Student Code of Conduct

Section	Welfare
Number	
Version	2
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Approved	Executive
Date	May 2020
Review	June 2021

1. PURPOSE

St Mark's Anglican Community School is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students of the School.
It is the intention of the School to provide clear guidelines to all students regarding the conduct expected of them whilst at School, engaging in School related activities, representing the School, or wearing the School uniform. Students are expected to uphold the School's values at all times.

All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.

This policy is based on rights, rules, responsibilities, consequences, and the following beliefs:

a) That all students have the right to be safe.
b) That all students have the right to be treated with respect.
c) That all students have the right to work and play without interference.
d) That all students should be polite, courteous and well-mannered.
e) That student behaviour is shared between home and school.
f) That teachers should be able to teach in an atmosphere of order and cooperation.
g) That parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment.
h) That all children will be encouraged to exhibit pride in their school and themselves.
i) That the Principal and all staff have an obligation to implement the Student Code of Conduct fairly, reasonably, and consistently.

2. SCOPE

This Code applies to all St Mark's students. The application of this Code is not limited to the School site and School hours. It extends 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.

3. DEFINITION

For the purposes of this policy, a 'Student' of St Mark's shall be considered a current student of the School until they withdraw from the School and are no longer enrolled.

4. EXPECTATIONS

4.1 Acceptable Conduct for Students
It is expected that every student will:
a) Uphold the School's values at all times.
b) Behave in a manner that does not endanger the health, safety and wellbeing of themselves or others.
c) Abide by all health and safety rules and procedures operating within the School and other locations at which the students may visit.
d) Ensure that their actions do not bring the School into disrepute.
e) Uphold the reputation of the School by observing an appropriate standard of behaviour in transit to and from the School and when wearing School uniform.
f) Respect the authority of members of staff and observe School rules as required.
g) Strictly adhere to the School's policies and procedures as required.
h) Be respectful and supportive of the School's beliefs and values.
i) Behave with courtesy and consideration for others. In particular, students must refrain from all forms of bullying and harassment. *See also: Prevention of Bullying, Harassment and Violence Policy.*
j) Refrain from behaviour which would interrupt the work of any class or hinder the learning opportunities of other students.
k) Refrain from activities, conduct or communication that would reasonably be seen to undermine the reputation of the School, employees or students of the School (including activities on social media).
l) Respect School property and the property of staff, contractors, visitors, and other students.
m) Be punctual and attend all classes.
n) Remain in the School grounds during the School day unless otherwise approved by the applicable Head of School.
o) Complete work set by teachers promptly and to the best of their ability and to take full advantage of the educational opportunities offered at the School.
p) Dress neatly and with due regard for health, hygiene, and safety in accordance with the School's uniform requirements.
q) Not possess or smoke cigarettes, e-cigarettes, possess, use, or be under the influence of alcohol or illicit drugs or other substances harmful to health, at School, on School excursions, in transit between schools and home or otherwise while wearing School uniform.

4.2 Unacceptable Conduct for Students
Unacceptable conduct includes, but is not limited to:
a) Physically or sexually engaging with students or others in a manner which is not appropriate or without consent and may endanger the health, safety and wellbeing of that person.
b) Any form of physical or verbal violence including fighting, assault or threats of violence.
c) Any form of cyber (online) bullying or cyber (online) abuse.
d) Sending inappropriate, offensive or explicit text messages, photos or videos.
e) Gambling of any form (both on-line gambling and in person) during school time, whilst undertaking School activities or whilst wearing the School uniform.
f) Language or conduct which is likely to offend, harass, bully or unfairly discriminate against any student, teacher, contractor or visitor.
g) Theft, fraud or misuse of School resources.

h) The use of inappropriate or profane words or gestures and images.
i) Unacceptable class attendance levels.
j) Smoking, vaping or consuming alcohol or illicit drugs at School, on School excursions, in transit between School and home or otherwise while wearing School uniform.
k) Attending School, social, sporting or other functions as a representative of the School whilst under the influence of alcohol, illicit drugs or other substances harmful to health.

5. STRATEGIES

The School considers that a strength-based approach to behaviour is necessary to foster a positive and trusting school climate within which personal responsibility and self-discipline will be developed.

The following strategies are:
a) Enhancing student self-esteem through positive reinforcement.
b) Acknowledging student achievement and reinforcing exemplary behaviour.
c) Encouraging students to recognise and respect the rights of others.
d) Encouraging students to be responsible for their own behaviour.
e) Developing students' self-discipline and control.
f) Encouraging students to take pride in their school, the community and themselves.
g) Developing appropriate classroom and school expectations.
h) Ensuring expectations and consequences are consistent, clear, and fair and understood.
i) Enhancing and encouraging parent-teacher communication.
j) Encouraging friendships.
k) Providing adequate supervision in the school grounds.
l) Creating and maintaining a child safe environment.

6. BREACH OF CODE

The observing staff member may sanction students who breach the Code of Conduct as deemed appropriate given the nature of breach and the age of the student. School staff may liaise with the HR/PC Tutor, Deputy Head of School or Head of School to discuss the sanction.

The applicable Head of School or Deputy Head of School will interview students who continue to breach the Code. Appropriate action is outlined below. The Head of School may refer the matter to the Principal, who has full discretion to take action including exclusion.

6.1 Behaviour management, discipline and punishment
The School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined and provides clear guidance to all members of the School community about what forms of behaviour management, discipline or punishment are permitted.

The administration of permitted forms of behaviour management, discipline or punishment conforms to the rules of procedural fairness and non-discrimination.

6.1.1 *Rules of procedural fairness*
These rules require:
a) A hearing appropriate to the circumstances.
b) Lack of bias.
c) Evidence to support a decision.
d) Inquiry into matters in dispute.

6.2 Procedures to Re-Engage Students
There is an expectation that students align their behaviours and attitudes with the school philosophy and values. There are situations that arise in School where students do not meet these expectations and support and correction is required. The overall procedure to manage student behaviour can be followed in the table below. Some situations will fall outside of this and will need to be individualised for maximum success. Teachers need to action behavior in class or at school as a first step and then things can be referred on. All breaches should be entered into SEQTA in a timely manner.

Situation	Actioned by	Outcome(s)
Minor breach of School or classroom rules e.g. • Talking in class • Disrupting others • Foolish behavior • Littering	Teacher PC Tutor	• Classroom management principles actioned by teacher – physical proximity, eye contact, modulation of voice, 'assertive discipline', change of seating plan, student removed from class for short time etc. • Correction of behaviour and positive guidance • Restate expectations • Lunch/recess detention • Parent Contact • Restorative Practice if between students • SAO in SEQTA
Persistent breach of School/classroom rules Repeated concerns (e.g. behaviour, HW)	Teacher PC Tutor Head of Year (Pastoral) Head of Department (Academic)	• Correction of behaviour • Restate expectations/discussion with student • Time in 'buddy class' • Parent contact • Detention (lunchtime or afterschool) • Restorative Practice • Daily Review • Positive Engagement Plan
Continued poor attitude / behaviour to school/classroom rules, bullying behaviour. • No positive response to above • Numerous behavioural problems over multiple departments in a short period of time.	Head of Year and/or Deputy Head of School and/or Head of School	• Daily Review • Parent Contact/Interview • Restorative Practice • Detention • Positive Engagement Plan • Afterschool detention or In/Out of School Suspension (in consultation with HoS)
Serious misbehaviour or breach of the school rules • Physical or verbal violence • Consistent bullying • Possession of offensive material • Possession/use of alcohol or cigarettes/e-cigarettes • Vandalism of school and student property	Head of School / Deputy Head of School	• Parent Interview • In/Out of School Suspension • Statement of expectations upon re-entry • Restorative practice • Positive Engagement Plan • Provisional Enrollment
Severe breach of rules and/or continuous disengagement with little or no improvement from above • Possession/use/distribution of drugs • Serious harm to other students or staff	Head of School or Principal	• Interview with parents to discuss below • Withdrawal or expulsion

If the Principal considers that expulsion of a student is an appropriate consequence, the procedure outlined in the Anglican School Commission's 'Enrolment and Attendance Policy and Procedures' will be followed.

Specifically, this states that:
The Principal must not cancel a student's enrolment without first:
a) Giving written notice of the proposed cancellation, and reason for it, to the parents or guardians or students (if over 17).
b) Giving reasonable opportunity to show why the enrolment should not be cancelled.

7. PROCEDURES TO RE-ENGAGE STUDENTS

There is an expectation that students align their behaviours and attitudes with the School philosophy and values. There are situations that arise in school where students do not meet these expectations and support and correction are required. The overall procedure to manage student behaviour can be followed in the table below. Some situations will fall outside of this and will need to be individualised for maximum success. Teachers need to action behaviour in class or at school as a first step and then matters can be referred on. All breaches should be entered into SEQTA in a timely manner.

7.1 Daily Review Procedure

Daily Reviews are an effective tool to track student behaviour and to reinforce positives whilst also highlighting behaviours that need to change. The most effective time to spend on a Daily Review is three weeks.

Step 1 – Student and Head of Year

The Head of Year and the student meet to discuss the focus points of the Daily Review and go over the procedure that the student needs to follow. For example:

- Giving the Review to staff at the start of a class and collecting it at the end i.e. being responsible for getting the Review signed each period.
- Being responsible for the feedback session being completed, and that parents have signed the Review each night. This is the student's responsibility.
- The student is to check in with Head of Year each morning before classes commence with the aim that all of the above are satisfactory.

The Head of School can be involved at this level if required.

It must be noted that this is a joint document between the student, the School and the parents. Students must take this document home each night to complete the reflection and it must be signed. Failure to do this will result in an appropriate consequence. Persistent noncompliance results in detention.

Step 2 – Deputy Head of School and student

The role of the Deputy Head of School is to check the Review at the end of each week. It would be assumed that they have had some discussion with the HoY prior to this and have aligned their ideas. Positives are reinforced and focus points for the next week reinforced and potential strategies discussed.

Step 3 – Head of School and student

The Head of School and the student meets at the end of the third week to review the process. Reference back to the reason the student went on the Review reviewed and positives and negatives discussed. If the outcome has been a positive change in behaviour, then the student comes off the Review and their good standing reinstated.

A SEQTA note from the Head of School should happen. If the students behaviour hasn't changed and the performance on the review was generally below standard, then other measures are required that should be discussed with the Pastoral Care Team. Some of these are outlined in the above table but needs to be personalised to the student. Parents need to be informed.

7.2 Restorative Practice

Restorative practice is an effective approach to deal with disputes between students. Like mediation both students outline the event and the impact that it has had on each of them. This takes place in a neutral place with the support of a Pastoral Care provider. Students are heard and consequences are discussed as a shared way forward. This process starts with students filling in the restorative practice forms.

7.3 Positive Engagement Plan

Positive engagement plan is a formal plan that Heads of Year, Deputy Heads of School and Heads of School use in order to redirect and reengage students whose behavior and/or engagement has deteriorated over time.

Steps to follow:

- Discuss behaviours being exhibited.
- Discuss school values and expectations.
- Discuss parent expectations.
- Look at what student's strengths and interests are.
- Look at ways the student is involved in school life using strengths and interests.
- Make a plan where student is more engaged in school life.
- Plan to be documented in SEQTA and emailed to students and parents.
- Plan should be followed up after 3 weeks.

7.4 Provisional Enrolment

Provisional enrolment is used with students when other behaviour management strategies have been ineffective or when the breach to school rules is serious. Provisional enrolment places the student's enrolment at St Mark's under the care of a Head of School. There are a number of conditions that must be adhered to in order for the student's enrolment to continue. Breaches of this will generally end in the termination of enrolment. Provisional Enrolment is a joint understanding/arrangement between parents, student and Head of School, and Principal.

8. REPORTING OF INCIDENTS BY STUDENTS

It is expected that all students will report any cases to a teacher or a senior staff member (in confidence) of unlawful behaviour or behaviour in breach of this conduct, which may have been observed or reported to them. All students should feel safe from intimidation or reprisal when a breach is reported.