

## 1. Principles

- 1.1. It is a requirement for entry to College that candidates demonstrate a lively commitment to the Lord Jesus and the walk of life that submission to his Lordship entails. There is, therefore, an assumption that normal standards of behaviour as befits a disciple of Christ will apply in the context of the College Community. There is a further assumption that this is a fellowship that provides support, stimulus and rebuke in the pursuit of growth and maturity in Christ.
- 1.2. We also recognize that Christian people are sinners saved by grace, that there is an ongoing battle between flesh and spirit, and that at times students will choose to behave in a manner in the context of the College community that falls short of that befitting a disciple of Christ. Such lapses may be dealt with at a number of levels.
- 1.3. As a fellowship in the Lord the expectation is the operation of a student code of conduct will occur in a relational context, guided by spirit-informed common sense.
- 1.4. Note that this is a discussion relating to personal conduct and that there are separate policies relating to Academic Misconduct, Academic Grievances and Appeals, OH&S issues and the Non-Academic Grievance Policy.
- 1.5. These expectations of personal behaviour mentioned in this Student Code of Conduct are to be read in conjunction with Faithfulness in Service, The John Chapman House Handbook and the Carillon House Handbook.

## 2. General Expectations

- 2.1. In terms of an overall approach the College seeks to establish a context in which godly living is both exhorted and modeled. In this sense the 'whole of College', academic and pastoral programs, provides the context and structure for the encouragement of appropriate student conduct.
- 2.2. It is expected that students will conduct themselves in relationship to other students, members of faculty, staff and visitors to the College with respect, courtesy, patience, kindness, forbearance, generosity, and equity. Matters such as timely and regular attendance at classes including notifying the lecturer of unavoidable absences; attendance at the various academic and pastoral activities of the College; timely payment of fees and charges; and diligent fulfillment of other responsibilities associated with participation in the life of the community would also be considered to be appropriate student conduct.
- 2.3. Students may reasonably expect to be treated with respect, courtesy, sensitivity and equity in all their dealings with the College faculty and staff.

## 3. A Range of possible breaches

- 3.1. This policy does not seek to outline the entire range of possible breaches of a code of conduct that may occur leaving this, to a great extent, to common sense. However it may be useful to outline by way of example some possible, more specific, breaches.

These would include theft, damage of property, drug related offences, unwise use of alcohol, unauthorised presence in another student's accommodation, unreasonable levels of debt with respect to College commitments, offences relating to fire equipment and safety, security breaches, sexual activity outside of marriage, persistent use of pornography, offensive or vindictive language, inappropriate communication using electronic media, offensive language and behaviour, harassment, and bullying.

#### 4. Processes

- 4.1. Students attending the College can reasonably expect words of encouragement, exhortation, correction and rebuke, where appropriate, from their peers and also faculty members with respect to their conduct from time to time.
- 4.2. It is expected that most interactions concerning breaches of this code of conduct will occur privately, informally and at a relational level, whether between students or between students and faculty, except those matters which are subject to mandatory reporting.
- 4.3. If, for whatever reason, a matter between students or between a student and a member of faculty cannot be satisfactorily resolved at a private, informal and relational level then it moves to the processes outlined in the Non-Academic Grievance Policy. This process will be supervised by one of the parties responsible for pastoral care in the College. Depending on the circumstances, and the responsible judgment of those involved, this may be a Residential Warden, Chaplain (ie any faculty member), First Year Advisor, the Dean of Students, or the Dean of Women. If for any reason an approach to a member of faculty in one of the positions mentioned above is deemed impossible by the student(s) involved then contact ought to be made with one of the Senior Students of the College to seek their advice and support in progressing the matter. The Dean of Students and Principal ought, also, be notified and consulted, where appropriate. Discussions ought to clarify the nature and context of the breach; attempt to resolve the matter; and possibly consider the range of sanctions and rehabilitative actions that might be applied. At all times the principles of natural justice as outlined in the Non-Academic Grievance Policy ought to be adhered to.
- 4.4. If the matter cannot be resolved at the Formal: Internal level it then moves to a Formal: External level. It will be necessary at this point to engage others, with a view to mediation and/or investigation, who are independent of the College. At all times the principles of natural justice as outlined in the Non-Academic Grievance Policy ought to be adhered to.
- 4.5. The range of possible sanctions to be employed includes verbal warnings, written warnings, disciplinary probation without restrictions, disciplinary probation with restrictions, monetary restitution, monetary fines, suspension from the College, removal from the College.
- 4.6. The range of rehabilitative measures to be considered includes pastoral counselling in the College context, psychological testing and counselling, voluntary disciplinary counselling by a party outside the College context, mandatory disciplinary counselling by a party outside the College context, participation in an educative programme.

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Principal

## Document History

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