



DCS Code of Conduct

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Superseded Documents	
Review Commencement Date	January 2024
Associated Documents	<p>DCS Code of Conduct – Volunteers</p> <p>Professional Boundaries: Guidelines for Tasmanian Teachers</p> <p>Policy On Policies</p> <p>Risk Management Policy and Procedures</p> <p>Complaints Management Policy</p> <p>Harassment, Bullying and Victimisation Policy</p> <p>Anti-Bullying Policy</p> <p>Behaviour Management Policy</p> <p>DCS Child Protection Policy and Procedures</p> <p>Staff Development Policy, incorporating Appraisal and Performance Management – Teaching and Non-Teaching</p> <p>Working at DCS - Employment Procedures Guideline</p>

Devonport Christian School

OUR VISION:

A leading, truly Christ-centred school community, where students learn to love God, pursue excellence and flourish to reach their full potential.

OUR MISSION:

Devonport Christian School is a Christ-centred school community that develops students through high quality, holistic education.

OUR VALUES:

At Devonport Christian School we value:

1. Christ-Centredness - in our character and all we do

'In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven' Matthew 5:16

2. Holistic Education - enabling children to develop physically, socially, emotionally, academically and spiritually

'Let this endurance complete its work so that you maybe fully mature, complete, and lacking in nothing.' James 1:4

3. Excellence - by all, in all things

'...whatever you do, do it all for the glory of God.' 1 Corinthians 10:31b

4. Family partnerships - working with and supporting caregivers in their role as the child's primary educator

'Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken.' Ecclesiastes 4:12

5. Authentic community - serving and supporting all members of our school

'Be devoted to one another in love. Honour one another above yourselves Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12:10 and 12

6. Godly leadership - through all levels of the school

'Good leadership is built on love and truth, for kindness and integrity are what keep leaders in their position of trust.' Proverbs 20:28

Devonport Christian School

DCS Code Of Conduct

This document should be read in conjunction with:

DCS Child Protection Policy and Procedures (“policy” and “procedures”)

RATIONALE

God has always given clear guidelines concerning his expectations of his people. He has not operated on the assumption that people will know what to do. Adam was given guidelines in the Garden of Eden (Genesis 2: 15-17) and the consequences of not abiding by those guidelines are also spelled out (Genesis 3. 16-19). Noah, also, received guidelines, after the flood, concerning the relationship between humans and animals, what humans were to eat, or not to eat, and murder (Genesis 9: 1-7). These were not day-to-day instructions but rather parameters within which humans were to operate. These guidelines became more specific when God set up the nation of Israel after the exodus from Egypt. The Ten Commandments were God's basic expectation for those who were part of this nation.

In the Sermon on the Mount, (Matthew Chs 5-7) Jesus also gave guidelines on how we should live in the Kingdom of God. Jesus knew that God's people did not naturally know how to live his way because they were influenced by the differing customs of the peoples around them. Paul, in his letters to the churches, frequently gave guidelines on how Christians should behave.

In today's societal climate of litigation and the melding together of many different cultures and customs, it is no longer appropriate to assume that every Christian thinks alike concerning acceptable or non-acceptable behaviour. While every Christian should know that the Bible is our reference for life, our understanding of the practical application of it will be determined by our life experiences and worldview.

Therefore, for unity of understanding, it is important for the School to make clear its understanding of Christian behaviour. This is not to dictate how a Christian should live, but to simply to make sure that all staff have a similar understanding. With clear guidelines laid out, preferably as part of an employment contract, read, discussed and accepted as part of the contract, the possibility of litigation may be significantly reduced. As professionals are committed to staying well trained and developed in their skill, as Christian team members working in a Christian organisation we too believe in being committed to staying healthy in our growth as a Christian.

In all relationships staff members,

'... should be helped to discover an obedient, Christian response, the only response that can bring genuine and long lasting hope in even the most desperate of situations.'

(Edlin, The Cause of Christian Education, 1999, 61)

We should aim for a community that is based on love and mutual understanding of each other's situation.

'Becoming a community of teachers (staff members) involves a recognition that together they have been called by God to teach together, to love each other, and to pray and work together in response to the needs of students.'

Finally, the staff becomes a full community when members begin to talk about themselves, deeply and personally, with truthfulness and integrity becoming dominant. When members begin to express laughter and joy as well as sadness and grief about what is happening to them, then an extraordinary amount of healing begins to occur.'

(Stronks and Blomberg, A Vision with a Task, 1993, 119)

Code Of Conduct For All Employees

This code of conduct has its basis in scripture and has been developed to assist members of the community to understand their rights, responsibilities and obligations and to provide guidance if they are faced with an ethical dilemma at work. It applies to all employees, volunteers and contractors of the School including:

- senior administrators
- teaching staff
- school support staff
- non-teaching staff
- Volunteers
- Contractors

This code of conduct is supported by other documents and policies that relate to:

- recruitment, selection and employment
- complaints, grievance response and dispute resolution
- work place health and safety
- computer use
- child protection
- critical incidents
- harassment and discrimination
- accounting procedures

Employees, volunteers and contractors are directed to make sure that they are familiar with all appropriate documents as outlined above.

The following statement outlines the manner in which employees of the school will conduct themselves. It outlines the fundamental expectations of behaviour and practice to be observed by staff.

The employees of the school are expected to:

- display an exemplary Christian lifestyle
- perform to the best of their abilities their roles and responsibilities within the framework of law and through observance of lawful work instructions, within the limits of their authority and available resources
- respect the uniqueness and dignity of individuals and act in a fair, courteous, sensitive and professional manner
- accept the responsibilities arising from the trust placed in them by students, the community and work colleagues
- perform their duties with integrity, honesty and impartiality
- declare conflicts of interest which may result in personal or financial benefit
- maintain appropriate confidentiality of personal and official information
- be accountable for the efficient and effective use of resources with which they are provided

The following section of the policy seeks to explain the points listed above. It does not try to be a definitive statement, but to provide guidance about the meaning of the statements and to give examples of how they operate.

1 Display an exemplary Christian lifestyle.

- 1.1 Adhere to the School's Statement of Faith in both belief and practice
- 1.2 Be a member and regular attendee at a local church to grow and develop personal faith and be under Christian pastoral guidance

2 Perform to the best of their abilities their roles and responsibilities within the framework of law and through observance of lawful work instructions, within the limits of their authority and available resources

- 2.1 Follow the policies and procedures of the School
- 2.2 Seek assistance and if necessary training or professional development in areas which are related with the conduct of duties
- 2.3 Operate within job descriptions where they exist and seek clarification where they do not
- 2.4 Report incidents of fraud, corruption or misadministration should they occur

3 Respect the uniqueness and dignity of individuals and act in a fair, courteous and sensitive manner.

- 3.1 Employees establish and cooperate to maintain a workplace that is free from discrimination, harassment or abuse of any kind – refer to Harassment Policy
- 3.2 Employees attempt to resolve conflicts or differences through appropriate resolution procedures – refer to the Complaints Management Policy

4 Accept the responsibilities arising from the trust placed in them by students the community and work colleagues.

- 4.1 Staff will often be in a position where students reveal information to them. Should the information contain indications of illegal activity such as child abuse or sexual abuse, this information must be discussed with the Principal immediately and documented by the staff member for formal records.
- 4.2 Where pastoral issues are raised they may need to be passed on to the wider community such as a school counsellor or chaplain.
- 4.3 Staff are to recognize and accept the appropriate duty of care to protect their own health, safety and welfare and also the health, safety and welfare of others knowing that it is their duty to report Work Health and Safety Hazards.

5 Perform their duties with integrity, honesty and impartiality.

- 5.1 Employees are to treat each other with fairness and ensure that fair decisions are made by following correct procedures to resolve problems
- 5.2 As members of the Christian community, employees have the right to make public comment, but in doing so, should not imply that their own private views are represent of the official view of the school
- 5.3 Where critical issues are at stake, questions should be referred to the appropriate spokesperson
- 5.4 Only the official spokesperson of the school may communicate with the media regarding incidents at the school
- 5.5 Where additional employment is undertaken, full-time employees should discuss this with the Principal of the School and make a commitment to ensure that the effective discharge of their duties is not affected nor intellectual property of the school being lost
- 5.6 Employees express publicly, loyalty to the school and to each other and avoid making comments or giving commitments that may bias their judgments or compromise the performance of their duties
- 5.7 Employees may not use School facilities and or equipment for their personal financial benefit
- 5.8 Employees are not to defame, speak negatively or bring the school into disrepute. Always aware of their public speaking, actions and communications whether in person, written or on social media

6 Maintain appropriate confidentiality of personal and official information.

- 6.1 Where employees have access to the personal information of fellow employees, students and their families, they respect at all times, the individual's right to privacy and behave responsibly in maintaining the security of this information
- 6.2 Employees may only disclose the contents of any official papers or documents that have been supplied to or seen by them when this is required in the course of their official duties as an employee

7 Be accountable for the efficient and effective use of resources with which they are provided.

- 7.1 Employees are accountable for the efficient and effective use of all physical, technical, financial and human resources
- 7.2 As custodians of these resources on behalf of the school community, employees have an obligation to use them prudently. As such they allocate, manage and monitor these resources according to proper decision-making processes and in compliance with relevant policies and procedures

8 Use computer resources appropriately.

- 8.1 All computer activities must fit within the parameters of the School's ICT Policy Framework
- 8.2 All software on school computers must be licensed to the school
- 8.3 Copyright materials such as music or graphics are not to be stored on school computers unless appropriate licensing arrangements exist
- 8.4 School email addresses are used for school business
- 8.5 "gmail" or personal email services are not to be used for School communication
- 8.6 Settings on computers should not be changed without reference to the system administrator
- 8.7 Avoid revealing computer passwords to others

9 Dispute Resolution Procedure

- 9.1 refer to the Devonport Christian School Complaints Management Policy for correct procedures in regard to dispute resolution

10 Tasmanian Registration Board of Tasmania

- 10.1 Teachers must have registration through Tasmanian TRB. This can be provisional, full registration or higher classification. A 'Limited Authority to Teach' (LAT) registration is sometimes required for special teacher registrations.
- 10.2 The TRB of Tasmania published in September 2018 the ***Professional Boundaries: Guidelines for Tasmanian Teachers***. This professional boundaries document is part of the School Code of Conduct for all staff (not only teaching staff) to have guidelines around their professional practice and safety for children in their care. This document is significant to the conduct of our staff.
- 10.3 <https://www.trb.tas.gov.au/Documents/Professional%20Boundaries%20-%20Guidelines%20for%20Tasmanian%20Teachers.pdf>

CHILD PROTECTION CODE OF CONDUCT

- **for employees, directors, volunteers and contractors**

In addition to the above employee commitments, each **employee, director, volunteer and contractor** at Devonport Christian School must comply with the following detailed 'Child Protection - Code of Conduct' statements to comply with the DCS Child Protection Policy.

11 CHILD PROTECTION INTRODUCTION

This Child Protection Code of Conduct will apply to all, staff, volunteers, contractors and directors at Devonport Christian School ("the School") and they are required to abide by this Code.

The purpose of this Code is to promote child safety within all School Environments.

The following list of behaviours includes examples of what is acceptable and what is not acceptable behaviour. If any staff member, volunteer or contractors are unsure about what is and is not acceptable behaviour, he/she is encouraged to discuss this with the Principal.

ACCEPTABLE BEHAVIOUR

All people involved in the care of students on behalf of, or in connection with, the School must:

- 11.1 contact the police if a child or young person is at immediate risk of abuse ('telephone 000');
- 11.2 adhere to the Child Protection Policy and Procedure and uphold the School's statement of commitment to child safety at all times;
- 11.3 take all reasonable steps to protect children from abuse;
- 11.4 conduct themselves in a manner consistent with their position as an employee, director, volunteer or contractor of the School and as a positive role model to children and young people;
- 11.5 work towards the achievement of the aims, vision, mission and purposes of the school;
- 11.6 be responsible for relevant administration of programs and activities in their area;
- 11.7 maintain a duty of care towards others involved in these programs and activities;
- 11.8 establish and maintain a child-safe environment in the course of their work;
- 11.9 be fair, considerate and honest with others;
- 11.10 treat children and young people with respect and value their ideas, opinions and backgrounds;
- 11.11 promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Island children (for example, by never questioning an Aboriginal and Torres Strait Island child's self-identification).
- 11.12 promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having zero tolerance of discrimination);
- 11.13 promote the safety, participation and empowerment of children with a disability;
- 11.14 listen and respond to the views and concerns of children, particularly if they are telling you that they are or another child has been abused or that they are worried about their safety/the safety of another child or young person;
- 11.15 ensure (as far as practicable) that adults are not alone with a child or young person;

- 11.16 comply with all reporting obligations as they relate to mandatory reporting and reporting under the Disability, Child, Youth and Family Services DHHS CPS Policy for *Mandatory Reporting of Child Abuse and/or Neglect*.
- 11.17 raise concerns about suspected abuse with a Child Protection Officer (CPO) as soon as possible;
- 11.18 record and act upon all allegations or suspicions of abuse, discrimination or harassment;
- 11.19 ensure as quickly as possible that the child(ren) are safe, if an allegation of child abuse is made;
- 11.20 be professional in their actions;
- 11.21 maintain strict impartiality;
- 11.22 comply with the School's guidelines on contact with children, including via social electronic media;
- 11.23 respect confidentiality when sharing information about children in accordance with the Child Protection Policy and Procedure and your reporting obligations;
- 11.24 maintain a child-safe environment for children and young people; and
- 11.25 operate within the policies and guidelines of the School.

The School recognises that you may have appropriate incidental contact with children as part of your community engagement activities. This could include contact with children as part of organised church or fellowship activities, social events with other families, and church camps. The school is aware that many community members have dual relationships, meaning their children have friends that are students, or in the case of volunteers who are school parents, they have dual relationships with other school families and their children that are students.

The School encourages your engagement in these community activities, but reminds you that you are still a member of the School and that all interactions with children should be consistent with this Code of Conduct.

12 UNACCEPTABLE BEHAVIOUR

All people involved in the care of children on behalf of, or in connection with, the School must not:

- 12.1 ignore or disregard any suspected or disclosed child abuse or assault;
- 12.2 put a child or young person at risk of abuse (for example, by locking doors for an improper reason);
- 12.3 speak to a child or young person in a way that is or could be construed by any observer as harsh, threatening, intimidation, shaming, derogatory, demeaning, or humiliating. Some examples are;
 - a. swearing or using inappropriate language in the presence of a child or young person;
 - b. yelling at a child or young person, except in an emergency situation where the person's safety may be in danger;
 - c. dealing with a child or young person while the adult is angry with the child or young person; and
 - d. use of hurtful sarcasm.
- 12.4 express personal views on cultures, race or sexuality in the presence of a child or young person (unless the child or young person is a member of your family);

- 12.5 discuss sexual activities with a child or young person unless it is a specific job requirement and the person is trained to discuss these matters, or the child or young person is a member of your family;
- 12.6 have contact with a child or young person or their family outside of school if the contact is:
 - 12.6.1 in connection with your professional relationship with the child or young person (such as coaching or tuition) and you have not notified the Principal or a child safety officer; and/or
 - 12.6.2 for an improper purpose.
- 12.7 have any online contact with a child or young person (including by social media, email, instant messaging etc.) (unless necessary e.g. assisting students with their school work, or the child or young person is a member of your family, or in dual relationship role);
- 12.8 use any personal communication channels/devices such as a personal email account to communicate with a child or young person (unless the child or young person is a member of your family);
- 12.9 exchange personal contact details such as phone number, social networking sites or non-work email addresses with a child or young person (unless the child or young person is a member of your family or have parent permission for dual relationship role);
- 12.10 use, possess, or be under the influence of alcohol while in the presence of or while supervising a child or young person (unless the child or young person is a member of your family or your contact with the child or young person is accidental/incidental and you are not performing your professional obligations);
- 12.11 use, possess, or be under the influence of illegal drugs while in the presence of or while supervising a child or young person;
- 12.12 provide or allow a child or young person to consume alcohol (unless the child or young person is a member of your family and you comply with all relevant legislation);
- 12.13 provide or allow a child or young person to consume illegal drugs;
- 12.14 initiate unnecessary physical contact with a child or young person, or do things of a personal nature for them that they can do for themselves (unless the child or young person is a member of your family and you comply with all relevant legislation);
- 12.15 engage in rough physical games, hold, massage, kiss or touch a child or young person in an inappropriate and/or culturally insensitive way (unless the child or young person is a member of your family and you comply with all relevant legislation);
- 12.16 engage in any sexual contact with a child or young person. For the purposes of this Code, sexual contact is defined as vaginal intercourse, anal intercourse, oral intercourse or the touching of an erogenous zone of another (including but not limited to the thighs, genitals, buttocks, pubic region or chest) for the purpose of sexually arousing or gratifying either person;
- 12.17 take a child or young person to their home or encourage meetings outside program activities (unless the child or young person is a member of your family or parental permission has been provided);
- 12.18 be naked in the presence of a child or young person (unless the child or young person is a member of your family);
- 12.19 possess sexually explicit printed materials (magazines, cards, videos, films, clothing, etc) in the presence of a child or young person;
- 12.20 sleep in the same beds, sleeping bags, tents or cabins with a child or young person (unless the child or young person is a member of your family or parent permission is given);

- 12.21 discriminate against any child or young person, including because of age, gender identity, sex, race, culture, sexuality, or disability;
- 12.22 engage in any activity with a child or young person that is likely to physically or emotionally harm them;
- 12.23 be alone with a child or young person unnecessarily and for more than a very short time (unless the child or young person is a member of your family);
- 12.24 develop a 'special' relationship with a specific child or young person for their own needs (unless the child or young person is a member of your family);
- 12.25 beginning a sexual or inappropriate relationship with a student for at least two years after that student has concluded Year 12 and are over 19 years of age; (This prohibition is regardless of whether the former student is regarded in law as an adult or has reached the age of consent.)
- 12.26 show favouritism through the provision of gifts or inappropriate attention (unless the child or young person is a member of your family or in dual relationship roles);
- 12.27 photograph or video a child or young person without the consent of the child or young person and his/her parents or guardians;
- 12.28 do anything in contravention of the School's policies, procedures or this Code of Conduct.

13 PHYSICAL CONTACT / TOUCHING

- 13.1 All staff and directors are required to follow the ***Professional Boundaries – Guidelines for Tasmanian Teachers*** and the Teacher's Registration Board of Tasmania Code of Professional Ethics. Example:
 - 13.1.1 Members of the teaching profession and staff at schools in Tasmania are committed to the principles of:
 - 13.1.1.1 Dignity - Teachers honour the Principle of Dignity by upholding the intrinsic worth of all persons, including self, students, colleagues and parents;
 - 13.1.1.2 Respect - Teachers honour the Principle of Respect by having due regard for the feelings, rights and traditions of all persons and by developing relationships that are based on mutual respect and trust.;
 - 13.1.1.3 Integrity -Teachers honour the Principle of Integrity by acting impartially and responsibly and by being honest, trustworthy and accountable with regard to the obligations that concern the profession.;
 - 13.1.1.4 Empathy - Teachers honour the Principle of Empathy by being aware of the feelings and perspectives of others and by being open-minded and responding compassionately;
 - 13.1.1.5 Justice - Teachers honour the Principle of Justice by being fair and reasonable and committed to the well-being of individuals, the community and the common good.
- 13.2 Employees, directors, volunteers, and contractors are prohibited from using physical discipline in any way for behaviour management of a child or young person. This prohibition includes spanking, slapping, pinching, hitting, or any other physical force as retaliation or correction for inappropriate behaviours by a child or young person.
- 13.3 Physical contact may be required in an emergency situation to remove a child or young person quickly from danger or threat of danger.

- 13.4 Appropriate contact between employees, directors, volunteers, contractors, and children is part of normal human relationships. Some considerations and guidelines include the following:
- 13.4.1 consider the child or young person's age, developmental level, maturity and level of care required, for example, touching a child or young person to gain their attention, guiding or comforting a distressed child or young person.
 - 13.4.2 work in an open environment; for example, in confidential interviews or a one-to-one meeting, the door should be open with visual access. Exceptions apply for professions with strict confidentiality requirements.
 - 13.4.3 be aware of cues from students about how comfortable they are in your proximity and respect their need for personal space;
 - 13.4.4 be sensitive when interacting with students who may misinterpret your actions, such as those who may have been traumatised by abuse or adolescents seeking attention from a member of the opposite sex;
 - 13.4.5 be aware of cultural norms that may influence the interpretation of your behaviour;
 - 13.4.6 be cautious about physical contact in games or practical instruction. If you need to make physical contact for demonstrations, explain the activity and what you will do, maintain a safe and appropriate distance;
 - 13.4.7 physical contact should be made in a way that makes students feel comfortable, for example, shaking hands, a congratulatory pat on the back or rub on the side of their arm for reassurance. Massaging a child or young person or allowing a child or young person to massage you is inappropriate physical contact (unless the child or young person is a member of your family and you comply with all relevant legislation);
- 13.5 All forms of physical contact with students should therefore be avoided where possible (unless the child or young person is a member of your family).

14 TRANSPORTATION AND OFF-SITE EVENTS

- 14.1 Other than in an emergency or other abnormal situation where no other option could be reasonably foreseen, it is not acceptable to transport students without written permission of their parent, carer or guardian.
- 14.2 It is prohibited to have unnecessary and/or inappropriate physical contact with students while in vehicles.
- 14.3 Students should be transported directly to their destination. No stops should be made other than those that are reasonably scheduled for meals or comfort stops. This obligation does not apply to students that are a member of your family.
- 14.4 It is prohibited to have students spend the night at the residence of an employee, director, volunteer or contractor without parental/guardian prior approval.
- 14.5 Changing and showering facilities or arrangements for adults must be private and separate to facilities or arrangements for students (unless the child or young person is a member of your family).

15 CONFIDENTIALITY

- 15.1 When students are having a written or verbal interaction with employees, directors, volunteers and/or contractors of the School, that interaction is confidential to the organisation not to the individual. This means that an employee, director, volunteer or contractor is able to talk with other employees, directors, volunteers or contractors in a way that identifies the child or young person. That said, where possible the privacy of the child or young person should be respected at all times. When considering breaching their privacy who and how many people are told should be based on what is believed to be in the best interest of the child or young person.
- 15.2 Employees, directors, volunteers and contractors should not discuss confidential matters about students with people outside the School in a way that identifies that child or young person except when they have the express permission of the child or young person, it complies with the School's Child Protection Policy, Procedure and Code of Conduct, or the child or young person is a member of their family. In circumstances where employees, directors, volunteers and/or contractors believe that there is not enough knowledge within the School to provide the best possible assistance to a child or young person, they are able to seek expertise external to the School. When communication with people outside the School the child or young person's identity should be protected.
- 15.3 It is the School's responsibility to communicate the limits of confidentiality in the School to students who are likely to have an ongoing relationship with the School. These guidelines should be published in an accessible place for children.

16 WHAT HAPPENS IF YOU BREACH THIS CODE OF CONDUCT?

If you breach this Code of Conduct you will face disciplinary action, including and up to termination of employment or cessation of engagement with the School, or where appropriate reporting to law enforcement officers.

- 16.1 Any employee, director, contractor or volunteer will be automatically suspended from work or other duties within this organisation if they are under investigation (either internally or by the police) for committing sexual abuse.

17 DEFINITIONS

- 17.1 'Family' – meaning the immediate family members, mother, father, siblings.
- 17.2 'School' – meaning Devonport Christian School.
- 17.3 'Dual relationship' – meaning the adult has connection with the child or young person's family through church or outside school connections, or the adult's own children are connected to the other child or young person.

DEVONPORT CHRISTIAN SCHOOL RELATED DOCUMENTS:

Policy On Policies
 Risk Management Policy and Procedures
 Complaints Management Policy
 Harassment, Bullying and Victimisation Policy
 Anti-Bullying Policy
 Behaviour Management Policy
 Child Protection: Policy and Procedures
 DCS Code of Conduct
 Staff Development Policy, incorporating Appraisal and Performance Management – Teaching and Non-Teaching
 Working at DCS - Employment Procedures Guideline
 Statement of Faith

Devonport Christian School Inc

Statement of Faith

This *Statement of Faith* outlines what we believe as we engage in the task of Christian education. This is the faith on which our school was founded. This is who we are; this is what we promote, practise and teach. Our staff are to uphold the Statement of Faith in both their public and private lives and are committed to the body of Christian believers through membership of a local church or Christian community.

As an open enrolment school, we recognise that our student and parent community includes a variety of faith and lifestyle beliefs. All are welcome in our school. Nevertheless, it is important when joining the school community, that families understand what the school promotes, practises and teaches. We recognise the right of parents and students to hold different positions on lifestyle or faith as private matters.

God

1. There is one God who is three persons: Father, Son and Holy Spirit.¹
2. God created the world and He created us to be His people. God loves us and is our Father in Heaven. He rules over the world and provides us with everything we need. God reveals Himself to us through His creation, through His Word in the Bible, and most of all through His Son Jesus Christ.²

The Bible

3. The Bible is God's written Word, spoken by God through the people who wrote it. Because of this we can trust the Bible in everything we believe and do. In the Bible, God tells us how much He loves us and how He wants to be with us forever, as His family. The Bible guides and directs us on how God wants us to live. It tells us what God is like and that His plan for us is good.³

Life before God

4. God is Holy and His law is perfect. God created humanity, both male and female, in His own image. Since the beginning when Adam and Eve disobeyed God, all people have broken God's laws. This is what sin is. God is offended when we break His laws. Unless we turn to Him and ask His help to turn away from our sin, we will be separated from Him forever.⁴
5. But God loves us and does not want to be separated from us. God wants us to be in His family. He wants us to honour Him because He made the world and He rules over the world. He wants us to learn about Him from the Bible. He wants us to talk to Him and enjoy being with Him.⁵
6. God's plan is to welcome us into His family again. This happens when we trust in Jesus. Jesus is God. He came to earth as a man and taught people about God. Jesus lived exactly how God planned for Him and never broke God's law. Jesus took the consequences for our sin when He died on the cross. Because of this, God promises He will forgive us when we turn to

¹ Deut. 6:4, Matt. 28:19, Mark 12:29, John 14:8-18

² Gen. 1, Ps. 19:1-4, Ps. 33:6, Rom. 1:20, Heb. 1:1-4

³ Deut. 10:12-13, 2 Tim. 3:16-17, 2 Peter 1:19-21

⁴ Gen. 1:27, Rom. 1:18-32, Rom. 5:12-14, Rom. 6:23, Eph. 2:3

⁵ John 14:1-3, Rom. 3:22-24

Him and away from our sin. Believing in Jesus and why He died for us is the only way we can be in God's family again.⁶

7. Jesus died for us, but that was not the end! Jesus also rose from the dead. He is alive again! Jesus is the ruler of the world. He broke the power of sin and death. The Bible says Jesus is now in Heaven. He rules over the world with God. Jesus is preparing a place for every person who trusts in Him.⁷
8. Because Jesus is God's Son and the ruler of everything, we can be sure His promises are true. Jesus sent the Holy Spirit to help us believe God's promises and to understand the Bible. The Holy Spirit helps us believe in Jesus. The Holy Spirit helps us see all the things we do that break God's law, and helps us to be more like God wants us to be. He encourages us to do God's work here on earth. God is bringing His world back to Himself and wants us to participate with Him in this work. One day Jesus will return to this world, and everything will be made new and right.⁸
9. God wants us to tell all people in the world about how much He loves them. God wants us to tell all people about how He is the ruler of the world. God wants us to tell all people about Jesus and why He died. Every person who puts their trust in Jesus becomes part of God's family, called the church.⁹
10. The Bible says that God's promises are for all people who believe in Him. This means Christian parents want to teach their children to know and love God too. God's best plan for children is that they grow up in families. The Bible teaches that families are formed through marriage and tells us that marriage is a commitment between one man and one woman, to the exclusion of all others, that is intended to last for life and is the rightful place for sexual activity and procreation.¹⁰

A Christian

11. A Christian is someone who trusts in God's gift of Jesus Christ as his or her Saviour and who strives to follow Jesus' example in every area of life.¹¹

Christian Schools

12. Christian schools' partner with families in teaching children that the world and everything in it belong to God. Christian schools weave this understanding all through their curriculum and in their everyday practices.¹²
13. God wants His family to protect and nurture every person as an individual who has dignity and worth from before they are born. He wants His people to work for justice in every society and to protect and care for His creation. He wants us to love others as He loves them.¹³
14. This is God's world and Jesus Christ is at the heart of all things. Jesus is the ruler and King of everything we do. He is Lord in our schools, in our homes, in our lives and in our hearts. Everything we do can be done with thanks for everything God has given us as an act of worship to Him.¹⁴

⁶ Matt. 20:28, 2 Cor. 5:21, 1 Tim. 2:5-6, 1 Peter 2:22-24

⁷ Matt. 28:18, Luke 24:36-43, John 5:21-23, John 14:2-3, 1 Peter:1:3

⁸ John 14:16-18, John 15:26, 1 Cor. 2:9-10, 1 Cor. 12:3, Titus 3:3-8

⁹ Matt. 28:18-19, Mark 16:15-16, Acts 1:8, Rom. 12:4-8, Eph. 1:20-22, Heb. 10:24-25

¹⁰ Gen. 1:27-28, Gen. 2:24, Gen 17:7, Matt. 19:4-6, Matt. 19:14, Acts 2:39, Eph. 5:22-32

¹¹ Rom. 6:23, Rom. 12, Titus 3:3-8, 1 Peter 2:21

¹² Deut. 6:6-7, Deut. 10:14, Ps. 24:1, Eph. 6:4

¹³ Gen. 1:26-28, Ex. 20:13, Ps. 139:13-16, Micah 6:8

¹⁴ Deut. 10:14, Ps 24:1, Ps 150:6, Eph. 1:20-22, Rev. 5:13

