

Student Code of Conduct – Policy

Whittlesea Secondary college is committed to providing a safe, friendly and respectful environment for students in an environment that promotes learning, personal growth and positive self-esteem. We uphold the right of all to have respect from others, the right to learn and teach, and the right to feel safe and secure in their school environment.

College Values

Teamwork, Respect, Excellence, Integrity, Commitment, Knowledge

The values of Whittlesea Secondary College underpin its cultural and moral framework, enabling it to set clear and resolute behavioural codes. These codes, once adhered to, enable the members of the school college community to function in a safe, mutually respectful and highly energised learning community.

This will be achieved through clearly articulated behavioural expectations based on a set of principles that acknowledge students' rights and responsibilities.

All students have the right to:

- Be treated fairly and with respect, regardless of physical, intellectual, sexual, racial, cultural or religious differences
- Be valued as individuals and have their unique learning styles recognised and catered for so that they can learn and maximise their potential
- Have a safe, secure environment that is free from intimidation, bullying and harassment
- Be provided with exemplary role models by all staff of the College
- Be regularly informed of their progress
- Be involved in decision making processes in their education.

All students have the responsibility to:

- Be respectful of the beliefs, feelings and opinions of others
- Behave in a positive manner that contributes to the learning of fellow students, does not disrupt the learning of students and enables teachers to teach in an atmosphere of cooperation
- Take responsibility for their learning and use the resources and teachers of the College to facilitate and support their learning

All parents have the right to:

- Expect that their children will be educated in a safe, supportive and secure environment
- Be frequently informed of the learning progress of their children.

All parents have a responsibility to:

- Support the College's Code of Conduct and other policies, including uniform and attendance
- Communicate with the College if they have concerns about their child's progress or well-being
- Support the College in its efforts to maintain a safe and positive teaching and learning environment
- Uphold College Values when dealing with all members of the College Community.

All teachers have a right to:

- Teach in a cooperative and orderly environment
- Be treated with respect
- Expect the support of parents in the education and care of students.
- Uphold college Values when dealing with all members of the College Community.

All teachers have a responsibility to:

- Ensure that an environment conducive to learning and the well-being of students is maintained
- Ensure that all students make progress with their learning and that it is monitored and reported on regularly
- Acknowledge and/or reward positive actions or achievements
- Treat all students fairly, reasonably and in accordance with the College's Code of Conduct
- Uphold College values when dealing with all members of the College Community.

In implementing the above principles, the Code of Conduct requires that students will:

- Follow instructions given by teachers in the performance of their duties
- Show respect towards all members of the College and maintain a safe and supportive environment
- Speak and listen in a manner that shows courtesy and respect
- Work to the best of their ability in all learning areas
- Be punctual and regular in attendance to school and classes and take all the required equipment to classes
- Wear the prescribed College uniform while at the College, while travelling to and from the College and on any activity associated with the College
- Behave in such a manner that will bring credit to themselves and the College whilst travelling to and from the college, and attending activities associated with the College
- Demonstrate respect for the property of others including the College buildings, grounds and equipment
- Undertake the responsibilities associated with any leadership position.

SUPPORT FOR STUDENTS

Support is aimed at encouraging and fostering appropriate behaviour from students that enables them to exercise personal responsibility and self-discipline. The College fosters a positive school culture which promotes belonging and well-being. The following support structures have been implemented:

1. Using 'Shared Responsibility' and Restorative Justice Practices, to develop strong social relationships
2. Access to a team of House Coordinators and School Managers
3. Access to specialist welfare and referral services, including College Chaplain
4. Positive reinforcement and encouragement to build self-esteem
5. Provision of a comprehensive student leadership and development program
6. Implementation of an anti-harassment and anti-bullying policy
7. Provision of Peer Support, Peer Mentors and Peer Mediation programs
8. Regular monitoring of student progress, attendance, participation and welfare.

CONSEQUENCES

The consequences of active learning and acceptable behaviour are positive and include:

- Worthwhile learning outcomes, including acknowledgement of achievements and effort
- Reward and praise, which support an enhanced sense of self worth
- Communication with parents/guardians about students' educational development

A graded series of consequences that emphasise the importance of self-control, responsibility and ownership of one's behaviour will be implemented and enforced.

All breaches of the College Student Code of Conduct may incur consequences.

Consequences for breaches may include: detentions, suspensions, suspension conferences and possible expulsion, and in serious cases, Police referral.

Strategies will be put in place to assist the student to prevent subsequent breaches of the College rules.

The college's Code of Conduct and the administration of sanctions will be implemented in accordance with the DEECD guidelines.