

*“Bayview is a Christian School offering a contemporary education with a strong academic focus, wherein each young person can maximise their potential, achieves personal excellence and develops the skills and confidence to take charge of the future in a socially responsible manner”.*

## Overview of the Student Code of Conduct

In line with the Christian tradition, the Student Code of Conduct is designed to uphold the human dignity of all members of the school community. The Student Code of Conduct sets down acceptable student behaviour and appropriate disciplinary measures. The purpose of the Student Code of Conduct is to outline for students and staff their rights to work in a positive, secure and orderly environment and the right of parents to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

The Student Code of Conduct aims to foster a healthy school culture in which high levels of achievement take place within a positive social environment. It is designed to foster high standards of behaviour based on co-operation, mutual responsibility and self-discipline and to promote positive, non-discriminatory relationships among students.

Our Vision states that “we are responsible for who we are and who we become” it is in this context that the Student Code of Conduct gives priority to enhancing self-discipline and respect for the rights of others. It seeks to promote an environment which maximises the opportunity for all students to strive for excellence. The rights and responsibilities of students, parents and school staff are clearly specified.

The Student Code of Conduct will provide Bayview with systematic strategies for fostering and maintaining student discipline and overcoming bullying, violence and harassment. It includes logical, consistent and appropriate sanctions to be applied consistently.

## Principles of Quality Behaviour

In particular, the School strives to ensure that its students are:

- Valued and treated with respect;
- Active learners;
- Spiritually aware;
- Well balanced and adaptable;
- Resilient;
- Academically responsible;
- Principled and just.

The School encourages its students to take responsibility for their actions and value their contribution to the School's learning community. The School has high standards and expectations

of its students and it is through parents' reinforcement and support that Bayview can meet its objectives.

The Student Code of Conduct Policy is informed by a commitment to the principles of Restorative Practices and procedural fairness which serves to reinforce further the School community's support. The Policy is designed to represent the expectations of the School and clearly establish quality behaviour guidelines, investigative procedures and consequences for inappropriate behaviour. At the same time, the School aims to promote a sense of responsibility amongst its students and recognises that mistakes will occur. The School seeks not to condemn its students. Inappropriate behaviour should not be tolerated but students must also be permitted to repair harm caused by any such actions and they should have an opportunity for personal growth and be provided with strategies with which to deal with such situations in the future.

Where possible, consequences will have a clear educative value in order to bring about a change in behaviour. Relevant members of staff negotiating such consequences will be afforded a degree of discretion and will base any actions on their pastoral knowledge of the student, the age of the student and any suggested consequences contained in the Policy.

## Restorative Practices

Restorative Practices provides a framework for educating young men and women about appropriate ways of relating and belonging to community. This approach helps to develop socially responsible individuals and thus helps Bayview achieve its vision statement for each of the students. This approach to unacceptable behavior and conflict resolution promotes resilience in both the one harmed and the one who causes the harm. Restorative Practices emphasizes the strength of each young person. Through the restorative philosophy, Bayview believes it can best support the wellbeing of all students in the school community.

Restorative Practices can:

- Begin to address the root causes of harmful behaviour rather than reacting to the symptoms.
- Address the harm, repair the relationship and reintegrate the young person back into the school community.
- Provide a forum where school affected community members engage with each other.
- Provide the necessary link between contemporary classrooms and pro-social behaviour management across the School.
- Understand that sometimes a desire for retribution masks a concern for student safety which can be adequately addressed in a restorative way.
- Make the commitment of time necessary to repairing relationships instead of going down the quick fix path.

*Both in and out of the formal classroom, there is an expectation that students will adopt quality behaviour.*

## Responsibilities of Students

### General

- Being courteous and well-mannered.
- Showing respect for teachers, fellow students and all members of the school community.
- Showing respect for the property and the environment of the School and others.
- Using technology in an appropriate manner (refer to the Communication Technology Acceptable Use Policy).
- Avoiding use of foul, aggressive or antagonistic language as a means of expression.
- Attending all scheduled classes, and compulsory activities.
- Being punctual.
- Behaving outside of the School in such a manner that the image of the School is not negatively affected or brought into disrepute.
- Being truthful, fair, caring, and considerate through actions and behaviours.
- Making responsible and thoughtful choices.
- Demonstrating pride in the School and its symbols.
- Wearing the School uniform in the stipulated and appropriate manner.
- Maintaining a clean and neat appearance.
- Disseminating required information to parents and/or guardians.
- Participating actively and positively in school events.
- Abstaining from the supply, possession, and use of any illegal or legal drugs, except for medical reasons while at school, on school related activities or travelling to and from school (refer to Drugs Policy).

### Classroom

- Participating actively and positively in learning in all classes.
- Completing all assigned learning tasks on time and to the best ability.
- Completing all assigned learning tasks with respect to intellectual property.
- Respecting the rights of others to learn in the classroom environment by not engaging in disruptive behaviour.

## Rights of Students

The rights of students include:

- To be valued as an individual.
- To be provided with a range of learning experiences in well managed environments that meets individual needs.
- To have all work expectations made clear.
- To receive timely, respectful and constructive feedback from teachers.
- To be treated justly and respectfully.
- To feel safe and secure.
- To have all personal property respected.
- To be provided with a selection of challenging and enjoyable co-curricular activities.
- To voice any concerns with an appropriate member of staff.
- To see the School Welfare Co-Ordinator without parental permission.

## Responsibilities of Parents

The responsibilities of parents include:

- To understand all aspects of the School's Student Code of Conduct and their role in supporting the ethos of the School.
- To ensure their child's attendance on all school days except in the case of illness or prior permission for absence.
- To inform the School in the case of their child being absent by 8.30am.
- To communicate with Staff in a polite and timely manner any concerns which affect their child.
- To ensure that the student is groomed and dressed according to the School's expectations.
- Access communication channels provided by the School including the Newsletter, the website and other forums.

## Rights of Parents

The rights of parents include:

- To receive timely, respectful, and constructive feedback about their child(s) from staff at Bayview.
- To be valued as individuals.
- To be treated respectfully.
- To feel welcome and listened to.
- To be provided with appropriate information regarding co-curricular activities and school events.
- To voice any concerns with an appropriate member of staff with the expectation that concerns will be addressed in a timely and appropriate manner.

## Responsibilities of Staff

The responsibilities of staff include:

- Modelling appropriate behaviour to students.
- Developing classroom strategies consistent with the School's Student Code of Conduct.
- Communicating any concerns to the Year Level Coordinator.
- Providing a range of learning experiences in well managed environments that meet individual needs.
- Making all work expectations clear.
- Giving timely, respectful, and constructive feedback to students.
- Valuing all students and colleagues as individuals.
- Ensuring all students feel safe and secure.
- Providing a selection of challenging and enjoyable co-curricular activities.

## Rights of Staff

The rights of staff include:

- Being able to teach in an orderly and respectful classroom.
- Being able to work in an orderly and respectful environment.
- Receiving timely, respectful, and constructive feedback from colleagues.
- Being valued as individuals.
- Being treated justly and respectfully.

- Feeling safe and secure in the workplace.
- Having all personal property respected.
- Voicing any concerns with an appropriate member of staff, student, or parent.
- Voicing any concerns with an appropriate member of Management with the expectation that concerns will be addressed in a timely and appropriate manner.

## Student Code of Conduct - Procedures

### Defining Consequences

Bayview policies and practices are designed to develop the student's social and emotional skills, resulting in appropriate quality behaviour. On the occasion that a student fails to meet these expectations and responsibilities and to protect the rights and opportunities of others, this will inevitably result in a variety of logical consequences. Typically, consequences may range from additional work being set by classroom teachers to an internal suspension, depending on the nature of the behaviour. Ongoing and repeated behaviours that cause concern to the School will have a cumulative effect on the level of the consequence. Where continued inappropriate behaviour occurs, suspensions or withdrawal may result. Corporal punishment is not permitted under any circumstances.

*Refer to the Investigation Procedures and Consequences sections of the Student Code of Conduct for specific details.*

### Investigation Procedures

#### Rationale

In the interests of justice and fairness, when investigating breaches of the Student Code of Conduct, the following objectives and procedures, as advised by Victoria Police, will assist all staff with their inquiry.

#### Objectives of an Investigation

The staff member in receipt of a report has four main objectives. These are:

- Establishing that an incident has actually occurred.
- Ascertaining the identity of all parties involved and their whereabouts and isolate them under supervision.
- Determining where the incident took place.
- Determining the involvement of each of the parties concerned.

#### Action Upon Report of An Incident

When a breach of the Student Code of Conduct has occurred, the staff member who receives the report should take charge of the situation and responsibility for investigating the incident until it reaches its conclusion or someone with higher authority takes charge of the investigation, with the initial staff member's assistance. The staff member charged with investigating the incident is to do so in an impartial manner.

The following approach is recommended:

- Gather all the facts available.
- Consider the facts to obtain a picture of what has occurred.
- Do not distort facts to fit a preconceived theory.
- Be flexible as further facts emerge to use them to test the validity of the original theory and either:
  - Accept the original theory.
  - Reject the original theory.
  - Modify the original theory.
- Do not jump to conclusions.
- Keep an open mind.
- Be objective; Judgment clouded by emotion becomes prejudice.

Procedural matters to be considered (especially for serious matters):

- Take any necessary photographs of injury or the scene of the incident.
- Collect any physical evidence.
- Interview all parties involved (including witnesses), individually, with written and signed records to be kept.
- Determine what has taken place.
- Apply appropriate consequences/interventions.

Accurate records are kept of each stage of the investigation and stored for future reference.

Students, Parents and Staff should refer to the [Grievance Policy and Procedures](#) to raise any concerns and have them addressed by the appropriate authority

## Consequences for Inappropriate Behaviour

In line with the Restorative Practices identified in the Quality Behaviour section, students will be provided with counseling opportunities and the opportunity to repair any harm caused.

Bayview has eight formal consequences for students who behave inappropriately. They are:

- Discussion with teacher (restorative chat)
- Conduct Card
- Detention – homework catch-ups,
- Behaviour Contract
- Internal Suspension – Student isolated from his/her peers and given different Recess and Lunch Breaks. Teachers to be informed about the suspension so that adequate work can be provided for the student. This consequence is for serious misdemeanors.
- External Suspension - Issued by the Principal or delegate for very serious breaches of the School rules.

The Principal has the ultimate authority for expulsion of students from the School. Assistance in locating a more appropriate educational environment that meets the needs of the student will be provided.

A Year Level Coordinator or the Deputy Principal may, at their discretion, withdraw students from class for a period of time for the purpose of defusing a possible conflict or for a purpose which is deemed to be in the best interest of the student and the School at large.

The underpinning philosophy for all consequences is that of repairing harm caused by the behaviour, not punishing the wrongdoer. Restorative Conferences following internal or external suspensions are conducted by the relevant staff.

Students, Parents and Staff should refer to the [Grievance Policy and Procedures](#) to raise any concerns and have them addressed by the appropriate authority.

## Positive Relationships (Anti-Bullying)

At Bayview positive relationships are the foundation for the healthy functioning of our community. We are committed to both the prevention of bullying behaviour in our School, and timely intervention when reports of concerning behaviour are received.

### What is bullying?

Bullying is when an individual or a group of people with more perceived power than you repeatedly and intentionally use negative words and/or actions against you, which causes you distress and risks your wellbeing.

Bullying can generally be divided into five broad categories:

1. Physical bullying e.g. hitting, poking, tripping, pushing or damaging someone's belongings.
2. Verbal bullying e.g. name calling, insults, homophobic or racist remarks and verbal abuse.
3. Social (covert) bullying e.g. lying, spreading rumours, playing a nasty joke, mimicking and deliberately excluding someone.
4. Psychological bullying e.g. threatening, manipulation and stalking.
5. Cyberbullying - using technology (e.g. email, mobile phones, chat rooms, and social networking sites) to bully verbally, socially or psychologically.

*Bullying is not:*

- Mutual arguments and disagreements.
- Single episodes of social rejection or dislike.
- Single episode acts of nastiness or spite.
- Random acts of aggression or intimidation.

Bullying behaviour is not acceptable under the Student Code of Conduct. Bayview's Positive Relationships approach include:

- Providing a safe, secure learning environment for our students.
- Countering views that bullying is an inevitable part of School life.
- Providing a safe and secure social environment for students within the School context (this includes travelling to and from School; co-curricular activities; excursions and camps; and other School functions).
- Creating a supportive climate which encourages the breakdown of the code of secrecy that often protects the perpetrators.
- Providing appropriate counselling services for students involved in, or affected by, such behaviour.

## Reporting

The School will deal with complaints with discretion. Reports of harassment and bullying will be investigated in a timely manner and be fully documented, as the School has a legal obligation to ensure that all reasonable precautions are taken to prevent harassment and discrimination occurring in the School community and to act on any reports of such behaviour. The School will work with discretion to ensure that the complainant and others involved in the reporting and investigation processes do not suffer further disadvantage, retaliation, threats or victimisation.

Bayview will sanction students involved in Bullying and Harassment in line with the College's Student Code of conduct.

## Communication Technology Acceptable Use

### Rationale

As we live in a rapidly changing world, Bayview believes that it is important for staff and students to learn how to use technology positively and responsibly in accordance with the beliefs and values of the School.

Communication technology refers, in this document, to all computer based and mobile technologies.

### Computers

Bayview has a substantial computer network, allowing staff and students in all classrooms to connect their computers to the resources of the School Network. Staff and students also have access to the School email system from home through their personal Internet provider.

The Internet is an open medium with endless potential and educational value to staff and students. However, it can be an uncontrolled information resource and care with its access is required.

Please refer to the [Communication Technology Acceptable Use Policy](#) for further information.

### Mobile Phones

Bayview recognises that there are times when it is appropriate and useful for students to have access to a mobile phone – for example, to access online learning apps such as Edrolo/Education Perfect, to contact parents in emergencies, to confirm or change a collection time after drama or music rehearsals or sports practice. It is not necessary, nor acceptable, however, for mobile phones to be switched on or used during lesson or study times.

Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, social media apps, taking/sending photos or objectionable images, and phone calls. Such behaviour is considered a serious breach of the policy and will be referred to the Principal and may result in the matter being referred to the police. In such cases the parent or guardian would be notified immediately.

Please refer to the [Mobile Phone Policy](#) for further information.



## Consequences

Breaches of the Bayview Communication Technology Acceptable Use Policy will be dealt with on a case by case basis. Consequences may include any of the above as well as:

- Informing and consulting parents.
- Being sent home from school camps or other school activities.
- Counselling and support.
- Referral to an outside agency.
- Notifying police, in the instance of a Victorian law being broken.
- Confiscation of personal mobile phone or another offending device
- Restricted access to School Network.

## Drug Use

### Rationale

People in our society use drugs for both medical and recreational purposes. Bayview has a responsibility to provide its students with the knowledge and skills to make informed decisions about drug use or non-use.

Bayview aims to address the drug education needs of our community through a harm minimisation approach.

Please refer to the ***Prohibited Substances Policy: Illicit Drugs and Alcohol*** for further details.

## Consequences

Breaches of the Bayview Prohibited Substances Policy will be dealt with on a case by case basis. Consequences may include any of the above as well as:

- Informing and consulting parents
- Being sent home from school camps or other school activities
- Counselling and support
- Referral to an outside agency
- Notifying police in the instance of a Victorian law being broken
- Community service, in conjunction with outside agencies
- Behaviour contract which may include drug testing

## Truancy and Out of Bounds

### Rationale

Parents at Bayview send their children to school each day in the belief that they are in the care of the School. The School, therefore, has an obligation to provide a safe and supervised environment. Students who leave the school grounds unsupervised or enter 'out of bounds' areas place the School's duty of care requirements under undue pressure and the School is not able to provide for their safety and well-being.

Truancy and school refusal are different forms of non-attendance. Genuine cases of school refusal; that is a student not attending school, with parental knowledge will be treated differently to cases of truancy, where the parent believes that their child is attending school, but the student chooses not to.

## Consequences

Students found to be in contravention of this rule will make up the time that they have missed through a Deputy Principal Detention. Continued transgressions will result in harsher consequences, including those listed above, and based on the individual's circumstances.

## Sun Protection

### Rationale

Australia has the highest incidence of skin cancer in the world, with two out of three Australians developing some form of skin cancer during their lifetime. It is estimated that more than 75 per cent of all skin cancers could be prevented by practising sun protection during early childhood and adolescence. (Anti-Cancer Council of Victoria)

It is highly recommended that all students and staff:

- wear sun protective hats, that are available at the uniform shop, that shade the face, neck and ears during recess, lunchtime and during sporting and outdoor activities at high risk times;
- seek shade from direct sun, particularly by wearing clothing with sleeves and collars that are made from closely woven fibre, and
- Apply SPF 30+ broad-spectrum water-resistant sunscreen before all outdoor activity and to re-apply it every four hours. The sunscreen is available at key areas at the School.

To encourage such behaviour, sun protection and skin cancer prevention education is incorporated into the school curriculum and students are encouraged to be actively involved in initiatives to protect the school community from over-exposure to the sun. Further promotion of sun protection may take place via media such as school newsletters, assemblies, daily messages, parent and staff meetings and whole school activities.

*The Student Code of Conduct will be reviewed bi-annually by the Leadership Team.*

### Associated Documentation

School Counselling Service Policy  
Prohibited Substances Policy  
Communication Technology Policy  
Student Attendance Policy  
Managing Violence Policy  
Inclusion Policy  
Grievance Policy  
Positive Relationships Policy (anti-bullying)