appreciate the cooperation of parents and students in ensuring that all students attend school regularly, allowing them to make the most of their educational experience.

5. RESPONSIBILITY

5.1 School Principal

When a student’s attendance falls below 90%, the principal is required to investigate the matter and develop a plan (in consultation with the family) to address and restore regular attendance. Developing the habit of going to school every day is vital so children do not miss out on important ideas and skills they need for future learning.

5.2 Teaching Staff

Teaching staff are required to record all student absences by taking the morning or afternoon roll through SEQTA. For secondary students, teachers are required to take the roll every period. All attendance matters/issues are to be communicated to the Attendance Administration so they are recorded accurately or followed up in a timely manner.

5.3 Parents

Parents and guardians are responsible to ensure their child/ren attends school on time every day during school terms and any approved school activities and provide reasons for their absence if they are unable to come to school for one or more days.

5.4 Students

Students are required to be present at school from 8:30 AM till 3:15 PM unless a valid written note is provided. They are not permitted to leave the school premises between this time without teacher's permission or being signed out by their parents.

5.5 Attendance Administration

The nominated attendance officer is required to follow up reasons for absence if no contact is made by phone, text or email. If no further reason is provided via SMS, Email or phone call, a letter is sent to parents and guardians to inform them of the absence and requesting them to complete, sign and return an explanation of absence.

As directed by the Department of Education WA, Emmanuel Christian Community School must record student attendance in writing, the reason given for each absence. This is necessary to:

- Meet legislative requirements
- Discharge schools' duty of care for all students
- Assist calculation of the school's funding

Accurate and comprehensive student attendance records, including the reasons for any absences, also allow schools to monitor the effectiveness of attendance improvement strategies.

It also provides evidence for any further enforcement proceedings including issue of an Infringement Notice (and any appeal) and court proceedings if it appears a parent may not have met their legal obligations to ensure their child attends school.

5.6 Supervision

Parents and guardians are encouraged to bring their children to school after 8:15am. While we request that children not arrive before this time, the school has staff on duty from 8:00am to supervise any students who arrive early. However, students arriving before 8:00am will not be supervised.

Students should be collected promptly when school finishes. If parents cannot pick up their children on time, they should contact the school administration office to alleviate any concerns or distress their child/ren may experience. These situations should be the exception not the rule, because of the inconvenience it creates for staff who have other responsibilities to attend to.

6. ATTENDANCE COMMUNICATION

Parents are required to sign the conditions of enrolment on the enrolment application which includes attendance and participation of their child/ren in all school activities which are compulsory and therefore parent notes are required for Non-Attendance.

Students are required to be punctual and should be present at all lessons unless unwell or have another legitimate reason.
Absences should be communicated to the school office by 9am on the day of absence.

This can done in several different ways:

1) Using the SEQTA Engage app "Absence" Module
2) SMS (0418 793 030) or Email (attendance@eccs.wa.edu.au) the school attendance officer with the following details:
   - Child's full name
   - Class/Year level
   - Date of absence(s)
   - Reason
3) Phone call (9342 7377). Note that the phone line can get very busy in the morning, so it is preferred that parents use one of the previous methods if possible.

An SMS will be sent on the day of absence if a reason is not supplied by 9am, and subsequent phone calls/emails/letters until the absence is resolved.

If there is no further contact with the school and absence is still unresolved, an email is sent at the end of the week (Every Friday). If the absence remains UNRESOLVED, a letter is sent to the parent to provide an acceptable reason. Parental interviews with the Principal or Deputy Principal will be required for those who are continually late or absent from school.

7. AUTHORISED PERSON (Person Collecting A Student)

Parents are required to nominate a list of adults eligible to collect their child when they complete an enrolment form and staff will strictly adhere to this. People authorised as emergency or daily pick-up are assumed to be able to collect a child. **It is the parents' responsibility to maintain current records on enrolment forms and advise staff accordingly of any changes to these details.**

A PARENT AUTHORISATION FORM SHOULD BE COMPLETED BY ALL PARENTS PRIOR TO ANY UNFAMILIAR PERSON COLLECTING A STUDENT (see example of this form in Appendix 1).

TO ENSURE THAT STAFF KNOW EXACTLY WHO IS COLLECTING A STUDENT, THE FOLLOWING PROCEDURE IS TO BE ADHERED TO EVERY DAY:

- People authorised as emergency or daily pick-up are assumed to be able to collect a student.
- **It is the parent's responsibility to complete a 'Parent Authorisation Form', maintain current records on enrolment forms and advise staff accordingly of any changes to these details.**
- Kindergarten and Pre-Primary children are required to be brought in and collected from their relevant classrooms by a parent or responsible/authorised adult.
- Parents are required to make contact with a member of staff before leaving their child.
- Parents are required to record the name of any nominated person/s on the sign in sheets if unable to collect their child that day.

Children will only be permitted to leave the Kindy with adults listed on the PARENT AUTHORISATION FORM (including parents of other enrolled children). PARENTS CANNOT ATTEMPT TO BYPASS THIS PROCEDURE. Our Duty of Care requires us to insist this procedure is followed.

8. ATTENDANCE REASONS

Parents MUST comply with their compulsory schooling or compulsory participation obligation by providing a satisfactory reason for absences either before or on the day of the absence, or as soon as practicable. Where possible, parents should inform the school in advance of upcoming absences.

8.1 ACCEPTABLE REASONS:

- Sickness/Medical/Dental
- Danger of being affected by an infectious or contagious disease
- Temporary or permanent infirmity/disability
- Bereavement within the family or of a close friend/relative
- Family trauma
- Surgery

8.2 UNACCEPTABLE REASONS

- Truancy
- Helping at home or at parent/guardian's place of work
- Part-time or casual work
- Appointments which could be made outside of school hours (including driving lessons and tests)
- Holiday

8.3 LATE ARRIVAL

All Students who come to school late should report to the front office to SIGN IN via KIOSK (IPAD located at both campus reception) – the school's electronic sign in/out system.

Primary students will take a YELLOW SIGN IN CARD and should present it to the class teacher before being allowed to join the class.
Students who do not present a card will be sent back to the office to get one.

8.4 EARLY DEPARTURE

All Students who need to be taken out of school during school hours will be required to SIGN OUT via the same KIOSK (IPAD located at both campus reception) – the school's electronic sign in/out system.

Primary students will take RED SIGN OUT CARD and should present it to the class teacher before being allowed to leave the class.
Parents signing out their child without presenting the red sign out card will be sent back to the office to get one.

Students must sign back in via the KIOSK if returning from any appointment.

8.5 STUDENTS ABSENT FROM SCHOOL FOR AN EXTENDED PERIOD DUE TO SICKNESS OR INJURY

Any student who is absent from school for an extended period due to sickness or injury must provide written note from parent and/or medical certificate.

In the event of a child being sick or involved in an accident at school, parents are contacted as soon as possible. Parents need to ensure that the school is provided with current contact details. The school must be informed of any changes in telephone numbers, addresses or the emergency contact person. **It is of utmost importance that personal details are current.** The school will seek an update of all household details on an annual basis, usually at the beginning of every year.

8.6 ACCEPTED LEAVE

This is leave sanctioned by the Principal for any student who is representing the school, state or nation at an approved sporting or cultural event. It is the parents' responsibility to apply for this leave at least three weeks prior to the absence. Teachers will endeavour to support the student's ongoing education and minimise the impact of the absence on marks or outcomes, particularly if the student meets the negotiated work submission requirements.

8.7 SCHOOL EXCURSIONS

School Excursions are an approved school activity. Class teachers will take the roll before leaving the school grounds and the Attendance Administrator will mark them as present on the class roll. Teachers are required to let the Office Administration know if students are absent from an excursion, incursion, sporting carnival or camp as these are compulsory events.

8.8 PERMISSION TO BE OUT OF CLASS

No student is allowed out of class without permission from a teacher.

School Boundaries:

1. All students must stay within the school boundaries at all the times.
2. Students are not permitted to leave the school grounds without parent supervision. This applies at all times, before school starts, during school hours and after school hours. It is the responsibility of the parent to pick up their children soon after 3:15 PM.
3. Students may not go to the park/oval without permission during school hours.
4. No buildings on the grounds may be entered without staff consent.
5. Respect for personal safety of others and care of their property is necessary.
6. Bicycles must not be ridden in the school grounds. They must be walked once inside school property, then placed in a bike rack until after school. Students who ride bicycles must wear safety helmets.

8.9 FAMILY HOLIDAYS

Parents must inform the school Principal in writing about any planned family holidays. The Principal will acknowledge the absence but will not approve it. Emmanuel discourages extended absences from school, as this significantly disrupts learning programs and the academic momentum of students absent from them. Homework will not be provided during the absence.

Absence from school due to family holidays is deemed to be taken at the discretion of the family– thus there is a choice in the matter. It is not an accepted or endorsed absence and should therefore be avoided as a reason for absenteeism from school. Parents must take responsibility for the consequences of this absence. The timetable, learning program and assessment schedule will proceed. Students have course and assessment outlines for all upper school courses and many lower school subjects. Teachers may or may not be in a position to make arrangements to allow a student to meet assessment requirements.

Teaching Staff cannot be expected to undertake a significant additional workload or jeopardise the integrity of their tests and assessments in order to meet the needs of students who are absent under these circumstances. As a consequence, there is a real possibility that a student's results will be affected.

The school is limited in its ability to support students who travel overseas at times when assessments are scheduled. This is especially critical prior to holiday breaks. Families should avoid removing students at this time unless there are exceptional circumstances. Reports will not be posted or issued early for students.

8.10 GOOD STANDING

Should a students attendance be under 90%, their good standing may be jeopardised. This may result in removal from social events, interschool sports, camps, excursions and reward days, as well as other school events.

The decision for the changes in good standing is the responsibility of the school leadership.

8.11 TRUANCY

A student who truants (absents themselves without authority) on a day or from a class, has chosen to forego their educational opportunities and, as a consequence, a mark of zero or an outcome of "not demonstrated" will normally apply for any school assessments. Students who truant will face detention and parents will be notified of the truancy and it will be recorded as such on the school's attendance records. Repeated acts of truancy will result in additional detention penalties and parents will be required to meet with the Principal to address the behaviour.

Where a member of the public notifies the school that an Emmanuel student has been sighted in public and may be truanting, the school will telephone that student's parent and ask them to bring their child to school.

8.12 IN-SCHOOL OR OUT-OF-SCHOOL SUSPENSION

Students are required to continue to meet the requirements of their educational programs. The students (or family) are to advise the Deputy Principal of any difficulties in meeting this requirement. Where tests are set, the teacher or Deputy Principal will organise supervision to sit the test in isolation. The student must be delivered to the school and picked up from the school by a parent or a parent's nominee. The student will not be permitted to access any other part of the school or communicate with other students whilst at the school. The student is expected to submit all work by the due date.

The Principal/Deputy Principal is required to notify Office Administration and all relevant teachers if a student has been placed on In-School or Out-of-School Suspension, as well as the expected duration of the suspension and when the student returns to class or school. This notification includes the name and class of the student and the expected duration of the suspension.

- For an In-School Suspension, the student will be marked ***present*** but on ***suspension.***
- For an Out-of-School Suspension, the student is marked ***absent*** but on ***suspension***.

9. LOW ATTENDANCE PROCESS

When a student has a 10% non-attendance for a term without an acceptable reason, a letter will be sent home explaining the school attendance policy and requirements. If the attendance does not improve within two weeks, another letter will be sent to parents requesting to meet with the Principal to discuss the attendance expectation. A formal letter after this interview will be sent to the parent outlining the attendance expectation for the rest of the year and any unexplained absence must not exceed 20 percent in any term or part there-of. A care plan may be introduced.

If unexplained/unacceptable absences exceed 10% in any term, or part there-of, as outlined in the formal letter, the student may be excluded from Emmanuel Christian Community School. Parents will then be responsible for enrolling their child at another independent or State school.

10. STUDENTS WHOSE WHEREABOUTS ARE UNKNOWN

The Department of Education manages the day-to-day operations of the Students whose Whereabouts are Unknown (SWU) list on behalf of all three education sectors. The SWU list details students who have been reported as missing from school (Public, Catholic and Independent), Home Education, Notice of Arrangements and Exemptions. A student is regarded as missing when they cannot be located, their parent/s cannot be contacted, and Emmanuel Christian Community School has not received a transfer note.

Emmanuel Christian Community School will report students who are deemed missing within 15 days of their last date of attendance, after taking all reasonable steps to contact the family.

Where a student discontinues attending school and a notice of transfer (or letter of withdrawal from parent/s) is not received, Emmanuel Christian Community School will take all reasonable steps to locate the student and restore attendance by contacting the Education Regional Office and other agencies such as Child Protection & Family Services (CPFS) or the Western Australia Police.

The School Education Act (1999) requires that non-attending students remain on the current roll of the school's enrolment register and have their non-attendance recorded. Where a student discontinues attending school and a notice of transfer (or communication of withdrawal from parent(s) is not received) Emmanuel Christian Community School will take all reasonable steps to locate the student and restore attendance. When a student is missing, the school has the obligation to report this to the Education Regional Office.

11. WHEN A STUDENT IS ABSENT FROM SCHOOL WITHOUT REASONABLE EXPLANATION:

It is the parent(s) responsibility to provide a reasonable explanation to Emmanuel for their child/ren's absence within three (3) days. When a parent fails to provide a valid reason, the Attendance Administration will take all reasonable steps to contact the student's parent(s) to locate the student and resolve attendance issues.

11.1 Reasonable steps:

- Send letter home to parent(s).
- Phone student's home.
- Send SMS to parent contact numbers.
- Call student's emergency contacts.
- Check notifications of transfer.
- Contact student's previous school.
- Speak to relatives or peer group at school.
- Contact outside agencies (if involved).
- Contact attendance staff in the Education Regional Office.
- Contact the Student Tracking Coordinator.

If the student cannot be located using the reasonable steps listed above then the Attendance Administration is to complete an SWU Request Form (APPENDIX 2) within 15 school days of the student's last day of attendance and forward it to the Student Tracking Coordinator at Student.Tracking@education.wa.edu.au

The Student Tracking Coordinator enters the SWU request into the Student Tracking System and notifies Emmanuel Christian Community School via email of the student's new enrolment or placement on the SWU List.

The Enrolment Officer keeps the student on the current enrolment register and records their non-attendance until email notification has been received from the Student Tracking Coordinator. The Enrolment Officer moves the student to the former roll as of their last date of attendance once the Student Tracking Coordinator has notified this via email.

Missing students are placed on the SWU List which contains the names of children who are missing from schools and educational programs in Western Australia. This list is distributed monthly to administrators in private schools and some agencies by agreement.

12. MISSING STUDENT FOUND

When a missing student is located, the school that reported the missing student will be notified. The school will have to contact the new school and request a transfer note.

13. ABSENTEEISM PROCEDURE (YEARS 7-12)

13.1 Form Teachers

If students are away a full week with no communication from parents, form teachers record on SEQTA and call home. This includes unapproved absences, holidays etc.

Also email Deputy Principal for Curriculum and HoYs, and record on SEQTA if they notice a pattern or continued low attendance. Click send to coordinators and teachers.

13.2 Attendance Check, Weeks 5 & 9

Student Services Officer will do an attendance check on all secondary students and advise Head of Years of students with attendance below 90%.

13.3 Head of Year Reminder Letter, 5 weeks

Head of Years will send Attendance Reminder Letter to parents outlining the attendance policy and reminding parents that their child's attendance will need to increase to above 90% by the end of term. Failing this, a meeting with the Deputy Principal for Students will occur in Week 10.

13.4 Meeting with Deputy Principal for Students, 10 weeks

If a child's attendance has not increased to 90% or above, meetings will be scheduled for the Deputy Principal and parents. After this meeting, parents will be given a further 5 weeks to increase their child's attendance to above 90%.

13.5 Post-meeting Formal Letter

Formal Attendance Letter to be sent to parents outlining what was agreed to at the Week 10 meeting.

13.6 Meeting with Principal, following term, 15 weeks

Student Services Officer will do an attendance check. If after the further 5-week period there is no improvement to attendance, parents will be asked to meet with the Principal to discuss making arrangements to withdraw their child from the school in line with the Emmanuel policy. Emmanuel will endeavour to work with families and seek to understand individual circumstances including medical requirements.

14. RELEVANT LITIGATION OR AUTHORITY

- School Education Act 1999
- Australian Education Act 2013 & Australian Education Regulations 2013
- Registration Standards and Other Requirements for Non-Government Schools
  - Standard 6: Enrolment & Attendance Procedures

15. RELATED POLICY

- Enrolment Policy

D. CLASSROOM CARE AND PRACTICE POLICY

1. EXPECTATIONS FOR ALL STUDENTS

At Emmanuel, we are committed to creating a learning environment built on Christian principles, ones that foster respect, responsibility and readiness within our students.

All students are expected to do the following:

a) Attend school regularly unless there is a valid and appropriate reason for absence.
b) In the classroom, students are to treat their teachers and peers with high levels of respect, contribute positively to the learning environment and come prepared with all necessary materials for their lessons.
c) Wearing the Emmanuel school uniform with pride reflects our shared values and sense of belonging.
d) Students are also expected to complete all set tasks to clearly stated standards and uphold the expectations outlined in the Student Code of Conduct.
e) While students are not required to embrace the Christian faith, they are expected to show respect for the faith-based teachings, events and practices that are part of Emmanuel's identity. These practices support a culture of excellence and care, helping students grow into responsible and respectful learners.

2. PRIMARY

2.1 Uniform Expectation

- It is expected that students wear the correct school uniform, as outlined in the School Handbook, including the Winter, Summer and Sport uniform.
- Teachers should regularly check uniforms and accessories to see that they conform to the expected standards.
- If for some reason a student is unable to wear a part of the uniform, a note of explanation is required from the parents or carers.
- Students are expected to wear the correct school uniform each day.
- If a pattern of incorrect or incomplete uniform is observed, the Deputy Principal for Students will be notified and will follow up with the student and their family to provide support and reinforce expectations.

2.2 Mobile Phones

It is strongly recommended that students do not bring mobile phones to school. If, in extenuating circumstances, a phone must be brought to school, the following conditions apply:

- The phone must be brought under parent direction and supported by a documented reason.
- It must be handed in at the front office before the school day begins.
- It may only be collected at the end of the school day.

Once collected, the phone must not be used on school grounds without staff supervision.

2.3 Devices

- Class sets of school devices are available for each year level to use during class.
- Year 5 and 6 students purchase and bring a specified device to school.
- It's their responsibility to ensure the device is charged ready for use at school.
- These devices are for supervised use in the classroom and for homework, not for recreational use during breaks.

To ensure a safe and supportive digital learning environment, all devices used in the classroom are connected to the school's secure network, which includes age-appropriate internet filters and monitoring systems. These safeguards help protect students from inappropriate content and online risks.

Teachers are also expected to actively supervise device use and guide students in responsible digital behaviour.

Any **breaches** of the safe use policy will be addressed in accordance with the school's behaviour management procedures.

2.4 Diaries

- Students in Years 5 and 6 are expected to use a school diary to record their weekly homework and support communication between home and school.
- Parents are encouraged to check and sign the diary each week to acknowledge the tasks set and stay informed about their child's learning.
- This practice also helps students develop organisational skills and personal responsibility, preparing them for the expectations of secondary school.

3. SECONDARY

3.1 Diaries

- Students 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 secondary school students are expected to read through the Student Code of Conduct and, which parents sign each year.
- Form/Year level teachers check that these are signed and answer any questions therein.

3.2 Phones

- Mobile phones that are brought to school must be handed in during Form period.
- They are placed in padded pouches and stored securely until the end of the day.
- Failure to hand in a mobile phone will result in confiscation and disciplinary action.
- Confiscated phones must be collected from the Deputy Principal via an appointment.
- Further details regarding mobile phone policy can be accessed on the school website.

Any student/s using a mobile phone or any electronic device to cheat in exams or assessments or who uses vulgar, derogatory, or obscene language or engages in bullying, abuse or verbal or sexual assault while using a mobile phone will face disciplinary actions as sanctioned by the Principal or Deputy Principal.

It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if action as sanctioned by the Principal or the Deputy Principal is deemed ineffective, as with all such incidents, the School may consider it appropriate to involve the police.

3.3 Locker Related (Secondary School)

- Students are required to purchase a 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 have classes across the road and late students can cause a safety issue.

- 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.

3.4 Crossing the Road

Students are to inform a staff member before crossing the road. If they arrive late to class, then they will need to ask the front office staff to assist.

3.5 Classroom Procedures

3.1.1 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 teacher stating time & reason.

Students are to line up, enter classrooms quietly and stand behind their allocated seats ready for prayer, welcome and instruction.

3.1.2 Leaving Class

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

3.1.3 Uniform

Students must wear the correct uniform to school and all classes. Teachers will check uniform at the beginning of each class. This includes neat and tidy personal grooming. Incorrect uniform will be recorded in the student diary and on SEQTA and must be rectified as soon as possible.

Students without correct uniform will be referred to their Head of Year and a uniform pass may be issued. If there is a legitimate reason for wearing incorrect uniform communication from a parent or guardian should be written in the dairy. Valid communication being a note in the diary, direqt message or email.

For further details go to section 6 for Uniform Policy

3.1.4 Extra-Curricular and Reward Activities

Students should understand that rewards, extra-curricular activities and sport carnivals are a privilege to be earned. Good standing is kept by meeting expectations of behaviour and attitude. There is always opportunity for redemption at Emmanuel as outlined in the Good Standing Framework (Pt 15 Student Behaviour Policy).

Behaviour and attitude includes: organisation, correct uniform, punctuality and regular attendance.

3.1.5 Communication and Language

All members of the Emmanuel community are expected to communicate in a manner that reflects the school values, being mindful of mutual respect and professionalism. This applies across all contexts—spoken, written, digital, and non-verbal—whether in classrooms, online platforms, meetings, or informal interactions.

To ensure transparency and consistency across all school environments, including classrooms, all interactions between staff and students are to be conducted in English, unless otherwise approved for specific educational or cross-cultural purposes. This aims to facilitate a learning environment where transparency and trust are encouraged.

Expectations:

- **Respectful Language**: Use language that is courteous, appropriate and considerate of others' perspectives and experiences.
- **Tone and Sensitivity**: Speak with a tone that promotes understanding and constructive relationships. Communication should be free from hostility, condescension or dismissiveness.
- **Constructive Dialogue**: Encourage open, honest and solution-oriented communication that contributes to a positive and collaborative environment.
- **Digital Conduct**: Apply the same standards of respectful communication in digital spaces, including emails and designated messaging platforms within the school. E.g. Teams, SEQTA

EAL/D Translators:

Due to the high proportion of students from English as an Additional Language or Dialect (EAL/D) backgrounds within our school community, Emmanuel has appointed designated school translators to support effective communication between the school and families. This service ensures that important information—such as academic progress, wellbeing updates, school policies and event details—is conveyed clearly and accurately to parents and guardians who may require language assistance.

Unacceptable Classroom Communication:

- Use of profanity, slurs or language that intimidates, harasses or belittles others.
- Speaking in a condescending or patronising manner that undermines others' contributions or self-worth.
- Spreading misinformation or engaging in gossip that erodes trust and community cohesion.
- Dismissive responses to differing opinions or feedback, especially those that discourage dialogue or reflection.

Accountability:

Violations of this policy may result in appropriate disciplinary action in accordance with Emmanuel's Code of Conduct. Community members are encouraged to report concerns through established channels and to seek guidance when navigating difficult communication situations.

3.6 Expectations for all Staff

At Emmanuel, all staff are expected to actively contribute to a whole-school approach that prioritises the wellbeing and success of every student. This commitment is reflected through consistent practices such as:

- **PeaceWise Principles** – Staff and students are actively engaged in learning and applying PeaceWise principles to promote relational wisdom and conflict resolution. Staff receive training through targeted professional development, while students explore these values through the school's Bible program, fostering a culture of respect and restoration.

- **Whole School Prayer** – To nurture unity and spiritual growth, primary and secondary students gather once per term for Whole School Prayer. These gatherings strengthen cross-campus relationships and reinforce our shared commitment to faith and community.

- **Clear Classroom Expectations** – Teachers establish and communicate clear behavioural and learning expectations at the start of each school year. These expectations are consistently reinforced through classroom routines and whole-school messaging. Consequences for not meeting expectations are clearly outlined and communicated to both students and their families to ensure transparency and accountability.

- **Regular Assemblies and Flag Ceremonies** – Whole-school gatherings, including assemblies and flag ceremonies, serve as key opportunities to reinforce Emmanuel's core values and biblical principles. These events foster collective identity, provide space for reflection, celebration and encouragement, and communicate ways these values may be practised in a classroom environment.

- **Ongoing Professional Development** – Staff are expected to continually refine their teaching practices through regular professional development focused on classroom management, pedagogy and curriculum innovation. This commitment ensures that students learn in an environment marked by high academic standards, minimal behavioural disruptions and a strong sense of wellbeing.

- **Meaningful Communication with Families -** Staff are expected to maintain timely, transparent and respectful communication with parents and caregivers. This includes sharing relevant updates, addressing concerns proactively and partnering with families to support each student's growth. Every action and interaction—whether in the classroom, during school events or through correspondence—should reflect Emmanuel's commitment to achieving the best possible outcomes for our students: spiritually, academically, socially and emotionally.

E. STUDENT CODE OF CONDUCT POLICY

1. PREAMBLE

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

This Student Code of Conduct outlines fundamental expectations for student behaviour within the school and is an integral part of the school's pastoral care framework. The aim of the Code is to foster excellence in moral and spiritual character and academic pursuit while always putting 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.

Students are expected to demonstrate self-control and be considerate of others while at school. Students and staff are encouraged to develop and model the school's values which include: community, compassion, excellence, integrity, prayer, and service always.

Students failing to conduct themselves in an acceptable manner will be disciplined accordingly. In the case of serious breaches of the Code of Conduct, the school may choose to suspend students either internally or externally for a period of time. Continued breaches may lead to students being asked to leave the school.

2. SCOPE

All members of Emmanuel Christian Community School, Board Members, 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.

3. CONTEXT

Emmanuel Christian Community School may, from time to time, review and update this policy to take account of changes to the school's operations and practices and to ensure it remains appropriate to the changing legal and school environment.

4. POLICY

4.1 School Values

OUR MISSION

To provide affordable, Christ-centred education that equips the next generation to know God and serve Him in the Community.

OUR VISION

Changing lives through Christ-centred education.

OUR VALUES

- Community
- Compassion
- Excellence
- Integrity
- Prayer
- Service

4.2 Overview

The school, in consultation with its students, develops and regularly reviews a Student Code of Conduct and guidelines on how to comply, which:

a) sets out minimum standards of conduct.
b) prohibits bullying, harassment and other forms of peer-to-peer abuse,
c) requires respect for the privacy and human dignity of other students where relevant.

Emmanuel Christian Community explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment and provides clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted.

Child abuse:

1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.

2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
   a) the child is the subject of bribery, coercion, a threat, exploitation or violence.
   b) the child has less power than another person involved in the behaviour.
   c) 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:
   a) psychological abuse;
   b) being exposed to an act of family and domestic violence.

4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
   a) adequate care for the child;
   b) effective medical, therapeutic, or remedial treatment for the child.

Corporal punishment:

All forms of corporal punishments are forbidden in the school. It is defined as any punishment involving physical force intended to cause some degree of pain or discomfort, however light. Examples may include:

- Hitting the child with the hand or an implement.
- Forcing the child to stay in an uncomfortable position.

This does not include the use of reasonable physical restraint to protect the child or others from harm.

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.

5. INTRODUCTION

While attending Emmanuel Christian Community School during regular hours or during school-sponsored activities, students are expected to follow the principles and expectation described in this Code of Conduct.

- This Code of Conduct provides guidance on general conduct which is expected and that which is prohibited. It is not an exhaustive list of what constitutes misconduct. Students will be held accountable for their misconduct and any misconduct may be subject to disciplinary action by the school, as stated in the School's Behaviour Management Policy.
- Our school is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students. This Student Code of Conduct applies to all students regarding the conduct expected of them whilst at school, engaging in school related activities or representing the school. Students are expected to uphold the School's core values at all times.
- This Code applies to all activities and events that are school-related and when representing or acting on behalf of the School. The code also requires that student actions do not bring the school into disrepute at any time regardless of whether the action occurs within or outside of school activities.
- In general, the aim of this Code is to ensure that the school is a safe and pleasant place in which learning takes place, that the property and reputation of the school is protected and that students develop self-discipline and consideration for others.

5.1 Academic Conduct

All students are expected to:

- Conduct themselves honestly and in compliance with all school rules and policies.
- Actively participate in the learning process and school activities.
- Exhibit behaviour that does not hinder the learning opportunities of other students or interrupt the work of the class.
- Be punctual and attend all classes.
- Submit all assessments and task work on time and in accordance with the teacher expectations.
- Ensure the proper use of copyright material and avoid plagiarism and other academic misconduct.
- Ensure all activities are conducted safely and do not place staff, students or community members at risk of harm.

5.2 PERSONAL CONDUCT

All students are expected to:

- Treat all school staff, students, and visitors with courtesy, tolerance and respect.
- Respect the rights of others to be treated equitably, free from all forms of discrimination, bullying, harassment or abuse, in person, in writing, online or by phone.
- Respect the rights of others to express their views and not engage in behaviour that could reasonably be considered offensive to others.
- Not to send or share inappropriate, offensive, or explicit messages, photos or videos.
- Respect the privacy and confidentiality of others by not sharing personal information without their consent or agreement.
- Use and care for all school resources, such as buildings, equipment, grounds, and information and communication technology resources, in a responsible manner.

- Show pride in the achievement of themselves and others in the school community.
- Ensure their actions or inactions as a student do not harm, or bring into disrepute, the School's reputation or good standing.
- Always present themselves neatly when in school uniform or representing the school, whether on school grounds or in public.

5.3 DISCIPLINE AND GOOD STANDING

All students should understand that:

- Discipline is used for the purpose of teaching and learning, as is clearly communicated to all associated with the school. Students are to show respect and honour to the parents and to their teachers, who are given the responsibility by the parents, to teach and train them. Ephesians 6:1-2 states "Children, obey your parents in the Lord, for this is right. Honour your father and mother for this is the first commandment with a promise."
- Attitudes of respect and honour are particularly important since it is not merely obedience that the school seeks to nurture in each student.
- Where a student breaks the law, the matter will be reported to the Police, in addition to any action taken by the School.
- Emmanuel Christian Community School explicitly forbids the use of any form of abuse, including physical, sexual or emotional abuse, neglect, corporal punishment, or other degrading punishment by teachers, staff or visiting adults.
- All students begin the school year with Good Standing. Should a student's behaviour or attendance be deemed unacceptable by the terms of the school's Behaviour or Attendance Policy, their Good Standing status maybe jeopardised. This could result in removal from social events, including sports carnivals, sporting teams, camps, excursions and reward days, as well as other school events.
- Students can restore their Good Standing through repentance demonstrated through compliance and improved behaviour and/or attendance.
- The decision for changes in Good Standing is the responsibility of the school leadership.

5.4 STUDENT SAFETY

Emmanuel Christian Community School is committed to the protection of all children from all forms of child abuse and grooming and demonstrates this commitment through the implementation of comprehensive policies designed to keep children safe.

We have a zero tolerance for child abuse and grooming and are committed to acting in children's best interests and keeping them safe from harm. The School regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

If there is a concern that a child may be subject to abuse or grooming, we encourage discussion with the Principal.

Communications will be treated with utmost confidentially.

F. SCHOOL UNIFORM POLICY

PURPOSE

School Uniforms play an important part in promoting a positive image of the school and creating a sense of identity. Students are expected to wear the school uniform because it:

- Promotes a positive school culture in which every student experiences a sense of belonging.
- Creates a sense of identity and pride in the school.
- Fosters and enhances the public image of the school.
- Assists in building school and team spirit.
- Promotes respect and social order.
- Helps shift focus from appearance to character development.
- Ensures students are safely dressed for specific school activities.
- Supports all students to participate fully in school life.
- Is endorsed by the School Board, expected by the school community and is a requirement for enrolment at Emmanuel Christian Community School.

SCOPE

This policy applies to all Emmanuel Christian Community School students.

1. POLICY

1.1 General Uniform Expectations for all Students

Correct school uniform must be worn to and from school, during the school day, and at all school-related events. Adherence to uniform standards is expected from all students, just as with behaviour and attendance. Uniform matters, including student compliance will be managed by the Deputy Principal for Students, with the Principal consulted if necessary.

Students not in correct school uniform may face disciplinary action. If there is a valid reason for being out of uniform, a note from a parent or carer must be given to the form/classroom teacher at the start of the day. For medical exemptions, a certificate specifying the condition is required. Ongoing non-compliance may impact a student's Good Standing and lead to a meeting with the Deputy Principal for Students.

Parents experiencing difficulty meeting uniform requirements should speak with the classroom/form teacher or Deputy Principal. All discussions will be handled confidentially.

1.2 Winter and Summer Uniforms Terms

- Students wear Summer uniform in Term 1 and 4
- Students wear Winter uniform in Terms 2 and 3

Transitioning between Summer and Winter Uniforms (Primary students only)
The school provides a 'grace' period, allowing students to transition between Summer and Winter uniforms.

- First 2 weeks of Term 2: Summer to Winter uniform. By Week 3, full Winter uniform to be worn.
- First 2 weeks of Term 4: Winter to Summer uniform. By Week 3, full Summer uniform to be worn.

Layered clothing
Students may layer thin warm shirts underneath their school uniform, but these most not be visible.

1.3 Uniform Shop

The school's Uniform Shop for Primary and Secondary operates from the Casserley campus. Excluding footwear, all items of clothing may be purchased from its location near the Admin Office entrance. It is recommended to place orders ahead of time so items required for the following term or year are in on time.

Uniform Shop opening hours can be found on the school's website.

1.4 Financial Hardship

Parents who need assistance with school uniform requirements are encouraged to speak with their child's form teacher, the Deputy for Students, or the Finance Team. The school is committed to supporting families in their individual circumstances to ensure all students are appropriately dressed for school.

1.5 Excursions, Interschool Competitions and other Events

Students representing the school at interschool carnivals, leadership conferences or any other formal event (E.g. Governor's Prayer Breakfast) are required to wear the specified uniform to the highest standard. When on excursions, students are required to wear their uniform so it identifies them as a group. Students will be advised as to the items of clothing required for any particular excursion.

1.6 Free Dress Days

Occasionally, themed dress days are held to support charities, celebrate special events, or raise awareness of educational or social issues. On these days, students are not required to wear their school uniform but must dress appropriately and in line with the theme.

Clothing must be modest, covering the midriff, back, chest and upper thighs. Items with offensive language, rude slogans, sexualised images or references to alcohol or drugs are not permitted. Footwear must be closed-in so thongs, Crocs and similar styles are not allowed.

Students wearing inappropriate clothing will be required to wait in the reception area until a change of clothes is provided by their parents.

1.7 Swimming Lessons

Each year, students in Years PP–6 participate in a two-week block of swimming lessons. During this period, students must wear their full sport uniform daily and bring all swimming items in a separate bag. Changing arrangements are managed by classroom teachers based on each class's swimming schedule.

1.8 Personal Presentation and Hygiene Standards

Students are expected to attend school clean and well-groomed, including tidy hair and a neat uniform worn correctly (e.g. shirts tucked in).

Older students are encouraged to use a mild-scented deodorant daily to avoid discomfort for others. Students are not to bring any aerosol sprays to school including perfume or cologne. These can cause Asthma attacks, headaches and other health complications when sprayed. Students are instead asked to use roll-on deodorant and or the showers to maintain personal hygiene.

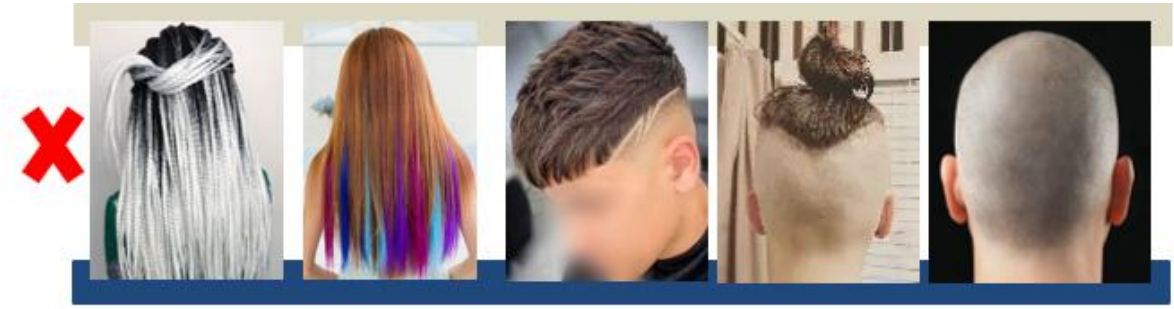
1.9 Hair

Hairstyles for boys and girls should be neat in appearance and a natural colour. Dreadlocks, undercuts, patterns shaved into the hair and brightly-coloured hair extensions are examples of unacceptable hairstyles.

Other presentation expectations:

- Hair longer than the shirt collar must be tied back using plain blue or black accessories such as elastics, headbands, clasps or ribbons.
- Hair length should be no shorter than a 'Number 2' cut.
- Hair should not hang in or cover the eyes and must be kept off the face.
- Secondary School boys are expected to be clean-shaven.
- Eyebrow slits (where students shave parts of their eyebrows) are not allowed.
- Students are not allowed excessive eyelash extensions.

The acceptability of anything relating to the above points is at the discretion of the Principal and students will be expected to adjust their hairstyle as directed.



1.10 Nails

Nail polish and artificial nails are not permitted. The school may permit Year 12 girls to wear painted and artificial nails for their School Ball although these should be removed no later than 2 weeks after the event.

1.11 Eyelashes

Students are not permitted to wear excessively long or voluminous eyelash extensions. The determination of what constitutes 'excessive' will be made at the discretion of school leadership.

1.12 Student Tattoos

Visible tattoos are not permitted. Band-aids or other coverings cannot be used to hide visible tattoos.

1.13 Jewellery

Boys and girls are allowed to wear a wristwatch that complements the school uniform.

Girls (Year K-12) and boys (Year 7-12) are permitted to have only one earring in the lower earlobe. They may wear small, plain silver or gold studs (no larger than 5mm in diameter) or small sleepers no larger than 10mm in diameter. Decorative earrings such as large or patterned sleepers, gemstone studs or dangly styles are not allowed.

Examples of Acceptable Earrings:

Examples of Unacceptable Earrings:

No other visible body piercings are allowed, and covering them with band-aids, tape, bright-coloured plugs or similar items is not acceptable. Additionally, students are not allowed to wear other jewellery or accessories, such as necklaces or bracelets. If students are unsure whether a piece of jewellery is appropriate, they are encouraged to speak with their classroom teacher, form teacher or their Head of Year in Secondary School.

Please note: Leniency will not be shown to students who choose to have extra visible piercings done during the school year. Students should not get any additional piercings during school term as they will be required to remove.

1.14 Smart Watches

In the Secondary School, smart watches that enable messages to be sent/received are not permitted. Students who wear these to school will be required to hand them in at the start of each day (as with mobile phones).

1.15 Behaviour while in School Uniform

Students are expected to demonstrate appropriate behaviour whenever they are wearing the Emmanual Christian Community School Uniform. This includes on or off the school grounds, before and after school or at special events or activities. Examples of inappropriate behaviours which may result in expulsion include:

- Acting in an offensive manner, including swearing or threatening others in any way
- Possessing and/or using vapes, cigarettes, e-cigarettes, alcohol or other drugs
- Carrying any kind of weapon
- Bringing matches, lighters, firecrackers, or anything that can start a fire.
- Possessing, viewing or distributing sexually explicit material in print or digital form

1.16 School Hat

Emmanuel Christian Community School is a SunSmart school. Students are required to wear a school hat in every term whenever they participate in sport, outdoor activities or are sitting in direct sunlight.

1.17 Skirt Length

Skirt length should be on the knees. Skirts deemed too short will need to be adjusted or replaced.

1.18 Faction Polo Shirts

The school has four factions which students are assigned when they enrol.

MAALI **ULURU** **AKUNA** **YARRABBEE**

2. PRIMARY SCHOOL UNIFORM

2.1 Kindy and Pre-Primary Uniform

Boys and girls wear the ECCS sport uniform. This includes:

- ECCS sport shorts and polo shirt
- ECCS sport socks
- ECCS hat
- Mainly white sneakers

During colder weather the following may be worn:

- Royal blue track pants
- ECCS windcheater

Hair Accessories

Hair longer than the shirt collar must be tied back with *plain blue or black hair ties* (E.g. elastics, clasps, ribbons).

2.2 Year 1-6 Boys

Uniform

- **Summer** (Term 1 & 4): ECCS shorts and collared shirt.
- **Winter** (Term 2 & 3): Grey school trousers, ECCS collared shirt and school tie.
- The ECCS school jumper may be worn with the Summer and Winter uniform.

Footwear

- Traditional, black shoes with laces or Velcro straps. They must be polishable and have a distinct heel.
- Boys ECCS school socks (grey with blue hoop) must be worn with the Summer and Winter uniform.

2.3 Year 1-6 Girls

Uniform

- **Summer** (Term 1 & 4): The dress length is to the knee. Parents should check the dress length and adjust/purchase new ones where necessary.
- **Winter** (Term 2 & 3): Pinafore dress with an ECCS blouse for Year 1-4 and a skirt with an ECCS blouse for Year 5-6. The length of the pinafore and skirt should be to the knee.
- Girls trousers are an alternative to the skirt or pinafore during Term 2 and 3.

Footwear

- Traditional, black school shoes (including Mary Jane style) with black laces or Velcro straps. They must be *polishable* and have *a distinct heel*.
- **Term 1 and 4**: girls ECCS school socks (sky blue) must be worn with the black shoes.
- **Term 2 and 3:** girls may wear navy blue tights ***or*** the ECCS socks. They are not worn together

Year 1-6 Boys Summer	Year 1-6 Boys Winter	Year 1-6 Girls Summer	Year 1-4 Girls Winter	Year 5-6 Girls Winter

Black school shoes

Hybrid black shoes, skate-style shoes and black runners are not permitted.

2.4 Year 1-6 Sport Uniform

This includes:

- Royal blue sport shorts and sky blue polo with ECCS logo.
- Suitable sneakers/runners that are mainly white, paired with the sky blue ECCS sport socks.
- On specified days, a faction polo is worn.

Blue: Akuna **Black**: Maali **Red**: Uluru **Green**: Yarrabee

- On cooler days, the ECCS sport windcheater and royal blue trackpants may be worn.
- School hat

2.5 Kindy – Year 6: Hairstyles

- Boys' and girls' hairstyles should be *neat in appearance* and a *natural colour*. Dreadlocks, patterns shaved into the hair and brightly-coloured hair extensions are examples of unacceptable hairstyles.
- The acceptability of any hairstyle is *at the discretion of the Principal* and students will be expected to adjust their hairstyle as directed.
- Students with hair longer than the shirt collar must have it tied back using *plain blue or black hair ties* such as: elastics, headbands, clasps or ribbons.

2.6 Kindy – Year 6: Jewellery

- Boys and girls are allowed to wear a wristwatch that complements the school uniform.
- Any smart watch *capable of receiving and/or sending messages* is not permitted. **e.g.** Apple and Samsung watches, some Fitbits
- Girls may wear small, plain studs or basic sleepers that are silver or gold. Large or patterned sleepers, studs with gemstones and dangly earrings **are not** permitted.
- Boys may not wear any kind of earring.
- No other jewellery or accessories (**e.g.** necklaces or bracelets) are allowed to be worn by boys or girls.

3. SECONDARY SCHOOL UNIFORM

Girls Uniform

Summer
- White school shirt with ECCS logo
- Navy school Skirt
- White ankle height socks

Winter
- School tartan skirt
- White school shirt with ECCS logo
- School tie
- School Jacket with ECCS logo
- Navy tights or plain white school socks
- ECCS navy scarf – optional
- Trousers allowed

Shoes
- Black leather school shoes (polishable with distinct heels)

Boys Uniform

Summer
- Grey school shorts with belt
- White school shirt with ECCS logo
- Grey school socks

Winter
- Grey school trousers with belt
- White school shirt with ECCS logo
- School tie
- School jacket with ECCS logo
- Grey ECCS school socks
- ECCS navy scarf – optional

Shoes
Black leather school shoes (polishable with distinct heels)

Sport Uniform

- School tracksuit (Winter)
- Blue school sports shorts
- School polo shirt
- Blue school sport socks
- Cadet uniform (training days only)

Sports shoes
- Athletic joggers / cross trainers (No casual skate shoes)

School Hat
- School hat to be worn when participating in sport or outdoor activities. ECCS is a sun smart school.

Faction Uniform (Fridays)

- School tracksuit (Winter)
- Blue school sports shorts
- School faction shirt

3.1 Secondary School Uniform specific requirements:

3.1.1 Physical Education

- ECCS has school changerooms, where students can their uniform when required. This includes physical education (PE), drama, soccer or cadet uniform.
- Students who end the school day with a PE class may leave school in their PE uniform.
- Full school uniform should be worn properly by students as they travel to and from school.

3.1.2 School Jumpers

- The school jumper is an optional item that students may wear for additional warmth underneath the school jacket.

3.1.3 Faction Fridays

- House activities occur on Friday. On this day all High School students may wear their faction polo all day. Note that students must NOT wear their PE polo. Should students not have their faction polo they will need to wear their formal school uniform.

- The purpose of Faction Fridays is for students to be involved in the lunch time competitions. Students who do not wish to take part in Lunch time competition should come to school in their formal uniform.

3.1.4 Uniform Compliance

- Failure to meet uniform requirements will result in disciplinary action until the issue is resolved. If the issue cannot be addressed immediately, even with a written explanation from a parent, it must be resolved by the following school day.