



# STUDENT CODE OF CONDUCT

## Purpose

Hilliard Christian School embraces the Gospel of Jesus Christ as the foundation and driving force behind fostering positive behaviours and attitudes. Each person is uniquely created by God and cherished by Him. The School's is dedicated to demonstrating and teaching the Christian lifestyle in a nurturing environment that fosters love, care, faith, hope, justice and reconciliation.

The School seeks to be a thriving, nurturing learning community where Jesus is central, and where our students may become all that God intends them to be. This commitment calls out to us to strive for the highest levels of achievement in behaviour, attitudes and dedication. At Hilliard Christian School, we endeavour to grow our students with core values such as respect, belonging, perseverance, humility, compassion and forgiveness, that will stay with them throughout their life journey.

While the School strives to be a Christ-centred community, the School also acknowledges that imperfections exist within individuals, and there will be times when students make mistakes and poor decisions. Consequences – including education, counselling, pastoral support and discipline – form part of the School's response to these. Where appropriate, the School prefers a response to unexpected student behaviour 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).

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.
- (c) How the School responds to concerns about unexpected student behaviour (which are set out in the School's *Pastoral Care and Chaplaincy Programme*).

The processes outlined in this code are intended to be practical, non-adversarial and non-legal.

## Scope

This code applies, at all times, to students enrolled at the School. A Year 10 student is considered to be enrolled until the day after the completion of all Year 10 final exams or any School graduation function/event which the Year 10 student is invited to by the School (whichever occurs later).

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:

- (d) On school grounds, including when off campus, or in a digital environment.

- (e) At any school-related activity (including for example camps, events, excursions, incursions, retreats, sport, awards nights)
- (f) Representing the School
- (g) Travelling to and from school, as well as to and from off-site activities
- (h) Wearing the school uniform
- (i) Under the School's legal duty of care
- (j) 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.

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.

### **Roles and responsibilities**

Students, Parents and Staff are responsible for supporting this code to enable students to develop positive attributes and core values.

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.

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

The School 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 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, cooperate and comply with staff directions</li> <li>● Uphold the School's vision, mission 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 respectfully, politely and in a fair and consistent manner</li> <li>● Aspire and strive to achieve your highest standards</li> <li>● Respect the School's property, and the property of others</li> <li>● Attending all classes and school events and appointments on time</li> <li>● Use technology (including internet, mobile phones, digital images, etc.) in accordance with the HCS Digital Citizenship code as contained in the HCS Digital Learning Agreement</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 sensible 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> <li>● Show exemplary behaviour in public including when travelling to and from School, on excursions and at school events such as sport</li> <li>● Act in accordance with the HCS bus code when travelling on an HCS bus or a bus hired for a school purpose</li> <li>● Speak and act in a manner consistent with the School's Christian values and beliefs of the school as a Christian institution. Conduct and materials relating such as: the occult, wicca, witchcraft and/or pornography are not consistent with these values and beliefs</li> <li>● Follow and comply with the School's uniform regulations, which includes ensuring your uniform is wearing well-maintained uniform in the correct manner</li> </ul>

**The School supports these positive behaviours by:**

- Promoting the School's vision, mission and values
- 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.
- 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 concerns.

### **Dealing with unexpected student behaviour**

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

These include behaviours which:

- Are contrary to the Do's set out above.
- Are one of the Unexpected Student Behaviours set out in the *Pastoral Care and Chaplaincy Programme*.
- Are contrary to the School's other codes of conduct, policies, procedures, agreements, rules and 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 outlines the School's general response to dealing with unexpected student behaviour. In summary, the response process involves:

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

### **Document Information**

Document Name	Student Code of Conduct
Approver	Seventh-day Adventist Schools Tasmania Board of Directors
Last Approved Date	25 <sup>th</sup> march 2024
Review Date	February 2026
Audience	Students and Parents
Links	<i>Pastoral Care and Chaplaincy Programme</i>
Custodian	Principal

## **SCHEDULE 1: PROCESS FOR RESPONDING TO UNEXPECTED STUDENT BEHAVIOUR**

### **Raising concerns about unexpected student behaviour**

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

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

Parents and other members of the community should raise their concerns in accordance with our *Grievance Policy (Community)*.

### **Investigating unexpected student behaviour**

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.

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

The nature of the concern, the seriousness, and whether it has been raised with the School previously

Whether a satisfactory means of address is otherwise available (for example restorative meetings)

The individual circumstances

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).

The School 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.

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 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.

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 outcomes. 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.

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

Staff may search a student’s desk, locker or other School property (including bathrooms and other 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:

has breached or may breach this code (or otherwise, the School’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 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.

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 outcomes which should follow).

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

### **Interim measures**

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.

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.

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 School’s legal responsibilities and reporting obligations.

### **Outcomes**

When students fall short of the School’s standards, a range of appropriate outcomes are considered, including education, counselling, pastoral support and discipline.

Outcomes can range from counselling to expulsion and involves the exercise of discretion by experienced staff employed by the School. Examples of common outcomes (which will vary subject to the circumstances) are detailed in the *Pastoral Care and Chaplaincy Programme*.

In determining the severity of a student's behaviour, how it should be assessed, and the outcomes which should follow, the School 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 School and the student's best interests.

The trust and confidence that the student will act in accordance with the School'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 School to be relevant.

As such, decisions about disciplinary outcomes are often highly contextual, and at the discretion of the School. Any final decision regarding disciplinary outcomes shall rest with the Principal.

The use of corporal punishment is prohibited at the School.

### **Suspensions and Expulsion**

Suspensions or expulsion may occur as an outcome of multiple breaches (low- or mid-level unexpected behaviours), or a serious breach (high-level unexpected behaviours), of the School's standards.

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.

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

Allowing the student, a reasonable opportunity to be heard regarding the School'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 for up to three days are made by the Principal. Decisions to expel a student may be made by the School Advisory Council.

The School 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.

## **Restrictive interventions**

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:

- 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.

## **Communication**

Where a student is subject to formal outcomes for falling short of the School'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 School, subject to privacy considerations, and the student concerned will be offered support and encouraged to raise any further concerns with the School.

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.

## **Records**

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.

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 unless an information sharing obligation applies (for example between regulatory bodies, or in response to a mandatory report).

### **Appeals**

If the Principal (or delegate) has made a decision to expel a student, the decision may be appealed to the Board in accordance with the *Grievance Policy (Community)*.

Disciplinary decisions made or reviewed by the Principal are otherwise generally regarded as final.