



Related Documents	Enrolment Policy – Guidelines and Procedures Attendance Policy – Guidelines and Procedures Child Protection Policy Student Anti-Bullying and Harassment Policy Drugs and Banned Substances Policy Uniform Policy Wellbeing Policy Mobile Phones and Other Electronic Devices Policy Managing Complaints and Grievances Policy The Registered and Accredited Individual Non-government Schools (NSW) Manual (as amended or replaced from time to time) <i>Education Act 1990</i> (NSW) (as amended or replaced from time to time)
Policy Review	This policy will be reviewed every 3 years, or as needed in line with legislative changes.
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Constructed / Reviewed by	St Philip's Christian College Cessnock on advice from Russell Kennedy Lawyers
Approved By	Matthew Connett (Principal)
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1. Purpose

"Love one another just as I have loved you." (John 13:34)

St Philip's Christian College Cessnock (**the College**) is committed to ensuring a positive, respectful learning environment that is safe, responsive and supportive for all students.

All students have the right to be treated fairly and with dignity in an environment that is free from disruption, intimidation, harassment and discrimination. To achieve this, the College will uphold and maintain high standards of discipline.

Our approach to managing student behaviour is underpinned by our core values (see below); and a constant drive to deliver stellar education which fosters the growth and development of our students in all aspects of their lives. The aspiration of the College is to demonstrate the love of God and the values of Jesus Christ to permeate the life of our school community. Pastoral care and discipline at the College, encompasses all that we are and all that we do.

While the College encourages students to adopt positive behaviours, the College 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 College's response to these.

Where appropriate, the College prefers a response to student misbehaviour that is restorative, not punitive. However, any response must reflect the College's right to set and enforce student behavioural standards for the benefit of the College and all members of the school community (including by supporting the care, safety and welfare of all students).

This Code of Conduct ensures that students and all members of the school community understand:

- The standards of student behaviour that are expected at the College during the course of a student's enrolment
- Examples of student behaviour that fall short of the College's standards
- How the College responds to concerns about student misbehaviour.

This Code sets out general expectations for students instead of an exhaustive list and it is expected that students act in accordance with the intent of this Code of Conduct. The processes outlined in this Code of Conduct are intended to be practical, non-adversarial and non-legal.

2. Scope

This Student Code of Conduct applies to students enrolled at the College. A Year 12 student is considered to be enrolled until the business day after the completion of their final exam.

The application of this Code of Conduct is not limited to the College's site and operating hours. It extends to all activities and events that are school-related, including when students are:

- On school grounds.
- At any in College related activities or representing the College (including, for example, camps, events, excursions, incursions, retreats, sport, awards nights).
- Representing the College, including when off campus, or in a digital environment.
- Travelling to and from school, as well as to and from off-site activities.
- Wearing the school uniform.
- Under the College's legal duty of care.
- Otherwise engaging in behaviour which in the reasonable opinion of the College may affect student health and safety, student relationships, staff health and safety, staff-student relationships, or the reputation of the College.

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

3. Rationale

Every student has a right to feel safe and secure and able to learn to their best ability. Inappropriate behaviour should not interfere with the teaching and learning processes in the classroom. Students must understand the consequences of their actions so they can make positive decisions about their behaviour.

Matthew 22:39 encourages us to put the needs of others before our own, to make wise decisions, accept responsibility for our actions and its consequences, and to demonstrate repentance through attitude and action. Behaviour management at the College provides the opportunity for restoration. While misbehaviour must be dealt with, the focus is on developing acceptable behaviour in the future.

Implicit within this Code of Conduct, is that staff have a responsibility for: strengthening relationships in the school community, assisting students to resolve their difficulties, repairing relationships between students, with themselves; and for re-entering students into the classroom. Parents are partners in this process and will be informed of patterns of behaviour that cause a concern and will be involved in the process to address this.

Staff, students and their families are encouraged to *Respect Everyone Everytime Everywhere*.

4. College Values

The College Core Values are foundational to all that is done at the College and these values are key to this Student Code of Conduct. The College Core Values are:

- Christ First
- Serve One Another
- Strive For Excellence
- Do What is Right
- Build Community

Other College values include;

- Integrity – be reliable and honest
- Excellence – in conduct and communication
- Respect – of self, others, property and the College
- Consideration and Courtesy – in all interactions
- Pride – in the College community and in the wider community
- Responsibility – personally responsible for your actions
- Tolerance – of others, regardless of their background, age, gender, sexuality, religious beliefs, or race
- Inclusivity– of all those who come to St Philip's Christian College Cessnock, and of those in the community
- Co-operation – with staff, students and visitors

Students are expected to strive to conduct themselves in a manner that exemplifies these values whether it be in person or when using digital or social media.

5. Expectations of Behaviour

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

Accordingly, the table below sets out behaviours that all students at the College are expected to do.

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

The College's approach is based on:

- Promoting the College's vision, mission Christian faith and core values.
- Promoting this Code of Conduct, 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.
- Providing a calm and focused learning environment where students feel supported by staff.
- Promoting respectful relationships which are characterised by positive dialogue and active listening.
- Using positive and resilient education strategies in the classroom and beyond.
- Promoting a zero tolerance approach to bullying, discrimination and sexual harassment, and taking prompt action when such behaviour (or any other inappropriate behaviour) occurs.
- Providing professional learning opportunities for all staff on managing student behavioural

Further, the College's approach to building and maintaining positive behavioural standards and developing student character, is focused on the foundation of respectful and positive relationships, collaborative problem solving and restoring harm caused to an individual or the community. This approach stems from our Core Value of 'Build Community' and is underpinned by the following guiding principles:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports the building of respectful relationships.
- A restorative approach leads to individuals taking responsibility for their behaviour.

The College appreciates that the big story of the Bible is centred around four key sequential areas; Creation, Fall, Redemption and Restoration. These four areas provide the College with a Christian framework for our approach to positive relationship development. It is the College's belief that a restorative approach to positive relationship development reflects and demonstrates our core beliefs.

This approach is contrasted with a punitive approach below.

Punitive Approach	Restorative Relationship Approach
College rules are broken	People and relationships are harmed
Focuses on establishing blame and guilt	Identifies needs and problem solves
Punishment	Understanding impact and repairing harm
Obedience to rules to maintain order	Culture of community seeking to build peace

6. Rights and Responsibilities of Students

Rights	Responsibilities
I have the right to be happy and to be treated with kindness, dignity, respect and understanding.	I have the responsibility to help others be happy and to treat others with kindness, dignity, respect and understanding.
I have the right to be helped to learn self discipline.	I have the responsibility to learn self-discipline.
I have the right to be treated fairly, politely and with respect.	I have the responsibility to treat others fairly, politely and with respect.
I have the right to be treated with respect by staff.	I have the responsibility to respect the authority of staff members.
I have the right to be heard and express my opinion on matters of concern to me.	I have the responsibility to listen to others and to express my opinion in an appropriate manner, time and place.
I have the right to be safe.	I have the responsibility to talk to a staff member when I do not feel safe and to contribute to the safety of others refraining from hurtful behaviour.

I have the right to expect my property to be safe.	I have the responsibility not to steal, damage or destroy the property of others, and to take good care of my own property.
I have the right to learn.	I have the responsibility to do my best in all aspects of learning and to contribute positively to the learning environment by allowing teachers to teach and students to learn without disruption.
I have the right to develop my skills and use my talents.	I have the responsibility to actively engage in activities to develop my skills and use my talents wisely to benefit others.
I have the right to expect teachers to be punctual and participate in required activities.	I have the responsibility to attend College daily (unless on approved leave), be punctual and actively participate in required activities.
I have the right to have a pleasant, clean and well-maintained College and grounds.	I have the responsibility to care for the College environment, to keep it clean and be prepared to remove litter.
I have the right to use safe College buildings and equipment.	I have the responsibility not to destroy College equipment and to report defective equipment or damage in the College environment to a staff member.
I have the right to travel to and from College safely.	I have the responsibility to behave in such a way as to enhance the safety of myself and others when travelling.

7. Dealing with Student Misbehaviour

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

These include behaviours which:

- Are contrary to the Do's set out above.
- Are one of the Do Not's set out in **Schedule 2**.
- Are contrary to the College's other codes of conduct, policies, procedures, agreements, rules, Christian faith and core values.
- 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).

Schedule 1 of this Code of Conduct outlines the College's general response to dealing with student misbehaviour. In summary, the response process involves:

- Understanding a concern.
- Investigating the concern.
- Imposing consequences (where applicable).
- Monitoring or reviewing areas for improvement (where applicable).

8. Breaches to the Code of Conduct

Students are expected to follow this Code of Conduct. Any issues regarding conduct will be addressed by the College Leadership Team. If a student fails to observe this Code of Conduct, the College may administer disciplinary action including review of the student's enrolment at the College.

When determining outcomes, the Principal, Chief Executive Officer and/or delegates, take into account a range of factors the student's age, individual needs, and the surrounding circumstances. The Principal, Chief Executive Officer and/or delegates, also consider the safety, wellbeing and welfare of the student, staff and other students at the College.

In accordance with applicable legislation and the College's Child Protection Policy, the Police and/or other agencies will be informed of any unlawful breaches of this Code.

9. Monitoring and Evaluation

It is the responsibility of all staff to implement this Code of Conduct, to monitor its effectiveness and regularly review.

SCHEDULE 1

1 Raising concerns about student misbehaviour

"The standard you walk by is the standard you accept."

It is expected that all students will report to a teacher or senior staff member (in confidence) any concerns or information about unacceptable or unlawful behaviour.

Students are encouraged to be upstanders, as it is no longer appropriate to be a bystander to the unacceptable behaviour of others.

Parents and others members of the community should raise their concerns in accordance with our *Managing Complaints and Grievances Policy*.

2 Investigating student misbehaviour and procedural fairness

Where a concern is received about a student's behaviour, the College 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.

The College will also assess the concern to determine whether an investigation, and potentially consequences, is required. In making this assessment, the College will consider:

- The nature of the concern, the seriousness, and whether it has been raised with the College previously.
- Whether a satisfactory means of address is otherwise available (for example restorative meetings).
- The individual circumstances.
- Whether the concern enlivens the College'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).

The College will investigate student behavioural concerns in accordance with principles of procedural fairness. This will ordinarily involve:

- A discussion with the alleged victim to seek clarity about their concerns.
- Making available a copy of this Code of Conduct.
- A discussion with the student who is the subject of the concern, so that they are heard.

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.

The College 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 College may decide it is appropriate for the parent(s) to attend as additional support for the student.

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

3 Searches of College or student property

Staff may search a student's desk, locker or other College property (including bathrooms and other locations, such as facilities at College-arranged camps, excursions and events and also, video footage including CCTV footage at the College) or ask students to empty their pockets, bag or otherwise, their personal belongings where there is a reasonable suspicion that the student:

- has breached or may breach this code (or otherwise, the College's other codes of conduct, policies, procedures, agreements, rules and values); or
- poses or may pose a risk to themselves, another student or a staff member's health and wellbeing.

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 College 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.

If a student is asked to empty their pockets or bag, or to allow staff to search property and declines or refuses, the College will take the refusal into consideration when determining whether a breach of this Code of Conduct has occurred (and the consequences which should follow).

A student's parents will be notified in writing about any searches.

4 Interim measures

Should the College be concerned that a student has breached this Code of Conduct (or otherwise, the College'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 College has discretion to implement interim measures it considers appropriate in the circumstances pending the outcome of any enquiries.

Interim measures may include (but are not limited to) suspending a student or require a student to undertake remote learning whilst the College investigates, and/or implementing a strategy about how the student is to return to the College following a suspension or period of remote learning.

A discussion with the student and their parent(s) to review the interim suspension will be arranged as soon as practicable.

Consideration will also be given to the College's legal responsibilities and reporting obligations.

5 Consequences

When students fall short of the College's standards, a range of appropriate consequences are considered, including education, compassion, pastoral support and discipline.

Consequences can range from counselling to expulsion, and involves the exercise of discretion by experienced staff employed by the College. Examples of common consequences (which will vary subject to the circumstances, and can include restorative practices) are detailed in **Schedule 2**.

In determining the severity of a student's behaviour, how it should be assessed, and the consequences which should follow, the College has regard to:

- The nature and seriousness of the student's behaviour.
- The student's individual circumstances, including their age, maturity and any additional needs (whether behavioural, emotional, or medical in nature).
- The surrounding circumstances and context.
- The student's behavioural history.
- The outcome considered to be in the College and the student's best interests.
- The trust and confidence that the student will act in accordance with the College's standards going forward.
- Any remorse, insight or contrition shown.
- The safety of all students, staff and visitors.
- Other aggravating or mitigating circumstances considered by the College to be relevant.

As such, decisions about disciplinary consequences are often highly contextual, and at the discretion of the College. Any final decision regarding disciplinary consequences shall rest with the Principal, except for decisions about a student's expulsion, which shall rest with the Chief Executive Officer.

The use of corporal punishment is prohibited at the College.

6 Suspensions and Expulsion

Suspensions or expulsion may occur as a consequence of multiple breaches (Level 1 or 2), or a serious breach (Level 3), of the College's standards.

The College 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 College.

In the specific case of possible expulsions, the College will afford procedural fairness by:

- Allowing the student a reasonable opportunity to be heard regarding the College's concerns.
- 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.

Decisions to suspend a student may be made by the Principal, Deputy Principal or Head of School. Decisions to expel a student may be made by the Principal in conjunction with the Chief Executive Officer.

The College maintains a centralised record of suspensions and expulsions on its internal management system, 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

The College 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:

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

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

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

- Use the minimum force required to address the imminent threat of physical harm or danger.
- Only restrain the student for the minimum duration required.
- Monitor the student for any indicators of distress and immediately cease the restraint should these be identified.
- Where practicable, communicate with the student to make clear why the restraint is being applied.
- 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.

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.

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

8 Communication

Where a student is subject to formal consequences for falling short of the College's standards, this will be communicated to that student's parent(s) in writing.

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 College, subject to privacy considerations, and the student concerned will be offered support and encouraged to raise any further concerns with the College.

Where students are otherwise involved, the College will use its discretion in communicating the outcome or steps taken by the College, which will occur on a need-to-know basis.

9 Records

The College keeps 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.

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?*”

Records are stored on the relevant students’ file and are not shared externally (including with parents) unless an information sharing obligation applies (for example between regulatory bodies, or in response to a mandatory report).

10 Appeals

If the Chief Executive Officer (or delegate) has made a decision to expel a student, the decision may be appealed in accordance with the *Managing Complaints and Grievances Policy*.

Disciplinary decisions made or reviewed by the Chief Executive Officer 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 College in its absolute discretion

DO NOT	
LEVEL 1 – GREEN LEVEL	POSSIBLE CONSEQUENCE(S)
<ul style="list-style-type: none"> • Inappropriate language, behaviours or gestures (for example eye rolling, answering back) • Disobeying instructions or a reasonable direction from staff • Breach of the <i>Responsible Use of ICT Devices Student Agreement</i> • Misuse of mobile phone or other electronic device • Use of another student’s device (for example MacBook, phone, device) • Eating in class • Disrupting the learning of others • Late to class • Leaving class without permission • Lack of preparedness for class (for example equipment, textbook, charged MacBook) • Entering an out of bounds area • Littering • Unacceptable level of effort at College or on learning tasks (at school or homework) • Acting as a bystander to the inappropriate behaviour of others (the standard you walk by is the standard you accept) • Breach of uniform or dress standards • Defiant or disrespectful behaviour • Other minor inappropriate behaviours 	<ul style="list-style-type: none"> • Restorative conversation • Reflective time out or worksheets • Peg down chart • Missed Play/ Detention • Pastoral discussion with staff • Shadowing staff or collecting rubbish on yard duty • Parent(s) contacted via phone or email

LEVEL 2 – ORANGE LEVEL	POSSIBLE CONSEQUENCE(S)
<ul style="list-style-type: none"> • Moderate or repeated breaches of the College’s standards, including those detailed at Level 1 • Discrimination (for example racist or sexist language) • Inappropriate physical contact (for example invasion of personal space, pushing) • Threats of violence (moderate) • Plagiarism • Truancy • Vandalism • Wilful or reckless damage to property • Lying or misrepresenting the facts • Other moderate inappropriate behaviours 	<ul style="list-style-type: none"> • Parent(s) contacted via phone or email • Removal from class for a period • Detention (including outside of ordinary school hours and school terms) • Suspension • Reflective time out and worksheets • Sessions with professional wellbeing and support services (internal or external to the College) • Restorative meeting with relevant parties • Conduct cards and contracts

LEVEL 3 - RED LEVEL	POSSIBLE CONSEQUENCE(S)
<ul style="list-style-type: none"> • More serious or repeated breaches of the College’s standards, including those detailed at Level 2 (and also in exceptional cases, Level 1) • Bullying or cyberbullying • Abuse, harassment or victimisation of a staff member or another student • Threats of violence (serious) • Violence or physical harm to a staff member or another student • Inappropriate behaviour, language, gestures or conduct • Inappropriate, problematic or harmful sexualised comments or behaviour • Theft • Involvement with, 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 • Behaviour or conduct that may bring the College’s name into disrepute • Breach of behaviours management plan, conditional enrolment or probationary agreement • Other serious inappropriate behaviours 	<ul style="list-style-type: none"> • Parent(s) contacted via phone or email • Interim measures (eg summary suspension while the College investigates) • Suspension • Conditional or probationary enrolment • Expulsion • Restorative meeting with relevant parties • Sessions with professional wellbeing and support services (internal or external to the College)

