

Student Wellbeing, Character and Culture Policy

Student Wellbeing and Core Values

Student wellbeing is not a by-product of education; it is the primary conduit that enables students to feel safe and confident enough to succeed. While academic outcomes may vary due to differing abilities, all students should feel equally valued.

Endeavour staff are committed to treating all students with dignity and respect. As stated in Matthew 25:40: *"The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'"* Providing clear boundaries, age-appropriate responsibilities, and expectations, while holding students accountable for them, is essential in shaping children to become positive citizens.

It is our desire that all Endeavour Christian College (ECC) students learn to consistently apply our L.I.F.T core values throughout their lives:

- Life, Leadership and Learning
- Integrity
- Faithfulness
- Teamwork

Positive Records

Students can be rewarded for demonstrating these values through a positive Edumate entry, which will remain permanently on their record. Parents will also be notified via the weekly summaries. The five categories for a positive entry are:

1. **Christian Character**
 - Respect, kindness, service, empathy, inclusiveness, resilience.
2. **Academic Effort**
 - Outstanding assessments, classwork, improvement, effort, engaging in learning, and responsibility for schoolwork.
3. **Leadership**
 - Representing the College, leading a group, showing initiative, and taking responsibility for safety.
4. **Sports Award**
 - Representing the College in a sporting event or demonstrating sportsmanship.

5. ECceptional Award

- An award given by a staff member or student to another student for demonstrating positive ECC culture, especially in unnoticed or unprompted moments.

Behaviour Support

ECC aims to support students' character development in line with the College ethos through a strength-based restorative approach to justice. Behaviour support is achieved in seven steps, divided into three phases: **before**, **during**, and **after** student interactions – see table below.

Before Student Interactions

1. **ECC Policy and Culture:** The ECC ethos, positive culture, and expectations are consistently communicated and celebrated through PC classes, assemblies, devotions, chapels, and teaching practices.
2. **Whole Class Strategies:**
 - Teachers exemplify character in line with the College ethos and professional standards.
 - Lessons are organised and engaging.
 - Clear expectations and procedures are provided for the class.

During Student Interaction

1. **Initial Interventions:** Teachers provide verbal and non-verbal redirection cues when students are off-task, using least-to-most intrusive behaviour management strategies (e.g., proximity, strategic questions, behaviour charts, etc.)
2. **Targeted Intervention and Consequences**
 - If behaviour persists or warrants a referral:
 - i. The staff member informs the student and records the incident on Edumate, indicating the behaviour level (refer to the *Edumate Disciplines Record Table below*), the actions taken, and a brief description of the incident.
 - ii. **Note:** The Edumate referral serves as a record only; it is not the consequence. (Refer to the *ECC Individual Behaviour Support Flowchart*.)

Specific Behaviours and Consequences:

Some minor behaviours trigger an immediate "orange" notification, and others may require detention upon the first instance. For example:

- Technology misuse
- Intentional disobedience after a clear direction (Detention)
- Rudeness towards a staff member (Detention)
- Swearing (Detention)
- Chewing gum

Note: Red and yellow level behaviours always require proportionate consequences such as detention, after-school detentions, internal suspension, external suspension, show of cause interview or reporting to authorities.

After Student Interactions

1. Identifying Patterns and Applying Supports:

- The Secondary Coordinator (for High School) or the Principal (for Primary) will liaise with Pastoral Care teachers to address patterns of negative behaviour.
- Additional support strategies, such as monitoring cards, will be applied as needed.

2. Review Data and Apply a Strength-Based Approach:

- The Secondary Coordinator will collate Edumate data and use a strength-based approach to foster positive culture. For example:
 - i. Setting goals for a class to reduce behaviour incidents compared to the previous term.
 - ii. Issuing positive awards to individuals or groups for improvement.

3. Reflective Practice for Improvement:

- The Secondary Coordinator will gather feedback from staff, students, and parents.
- They will monitor and review interactions with the behaviour system and organise additional staff training or parent communication as required.

ECC Individual Behaviour Support Flowchart:

Step	Staff	Strategies	Notes
1	Leadership and All Staff	ECC Culture	Staff handbook and classroom expectations.
2	Teacher	Lesson Engagement	The teacher creates quality unit plans, lesson plans, and other planning tools to deliver engaging lessons.
3	Teacher	1) Remind/Direct Questions 2) Redirect 3) Clarify Consequences 4) Establish Consequences	The teacher to use least intrusive to most intrusive behaviour management strategies in four stages.
4			Apply strategies to refocus student behaviour.
5			Clearly communicate consequences to the student.
6			Implement consequences and notify the PC teacher.
7	Teacher	Record Behaviour and Consequences	The teacher records the incident under the welfare tab in Edumate. For elevated or repeated behaviours the teacher should directly contact the parent.
8	PC Teacher, Teacher and Parent	Level 1 Monitoring	If a student repeats behaviour (4 times in one term), the PC teacher will notify the parent and establish goals and consequences.
			In Secondary, a classroom teacher may establish subject-specific monitoring if it is deemed helpful.
			Welfare/Inclusive Ed additional support to be considered.
9	Secondary/Primary Coordinator, PC Teacher, Teacher and Parent	Level 2 Monitoring	If a student fails Level 1 Monitoring:
			- Leadership requests a meeting with the PC teacher, parents, and student.
			- Level 2 goals and consequences are discussed.
			- Welfare/Inclusive Ed support is reviewed.
10		Level 3 Monitoring	If a student fails Level 2 Monitoring:

	Leadership, PC Teacher, Teacher and Parent		<ul style="list-style-type: none"> - Leadership requests a meeting with the Principal, PC teacher, parents, and student. - Level 3 goals and consequences are discussed. - Parents and the student are informed that the next step is a show-cause interview with the Principal.
11	Principal	Show-Cause Interview	If a student fails Level 3 Monitoring, the Principal conducts a show-cause interview and decides on exclusion or conditions for continued enrolment.

Discipline records

At ECC, discipline incidents are recorded on students' Edumate records. These records are included in the weekly summaries sent to parents. A colour-coded system is used to help identify patterns of behaviour at both individual and group levels, enabling the implementation of appropriate support strategies. The categories and examples are outlined below:

Category	Type	Examples
Blue Incident	Organisational Concern	<ul style="list-style-type: none"> - Not being prepared with equipment - Uniform infringement
Green Incident	Academic Concern	<ul style="list-style-type: none"> - Incomplete homework - Incomplete assessment draft - Incomplete assessment - Academic misconduct
Orange Incident	Behaviour	<ul style="list-style-type: none"> - Minor physical contact - Disobedience - Disrespectful conduct - Repeated lateness to class - Deceitful/dishonest behaviour - Out of bounds - Inappropriate language - Misuse of technology - Continued uniform infringements - Disruptive behaviour - Consistent refusal to complete tasks
Red Incident	Major Behaviour	<ul style="list-style-type: none"> - Physical violence



		<ul style="list-style-type: none">- Truancy- Bullying/Harassment- Persistent disobedience- Continued disrespectful conduct- Continued disruptive behaviour- Severe or repeated inappropriate language- Malicious damage to school property- Inappropriate use of technology- Inappropriate use of social media- Theft
Yellow Incident	Elevated Behaviour	<ul style="list-style-type: none">- Verbal or physical assault towards an ECC community member- Possession of a banned substance- Intentional and damaging destruction of property- Bringing the College into disrepute (including online)

Student Lockers

- Lockers are property of ECC. Intentional misuse or negligence will incur a fee.
- Students should not write, draw, add stickers, or scratch their locker.
- Avoid storing food – it will attract vermin.
- Students must safeguard their locker, padlock, and combination. ECC is not responsible for theft.
- Students should not interfere with another student's locker or padlock.
- ECC may withdraw locker access at any time.
- Lockers must be cleared at the end of each term. This means that during the holiday periods lockers are not assigned to anyone and will be inspected. New lockers may be assigned the following term.

Sporting events and excursions

Unless otherwise stated in writing, uniform and electronic device policies as well as character and culture expectations are to be maintained on all ECC excursions and repetitive sport events.

ECC reserves the right to withdraw students from attending excursions and sporting opportunities due to character and culture concerns. This will be indicated on monitoring cards and/or in return from suspension strategies.

Discipline: Common Questions

How can I see my child's welfare record?

You can view your child's welfare record in the Carer Orbit App and ECC weekly summaries are sent via email.

Are parents notified of poor behaviour by their children?

The College notifies parents when there is a pattern of negative behaviour or a particular behaviour of a serious nature.

Do teachers use detention?

Yes, teachers may require students to remain out of an activity or forfeit play time as a strategy to complete unfinished work or to have conversations about improving behaviour. It is not our practice to keep the whole class in.

Do teachers use after/before school detention?

Yes, teachers may require students to complete a detention before or after school hours to complete unfinished work or to have conversations about improving behaviour. This will be communicated and organised with parents.

Is internal suspension used?

Yes. Internal suspensions may be used where it is deemed necessary for the good order of the College and/or as a consequence.

Is external suspension used?

Yes. External suspensions may be used where it is deemed necessary for the good order of the College and/or as a consequence.

Can a child or a parent ask for a review of a consequence?

Our hope is that by the time a consequence is set all parties have at least understood the situation. In the rare situation where a mistake has been made or a consequence is believed to be too small or too much, students and parents may clarify the matter with the supervising staff member they were initially contacted by. If necessary, a review of a decision may be requested.

We remember the wisdom of Scripture

- *"Those who love discipline love knowledge, but they who hate reproof are stupid."* (Proverbs 12:1).



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- *“All discipline for the moment seems not to be joyful, but sorrowful; yet to those who have been trained by it, afterwards it yields the peaceful fruit of righteousness.”*
(Hebrews 12:11)

All things through Christ
