



# Northside

Christian College

## Student Code of Conduct Policy

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## **1 Purpose**

- 1.1 At Northside Christian College (the **School**), our approach to managing student behaviour is underpinned by our Core Values:
- (a) Faith, Hope and Love;
  - (b) Community, Service and Grace;
  - (c) Humility, Integrity and Perseverance,
- and our Mission, transforming lives through Christ and the wonder of learning.
- 1.2 While the School encourages students to adopt positive behaviours, the School also recognises that there will be times when students make mistakes and poor decisions. Consequences – including education, compassion, pastoral support and discipline – form part of the School's response to these.
- 1.3 Where appropriate, the School prefers a response to student misbehaviour that is restorative, not punitive. However, any response must reflect the School's right to set and enforce student behavioural standards for the benefit of the School and all members of the school community (including by supporting the care, safety and welfare of all students).
- 1.4 The processes outlined in this code are intended to be practical, non-adversarial and non-legal.
- 1.5 This code ensures that students and all members of the School community understand:
- a) the standards of student behaviour that are expected at the School during the course of a student's enrolment;
  - b) examples of student behaviour that fall short of the School's standards, or which cannot be tolerated having regard to the School's duty to care owed to staff and students alike; and
  - c) how the School responds to concerns about student misbehaviour.

## **2 Scope**

- 2.1 This code applies, at all times, to students enrolled at the School. A Year 12 student is considered to be enrolled until the day after the completion of their final exam or Celebration Evening, whichever the later date.
- 2.2 The application of this code is not limited to the School's site and operating hours. It extends to all activities and events that are school-related, including when students are:
- (a) On school grounds.
  - (b) At any school-related activity (including for example camps, events, excursions, incursions, Church services and religious events, retreats, sport, awards nights).
  - (c) Representing the School, including when off campus, or in a digital environment.
  - (d) Travelling to and from school, as well as to and from off-site activities.

- (e) Wearing the school uniform.
- (f) Under the School's legal duty of care.
- (g) Otherwise engaging in behaviour which in the reasonable opinion of the School may affect student health and safety, student relationships, staff health and safety, staff-student relationships, or the reputation of the School.

2.3 To the extent of any inconsistency between this code and any of the School's other policies, procedures and rules, the expectations and processes set out in this code shall prevail. In this respect, this code should be regarded as an overarching summary of the School's expectations and processes regarding student behaviours.

### **3 Roles and responsibilities**

- 3.1 Students, parents and staff are responsible for supporting this code to enable students to develop positive attributes and Core Values.
- 3.2 Staff members are also responsible for promoting behaviours to students and staff through educating and modelling those behaviours, and enforcing the School's codes of conduct, directions, policies, procedures, rules and values where appropriate.
- 3.3 All staff members have a duty to enforce this code, deal with student misbehaviour when they become aware of an incident or a breach of the code, and keep the Principal and the Executive Team informed.

#### 4 The School's commitment to promoting positive behaviours

4.1 The School is focused on helping students develop behaviours which contribute positively to the communities they belong to, including the school community.

4.2 Accordingly, the table below sets out behaviours that all students at the School are expected to 'Do':

DO	
<ul style="list-style-type: none"><li>• Respect and follow all School codes of conduct, policies, agreements, rules and procedures</li><li>• Respect and comply with staff directions</li><li>• Respect and uphold the School's vision, mission, faith and values at all times</li><li>• Accept responsibility for your own behaviour</li><li>• Act as a role model to other students</li><li>• Demonstrate courtesy and respect in all aspects of communication and interactions with others (whether in person or online)</li><li>• Treat others in a fair and consistent manner</li><li>• Aspire and strive to achieve your highest standards</li><li>• Respect staff</li><li>• Respect the School's property, and the property of others</li></ul>	<ul style="list-style-type: none"><li>• Treat every member of the school community with dignity, care, compassion and respect</li><li>• Value and respect the interests, ability, culture, beliefs and difference of others</li><li>• Positively participate in all aspects of school life</li><li>• Support the learning of others and approach your own studies seriously</li><li>• Behave in a manner that does not endanger the care, safety and welfare of yourself or others</li><li>• Act in a manner that upholds and promotes the School's reputation</li><li>• Act as an upstander to the inappropriate conduct of others</li></ul>

4.3 The School supports these positive behaviours by:

- (a) promoting the School's Vision, Mission, Statement of Faith and Values;
- (b) promoting this code, including by providing clear and consistent behavioural and learning expectations, which are made explicit to all students through year level assemblies, and via the school curriculum and classroom materials;
- (c) providing a calm and focused learning environment where students feel supported by staff;
- (d) promoting respectful relationships which are characterised by positive dialogue and active listening;
- (e) using positive and resilient education strategies in the classroom and beyond;
- (f) promoting a zero tolerance approach to bullying, discrimination and sexual harassment, and taking prompt action when such behaviour (or any other inappropriate behaviour) occurs; and
- (g) providing professional learning opportunities for all staff on managing student behavioural concerns.

## **5 Dealing with student misbehaviour**

5.1 As in any school, there are a range of student behaviours which fall short of the School's standards.

5.2 These include behaviours which:

- (a) Are contrary to the Do's set out above.
- (b) Are one of the Do Not's set out in **Schedule 2**.
- (c) Are contrary to the School's other codes of conduct, policies, procedures, agreements, rules and values.
- (d) Otherwise pose a risk to the care, safety and welfare of a member of the school community (including other students, and also staff and parents).

5.3 **Schedule 1** of this code outlines the School's general response to dealing with student misbehaviour. In summary, the response process involves:

- (a) understanding a concern;
- (b) investigating the concern;
- (c) imposing consequences (where applicable); and
- (d) monitoring or reviewing areas for improvement (where applicable).

## **SCHEDULE 1: PROCESS FOR RESPONDING TO STUDENT MISBEHAVIOUR**

### **1 Raising concerns about student misbehaviour**

*“Whoever knows what is right to do and fails to do it, for him it is sin.” (James 4:17)*

- 1.1 It is expected that all students will report to a teacher or sub-school Director of Learning (in confidence) any concerns or information about unacceptable or unlawful behaviour.
- 1.2 Students are encouraged to be upstanders, as it is no longer appropriate to be a bystander to the unacceptable behaviour of others.
- 1.3 Parents and others members of the community should raise their concerns in accordance with our *Grievance and Complaints Management Policy*.

### **2 Investigating student misbehaviour**

- 2.1 Where a concern is received about a student’s behaviour, the School will aim to provide the relevant student with advice about how to deal with the situation, and implement strategies to reduce the likelihood of the behaviour recurring.
- 2.2 The School will also assess the concern to determine whether an investigation, and potentially consequences, is required. In making this assessment, the School will consider:
  - (a) the nature of the concern, the seriousness, and whether it has been raised with the School previously;
  - (b) whether a satisfactory means of address is otherwise available (for example restorative meetings);
  - (c) the individual circumstances; and
  - (d) whether the concern enlivens the School’s mandatory reporting obligations (for example where the concern may involve a criminal allegation, or behaviour of a severity that may result in a student’s suspension or expulsion).
- 2.3 The School will investigate student behavioural concerns in accordance with principles of procedural fairness. This will ordinarily involve:
  - (a) a discussion with the alleged victim to seek clarity about their concerns; and
  - (b) a discussion with the student who is the subject of the concern, so that they are heard.
- 2.4 When speaking with students about serious student misbehaviour issues, typically two staff members will be present and the comfort of the student considered. Students are able to note their preferred staff member and regard will be had to that preference.
- 2.5 The School reserves its right to speak with students about behaviour concerns without their parent(s) present, so that matters may be resolved during school hours and as efficiently as possible. Dependent on the circumstances (for example, where suspension or expulsion is being considered), the School may decide it is appropriate for the parent(s) to attend as additional support for the student.

- 2.6 After completing enquiries and considering the available information, the School is responsible for determining when conduct of a student falls short of the School's standards, and warrants consequences. Where inconsistent accounts are received, the School will endeavour to resolve these. Nonetheless, it is open for the School to make findings in "*he said/she said/they said scenarios*" on the basis of the information available.

### **3 Searches of School or student property**

- 3.1 Staff may search a student's desk, locker or other School property (including locations such as facilities at School-arranged camps, excursions and events) or ask students to empty their pockets, bag or otherwise, their personal belongings where there is a reasonable suspicion that the student:
- (a) has breached or may breach this code (or otherwise, the School's other codes of conduct, policies, procedures, agreements, rules and values); or
  - (b) poses or may pose a risk to themselves, another student or a staff member's health and wellbeing.
- 3.2 This includes where there is a concern that a student is in possession or under the influence of alcohol, drugs or smoking products (including cigarettes, e-cigarettes and personal vaping devices – irrespective of whether they contain nicotine). The School also reserves the right to introduce drug and alcohol testing, or encourage parents to have their child tested, should concerns of this nature arise. Two staff members will be present for any search other than in the most exceptional circumstances.
- 3.3 If a student is asked to empty their pockets or bag, or to allow staff to search property and declines or refuses, the School will take the refusal into consideration when determining whether a breach of this code has occurred (and the consequences which should follow).
- 3.4 A student's parents will be notified in writing about any searches.

### **4 Interim measures**

- 4.1 Should the School be concerned that a student has breached this code (or otherwise, the School's other codes of conduct, policies, procedures, rules or values), or has concerns about a student's health and wellbeing, or the health and wellbeing of other students or staff, the School has discretion to implement interim measures it considers appropriate in the circumstances pending the outcome of any enquiries.
- 4.2 Interim measures may include (but are not limited to) summarily suspending a student indefinitely whilst the School investigates, and/or implementing a strategy about how the student is to return to the School following a suspension or period of remote learning.
- 4.3 A discussion with the student and their parent(s) to review the interim suspension will be arranged as soon as practicable.
- 4.4 Consideration will also be given to the School's legal responsibilities and reporting obligations.

## **5 Consequences**

- 5.1 When students fall short of the School's standards, a range of appropriate consequences are considered, including education, compassion, pastoral support and discipline.
- 5.2 Consequences can range from counselling to expulsion, and involves the exercise of discretion by experienced staff employed by the School. Examples of common consequences (which will vary subject to the circumstances) are detailed in the **Schedule 2**.
- 5.3 In determining the severity of a student's behaviour, how it should be assessed, and the consequences which should follow, the School has regard to:
- (a) the nature and seriousness of the student's behaviour;
  - (b) the student's individual circumstances, including their age, maturity and any additional needs (whether behavioural, emotional, or medical in nature);
  - (c) the surrounding circumstances and context;
  - (d) the student's behavioural history;
  - (e) the outcome considered to be in the School and the student's best interests;
  - (f) the trust and confidence that the student will act in accordance with the School's standards going forward;
  - (g) any remorse, insight or contrition shown;
  - (h) the safety of all students, staff and visitors; and
  - (i) other aggravating or mitigating circumstances considered by the School to be relevant.
- 5.4 As such, decisions about disciplinary consequences are often highly contextual, and at the discretion of the School. Any final decision regarding disciplinary consequences shall rest with the Principal.
- 5.5 The use of corporal punishment is prohibited at the School.

## **6 Suspensions and Expulsion**

- 6.1 Suspensions (including internal or external suspensions) or expulsion may occur as a consequence of multiple breaches (Level 1 or 2), or a serious breach (Level 3), of the School's standards.
- 6.2 The School will communicate any suspensions, and the reasons for suspension, in writing to the student's parent(s). Any notice will also include a strategy for the return of the student and/or arrangements to meet a member of staff to discuss the conditions under which, if any, the student is permitted to remain at the School.
- 6.3 In the specific case of possible expulsions, the School will afford procedural fairness by:
- (a) Allowing the student a reasonable opportunity to be heard regarding the School's concerns.



- (b) Writing to the student's parent(s) to state the reason(s) that the student may be expelled, and providing the student and parent(s) with an opportunity to respond before a final decision is made.

6.4 Decisions to internally suspend a student may be made by the Principal, Deputy Principal or sub-school Director of Learning. Decisions to externally suspend a student may be made by the Principal and Deputy Principal. Decisions to expel a student may be made by the Principal (or acting Principal).

6.5 The School maintains a centralised record of suspensions and expulsions on its internal management system (SEQTA), which must be updated by a member of the Executive Team as required. If the student is expelled, a member of the Executive Team must also add an expulsion note to the student's file.

## **7 Restrictive interventions**

7.1 The School believes that restrictive intervention and seclusion of a student are to be used as a method of last resort. However, staff may find it necessary to respond to a student behavioural concern in such a manner where:

- (a) there is an imminent threat of physical harm or danger to a student and others;
- (b) the physical restraint and/or seclusion are reasonable in the circumstances; or
- (c) there is no less restrictive measure available in the circumstances.

7.2 Restrictive intervention and seclusion of a student must not occur unless the above criteria are met.

7.3 In the rare event that a student is restrained, staff must:

- (a) use the minimum force required to address the imminent threat of physical harm or danger;
- (b) only restrain the student for the minimum duration required;
- (c) monitor the student for any indicators of distress and immediately cease the restraint should these be identified;
- (d) where practicable, communicate with the student to make clear why the restraint is being applied; and
- (e) ensure that the restraint used is consistent with the student's individual needs and circumstances, including (but not limited to) the student's age, gender, size, and any additional needs such as behavioural, intellectual, neurological, sensory, medical or communication impairments.

7.4 The decision about whether to use restrictive intervention and seclusion rests with the professional judgement of the staff involved, following consideration of their legal and professional obligations.

7.5 Staff must immediately report all instances of restraint or seclusion to a member of the Executive Team.

- 7.6 For additional information, please also refer to the College's *Restrictive Intervention Policy*.

## **8 Communication**

- 8.1 Where a student is subject to formal consequences for falling short of the School's standards, this will be communicated to that student's parent(s) in writing.
- 8.2 A student who is an alleged victim of student misbehaviour, and that student's parent(s), will also be briefed on the actions taken by the School, subject to privacy considerations, and the student concerned will be offered support and encouraged to raise any further concerns with the School.
- 8.3 Where students are otherwise involved, the School will use its discretion in communicating the outcome or steps taken by the School, which will occur on a need-to-know basis.

## **9 Responsibilities**

- 9.1 Each staff member has responsibility to manage student behaviour as part of the School's duty of care to its students and staff.
- 9.2 While every staff member must manage student behaviour, only the Principal and the Deputy Principal can impose external suspensions and expulsions on students under section 6.4 of Schedule 1. All final decisions regarding disciplinary consequences ultimately rests with the Principal under section 5.4 of Schedule 1.
- 9.3 Staff members must keep the Principal, Deputy Principal, sub-school Director of Learning or relevant Executive Team member informed about incidents involving student behavioural concerns, and any meetings held with students (and/or their parents), and any decisions imposed on the student. This should be recorded in accordance with section 10 of Schedule 1.
- 9.4 Where a staff member is unclear about their role or responsibility in managing student behaviour, they should promptly seek guidance from the Principal and/or the Executive Team.

## **10 Records**

- 10.1 The School keeps hard copy and electronic records of student behavioural concerns for its internal purposes. Records can include a range of documents, including records of interview, meetings with parent(s), internal correspondence with other staff and relevant images or documents that may be obtained during the course of the investigation.
- 10.2 Written records should generally outline the relevant events (in chronological order where possible), relevant dates, and details of those involved. In capturing initial details, staff are encouraged to consider the "*who, what, when, where, why, how?*"
- 10.3 Records are stored on the relevant students' file and are not shared externally unless an information sharing obligation applies (for example between regulatory bodies, or in response to a mandatory report).

## **11 Appeals**

- 11.1 If the Principal (or delegate) has made a decision to expel a student, the decision may be appealed to the College's Committee of Management in accordance with the *Grievance and Complaints Management Policy*.
- 11.2 Disciplinary decisions made or reviewed by the Principal are otherwise generally regarded as final.

## SCHEDULE 2

*The unacceptable behaviours, classifications and possible consequences detailed below are to be used as a general guide only, and may be varied or assessed by the School in its absolute discretion.*

Level 1	Level 2	Level 3
<b>Sample 'Do Not' Behaviours</b> <ul style="list-style-type: none"> <li>Inappropriate language, behaviours or gestures (for example eye rolling, answering back)</li> <li>Disobeying instructions or a reasonable direction from staff</li> <li>Breach of ICT or social media standards</li> <li>Eating in class</li> <li>Disrupting the learning or study prep of others Leaving class without permission</li> <li>Lack of preparedness for class</li> <li>Entering an out-of-bounds area</li> <li>Unacceptable level of effort at the School</li> <li>Use of another student's device (for example laptop, phone, computer)</li> <li>Acting as a bystander to the inappropriate behaviour of others (the standard you walk by is the standard you accept)</li> <li>Late to class</li> <li>Other minor inappropriate behaviours</li> </ul>	<b>Sample 'Do Not' Behaviours</b> <ul style="list-style-type: none"> <li>Moderate or repeated breaches of the School's standards, including those detailed at Level 1</li> <li>Swearing directed at others and other derogatory language</li> <li>Bullying and cyberbullying behaviour</li> <li>Vandalism</li> <li>Racist and sexist behaviour, or other discriminatory behaviours</li> <li>Harming others deliberately</li> <li>Inappropriate physical contact (for example invasion of personal space, pushing)</li> <li>Threats of violence (moderate)</li> <li>Plagiarism</li> <li>Truancy</li> <li>Wilful or reckless damage to property (for example throwing or mishandling food, sports equipment, musical instruments)</li> <li>Lying or misrepresenting the facts</li> <li>Littering</li> <li>Regular breaches of uniform or dress standards</li> <li>Other moderate inappropriate behaviours</li> </ul>	<b>Sample 'Do Not' Behaviours</b> <ul style="list-style-type: none"> <li>More serious or repeated breaches of the School's standards, including those detailed at Level 2 (and also in exceptional cases, Level 1)</li> <li>Physical violence</li> <li>Threats of violence (serious)</li> <li>Use, sale, possession or distribution of alcohol, weapons, personal vaping devices, e-cigarettes, drugs (including pharmaceutical goods such as Panadol and prescription medication – unless requisite permission is provided) and related paraphernalia</li> <li>Serious vandalism</li> <li>Ongoing absolute refusal to cooperate</li> <li>Behaviour, language, gestures or conduct of a sexual nature (including sexual harassment)</li> <li>Engaging in intimate or sexualised behaviour with another student on School grounds, or whilst any school-related activity</li> <li>Theft</li> <li>Behaviour or conduct that may bring the School's name into disrepute</li> <li>Breach of behaviours management plan, conditional enrolment or probationary agreement</li> <li>Other serious inappropriate behaviours</li> </ul>
<b>Possible Consequence</b> <ul style="list-style-type: none"> <li>Pastoral discussion with staff</li> <li>Warning</li> <li>Remain behind after class</li> <li>Behaviour Card</li> <li>Detention during break</li> <li>Lunch Detention</li> <li>After school detention</li> </ul>	<b>Possible Consequence</b> <ul style="list-style-type: none"> <li>Behaviour Card</li> <li>After School Detention</li> <li>Internal Suspension</li> <li>Sessions with professional wellbeing and support services (internal or external to the School)</li> <li>Restorative meeting with relevant parties</li> </ul>	<b>Possible Consequence</b> <ul style="list-style-type: none"> <li>Interim measures (e.g. summary suspension while the School investigates)</li> <li>Internal Suspension</li> <li>Probationary Enrolment</li> <li>External Suspension</li> <li>Expulsion</li> <li>Sessions with professional wellbeing and support services (internal or external to the School)</li> </ul>