

# Code of Conduct

## RATIONALE

Yarra Hills Secondary College has a learning environment built on the values of Respect, Endeavour, Achievement and Pride. The school is committed to success in a student centred and safe atmosphere. High educational standards are expected and encouraged as is respect for diversity, self and others. The provision of broad educational opportunities allows all students a pathway to success as responsible members of the global community.

## PURPOSE AND VISION

Yarra Hills Secondary College provides a strong foundation for student learning with student engagement and wellbeing as a whole-school priority. Yarra Hills Secondary College recognises that we are preparing young people for their adult lives. There is a strong focus on the development of student social competencies by embedding such learning opportunities into our pedagogy, curriculum, behaviour management systems, expectations and structures. A positive school culture with the values of Respect, Endeavour, Achievement and Pride ensures that students feel safe, valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. As an effective school Yarra Hills Secondary College:

- Recognises and responds to the diverse needs of students
- Engages and is inclusive
- Accommodates different learning profiles and rates of learning
- Provides early intervention to identify and respond to individual student needs.

## DEFINITION

For the purpose of this *Code of Conduct policy* “School Community” comprises of all Yarra Hills Secondary College students, staff, parents, guardians, step-parents, relatives, support carers, volunteers and invitees of the School, who attend at the School, or elsewhere, for the purposes of visiting, viewing, participating, supporting or being present for any official, sporting or social activity held by or for the benefit of the college and its students.

## BACKGROUND

Yarra Hills Secondary College *Code of Conduct* sets clear standards of behaviour, which are expected of members of the School Community. It specifies the consequences for any member of the Yarra Hills College Community who does not comply with those standards of behaviour, whether those persons are on the School’s property, in transit or at another location for the purpose of any School-authorized events or activities. Yarra Hills Secondary College *Code of Conduct Policy* will focus on:

- creating a positive school culture that is fair and respectful
- building a safe and supportive school environment
- expecting positive, supportive and respectful relationships that value diversity
- promoting pro-social values and behaviours
- encouraging endeavour in students by participation and student voice
- proactively engaging with parents/carers
- implementing preventative and early intervention approaches
- responding to individual students
- Linking to the local community through being involved in community activities as well as partnership with local charities and organisations

## STATEMENT OF RIGHTS AND RESPONSIBILITIES

*“Under the Equal Opportunity Act 2010, it is still against the law to discriminate against a person on the basis of age, disability, gender identity, marital status, parental status, physical features, political belief or activity, race, religious belief, sex, sexual orientation, personal association with someone who has or assumed to have any of these personal characteristics. It is also against the law to sexually harass someone. The Equal Opportunity Act 2010 still covers discrimination in employment, education, accommodation, clubs, sport,*

*goods and services, land sales and transfers, and local government, as well as sexual harassment.”* (Equal Opportunity Act 2010)

Yarra Hills Secondary College aims to establish and maintain basic rights for all members of the School Community regardless of gender or gender identity. For every member of the School Community to have these basic rights, all must be committed to accepting the responsibility that goes with these rights. The school rules which exist at Yarra Hills Secondary College seek to help our students to develop responsibility and self-discipline and to protect the rights of others. Every member of the School Community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity regardless of gender.

All people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

These rights are based on:

- Mutual respect
- Equal opportunity
- Freedom to express opinions
- Access to effective learning
- Safety of property
- Personal safety

A statement of school rules and consequences based on the following important principles:

- Common sense and safety
- Mutual respect for one another
- Courtesy towards others
- Respect for the property of individuals, School Community and the local community
- A sense of good order about Yarra Hills Secondary College
- The community's expectations for Yarra Hills Secondary College

## WHOLE SCHOOL SHARED EXPECTATIONS

**Staff:** Yarra Hills Secondary College expects inclusive teaching practices, accessible educational provision for all students, opportunities for parent/guardian partnerships and liaison, community partnerships and the provision of appropriate student services. The school has adopted a zero tolerance approach to bullying. This can be viewed in the Yarra Hills Secondary College *Bullying and Harassment, Social Media & Mobile Phone Policy* located on the college website.

- Curriculum development and provision is designed to be appropriate, relevant and challenging to give students the opportunity to experience success in their learning.
- It is expected staff will adhere to the *On-Site Supervision and Duty of Care Policies*.
- Effective communication of school rules is seen as of paramount importance.
- Teachers will assist all students in having a thorough knowledge and understanding of school rules, their purpose, their meaning and the consequences of breaching agreed rules.
- Teachers will use Restorative Practice and Respectful Relationship strategies to promote a conflict free and safe environment in the classroom
- Staff are expected to develop and implement a **classroom management plan**. Ideally this plan should be negotiated with students and always clearly communicated to students. This should:
  - Promote the development of appropriate behaviour by focusing on creating a safe and positive environment.
  - Include a clear statement of expectation including relevant rules.
  - Include consequences for inappropriate behaviour. These consequences must be known by the class, and be in line with school-wide behaviour management practises.

**Students:** As students' progress through school they are encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. Students are expected to:

- Demonstrate the values of the school by displaying positive behaviours that show respect for themselves, their peers, their teachers and all other members of the school community as well as their environment including school property.
- Follow clear and reasonable instructions given by all staff.
- Demonstrate respect for the rights of others, including the right to learn, respect for the opinion of others,

contributing to an engaging educational experience for themselves and other students.

- Dress and behave in a way that ensures personal safety and the safety of others. This includes following the *Uniform, Sun Protection, Bullying & Harassment, Mobile Phone* and *Social Media Policies*.
- Not bring to school or use any dangerous or illegal items.
- Never be violent or pose a danger to others, whether it is actual or perceived.

**Parents/Guardians:** Parents/guardians are expected to promote positive educational outcomes for their children by:

- Actively taking an interest in their child's educational progress.
- Provide cooperation with the school, including regular and respectful communication with school staff regarding their child's learning and wellbeing, will actively support their child's engagement in the school environment.
- Support the school by maintaining a safe and respectful learning environment for all students.
- Support Yarra Hills Secondary College and their children by modelling positive behaviours
- Effective communication of school rules is seen as of paramount importance.
- Assist all students to a thorough knowledge and understanding of school rules, their purpose, their meaning and the consequences of breaching agreed rules.

## **SCHOOL ACTIONS AND CONSEQUENCES**

**Yarra Hills prohibits the use of corporal punishment for any reason within the school community.**

**Student engagement:** Regular attendance and positive behaviours are supported most effectively at Yarra Hills Secondary College through relationship based whole-school and classroom practices, including:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalized learning programs where necessary
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive and safe behaviours as well as effective engagement in learning
- Implement school-wide positive and educative behaviour support strategies.

Consequences for inappropriate behaviour will depend on the severity of the incident and will be dealt with in a graded process through the relevant Staff member and/or Coordinator. This may include:

- Counselling of student in regard to the behaviour
- Confiscation of items or withdrawal from activity
- Loss of privileges
- Yard Duty and/or community service
- Compensation, replacement or repair of damaged property
- Detention – lunchtime or after school
- Removal from class: Coordinators involved and parents are notified. Students are expected to renegotiate with the relevant staff member to return to class by the next scheduled lesson. On occasions due to circumstances, staff will initiate this discussion
- Exclusion from class
- External suspension
- Police involvement for serious breaches in regard to extremely serious issues

**Broader support strategies will include:**

- Involving and supporting the parents/guardians,
- Involving the Student Wellbeing Coordinator or Pathways Leader (Career Action Plans)
- Tutoring/peer tutoring
- Mentoring and/or counselling
- Restorative Practice/ Respectful Relationships Education
- Mediation
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- Developing individualized flexible learning, behaviour or attendance plans
- Providing broader educational programs, for example experiential learning, work education, camps/ outdoor education/creative arts
- Involving community support agencies.

**The Principal and School Council responsibilities:**

\*Discipline procedures – suspension and expulsion

- A student will only be suspended or expelled from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.
- The school actions and consequences process is framed in a way to encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. Exclusions will occur only when all other options have been exhausted or where the wellbeing or safety of another student is at risk.
- The Principal of the College is responsible for leading the development and implementation, with the Campus Principals, of the DET *Student Engagement Policy*.

**Ratified by School Council May 2019**