

STUDENT CODE OF CONDUCT

*The Currajong School takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures, and practices meet all **Child Safe Standards as specified in Ministerial Order No. 1359 (2022)***

1 Purpose

- 1.1 At The Currajong School, our approach to managing student behaviour is underpinned by our values: *respect, responsibility, resilience*; and a constant drive to provide high quality specialist education in a safe and healthy environment characterised by tolerance and support; and which also respects differing teaching and work styles and celebrates individual achievements and differences.
- 1.2 The School acknowledges that all students and staff have the right to feel safe and supported in their School environment.
- 1.3 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, support and discipline – form part of the School's response to these. Where appropriate, the School prefers a response to student misbehaviour that is restorative, not punitive. The School's approach can be generally summarised by the following categories:



- 1.
- 1.4 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).
- 1.5 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.
 - (c) How the School responds to concerns about student misbehaviour.
- 1.6 The processes outlined in this code are intended to be practical, non-adversarial and non-legal.

Scope

- 1.1 This code applies, at all times, to students enrolled at the School.
- 1.2 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 camps, excursions, retreats and sport)
 - (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 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.
- 1.3 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.

2 Roles and responsibilities

- 2.1 Students, Parents and Staff are responsible for supporting this code to enable students to develop positive attributes and core values.
- 2.2 Staff 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 The School's commitment to promoting positive behaviours

- 3.1 The School is focused on helping students develop behaviours which contribute positively to the communities they belong to, including the school community.
- 3.2 Accordingly, the table below sets out behaviours that all students at the School are expected to 'Do':

2. DO	
<ul style="list-style-type: none"> • Respect and follow all school policies, rules and procedures • Respect and comply with staff directions • Uphold the School's vision, mission and 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 	<ul style="list-style-type: none"> • 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 School's reputation • Act as an upstander to the inappropriate conduct of others

3.3 The School supports these positive behaviours by:

- (a) Promoting the School's vision, mission and values.
- (b) Promoting this code, including by providing clear behavioural and learning expectations, which are made explicit to all students through year level assemblies, 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 no tolerance approach to bullying, discrimination and sexual harassment, and taking prompt action when such behaviour (or any other inappropriate behaviour) occurs.
- (g) Providing professional learning opportunities for all staff on managing student behavioural concerns.

4 The School's preventative measures

4.1 The School believes in understanding triggers and preventing the occurrence of behaviours that create risk to self, staff or other students.

- 4.2 The School recognises the importance of intervening early and utilising evidence-based strategies. While it is not always possible to resolve student concerns in this manner, the School will endeavour, where appropriate, to focus on:
- (a) promoting positive behaviour;
 - (b) addressing underlying issues;
 - (c) intervening early to prevent foreseeable behavioural problems; and
 - (d) utilising de-escalating strategies
- 4.3 The learning environment can play a significant role in maintaining positive behaviours and de-escalating concerning misbehaviour. The School is committed to making reasonable adjustments to support students in participating in, and deriving a substantial benefit from its educational program. In support of this commitment, the School may do any one or more of the following:
- (a) Review and modify classroom routines and layouts.
 - (b) Use sensory education and teach behaviours from the School Wide Positive Behaviour Support matrix.
 - (c) Convene Student Support Group (**SSG**) meetings so that parents and staff can work in partnership to address student needs and behavioural concerns.
 - (d) Convene student case management meetings, so that student information can be reviewed and recommendations can be discussed between the School, a student, their parents and health care team.
 - (e) Develop a Behaviour Support Plan (**BSP**), where the School deems it appropriate to do so. A BSP is a school-based document designed to assist individual students. BSPs can be developed for a range of students, including students who have experienced harm, are at risk of harm, have caused harm to others, been diagnosed with behaviour disorders and students who require additional assistance because they display difficult, challenging or disruptive behaviours.

5 Dealing with student misbehaviour

- 5.1 The School reserves the right, without recourse, to exclude a student from the school, either on a temporary or a permanent basis.
- 5.2 As in any school, there are a range of student behaviours which fall short of the School's standards.
- 5.3 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 policies, procedures, 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).

5.4 **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)
- (d) Monitoring or reviewing areas for improvement (where applicable).

3. SCHEDULE 1: PROCESS FOR RESPONDING TO STUDENT MISBEHAVIOUR

1 Raising concerns about student misbehaviour

- 1.1 "The standard you walk by is the standard you accept."
- 1.2 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.
- 1.3 Students are encouraged to be upstanders, as it is no longer appropriate to be a bystander to the unacceptable behaviour of others.
- 1.4 Parents and others members of the community should raise their concerns in accordance with our *Community Grievances 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
 - (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
 - (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 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 (including any personal electronic devices) where there is a reasonable suspicion that the student:
- (a) has breached or may breach this code (or otherwise, the School's policies, procedures, 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 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 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 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 nature of their 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.
 - (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 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 details 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.
- (c) Decisions to suspend a student may be made by the Principal or their delegate. Decisions to expel a student may be made by the Principal (or their delegate).

6.4 The School maintains a centralised record of suspensions and expulsions on its internal management system, which must be updated by the Principal (or their delegate) as required. If the student is expelled, the Principal (or their delegate) 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
- (c) there is no less restrictive measure available in the circumstances.

7.2 Restrictive or physical intervention or seclusion of a student must not occur unless the above criteria are met. Restrictive or physical interventions must not to be used to discipline a student.

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.

7.4 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. Mechanical restraints should never be used in the School to restrict a student's freedom of movement, unless the restraint is for a therapeutic purpose with written evidence of the prescription or recommendation, or if it is required for legal or safety purposes; for example, a seatbelt in a vehicle.

- 7.5 Physical intervention should only be used when other less restrictive interventions have been ineffective, are not feasible, or would not be sufficient for the staff member to discharge their duty of care responsibilities to all students.
- 7.6 Examples of protective physical interventions include:
- (a) Guiding a student's arm away from their mouth to prevent biting behaviour (without using force to prohibit further movement).
 - (b) Using an arm to block a student from hitting.
 - (c) Physically redirecting a student who is aggressively running towards a staff member or student.
 - (d) Breakaway techniques to disengage from the inappropriate grip or hold of a student.
- 7.7 The decision about whether to use restrictive intervention, physical intervention or seclusion rests with the professional judgement of the staff involved, following consideration of their legal and professional obligations.
- 7.8 Staff must immediately report all instances of restraint, physical intervention or seclusion to the Principal.
- 7.9 The School must notify or attempt to notify parents of the student(s) involved in an incident described above as soon as practicable, and ideally, on the same day on which the incident occurred.

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 Records

- 9.1 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.
- 9.2 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?"

- 9.3 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).

10 Appeals

- 10.1 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 *Community Grievances Policy*.
- 10.2 Disciplinary decisions made or reviewed by the Principal are otherwise generally regarded as final.

4. SCHEDULE 2

5. *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*

6.

7. DO NOT	
8. LEVEL 1	9. POSSIBLE CONSEQUENCE(S)
<ul style="list-style-type: none"> ● Bullying and cyberbullying ● Inappropriate language, behaviours or gestures ● Disobeying instructions or a reasonable direction from staff ● Breach of ICT or social media standards ● Disrupting the learning of others ● Leaving class without permission ● Lack of preparedness for class ● Entering an out of bounds area ● Use of another student's device (for example laptop, phone, computer) ● Acting as a bystander to the inappropriate behaviour of others (the standard you walk by is the standard you accept) ● Other minor inappropriate behaviours 	<ul style="list-style-type: none"> ● Communication home to parent/guardian via phone, email, in person or Seesaw. ● Reflective time out or worksheets ● Reflection time ● Re-teach ● Pastoral discussion with staff <p>10.</p>

11.

12. LEVEL 2	13. POSSIBLE CONSEQUENCE(S)
<ul style="list-style-type: none"> ● Moderate or repeated breaches of the School'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 ● Vandalism ● Wilful or reckless damage to property (for example throwing or mishandling food, sports equipment, musical instruments) ● Lying or misrepresenting the facts ● Littering ● Other moderate inappropriate behaviours 	<ul style="list-style-type: none"> ● Parent(s) contacted via phone or email ● Detention (including outside of ordinary school hours and school terms) ● Suspension (typically internal for a duration of 1-2 days) ● Reflective time out and worksheets ● Sessions with professional wellbeing and support services (internal or external to the School) ● Restorative meeting with relevant parties ● Behaviour contract/passport

14. LEVEL 3	15. POSSIBLE CONSEQUENCE(S)
<ul style="list-style-type: none"> ● More serious or repeated breaches of the School's standards, including those detailed at Level 2 (and also in exceptional cases, Level 1) ● Physical violence ● Threats of violence (serious) ● Behaviour, language, gestures or conduct of a sexual nature (including sexual harassment) ● Theft ● Behaviour or conduct that may bring the School's name into disrepute ● Breach of behaviours management plan, conditional enrolment or probationary agreement ● Truancy or leaving the school grounds without permission ● Behaviour that has the potential to create, or does in fact create a significant risk of harm or injury to the student, or others. Examples include, but are not limited to: <ul style="list-style-type: none"> ● Self-injuring behaviour such as hitting/kicking walls, head banging ● Inappropriate physical behaviour (eg.hair pulling, biting, hitting) ● Throwing furniture or other objects ● Running on to the road or otherwise placing themselves or others in a hazardous situation ● Other serious inappropriate behaviours 	<ul style="list-style-type: none"> ● Parent(s) contacted via phone or email ● Interim measures (eg summary suspension while the School investigates) ● Suspension (either internal or external, typically for a duration greater than two days) ● Conditional or probationary enrolment ● Expulsion ● Sessions with professional wellbeing and support services (internal or external to the School)

16.

Evaluation

This policy will be reviewed as per our three-year review cycle or more often if necessary due to changes in regulations or circumstances.

Approval date:	Approved by:	Next review:
December 2023	School Board	December 2026



The Currajong School acknowledges the traditional owners of this country throughout Australia and their continuing connection to land and community. We pay our respects to them and their cultures and to the Elders past, present and emerging.