

OBERON HIGH SCHOOL

STUDENT CODE
of
BEHAVIOUR

Your rights and responsibilities
with agreed consequences

YEARS 7 - 12

2014

Oberon High School is a school with a proud tradition and a positive public profile. It is expected students of the school should, by their appearance and behaviour, reflect these attributes. The teachers, students and parents share a strong commitment to providing an environment conducive to teaching and learning and enabling academic success.

We are all responsible for developing a positive school environment and celebrating in our diversity of cultural background, interests, talents and achievements. In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the school will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the School will inform and involve parents in a staged response through a Student Support Group. The following restorative approach will be used.

A restorative question approach:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

Support for students will be provided through a staged response:

- This restorative approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Where a restorative approach has previously been conducted and the behaviour continues, the school will organise a student support group to devise strategies and approaches to address the behaviour. This may include intervention by arranging relevant individual or small group personal development programs within school or specialist services and external agencies in the local community.
- Serious incidents will require a more formal restorative session that involves Vertical Home Group teachers, House Leaders or an Assistant Principal. All persons affected in the incident will be given the opportunity to explain their understanding of the events so it can be documented.
- There will be situations where a formal conference involving the student, parents/carers, other support persons, House Leader and Assistant Principal will be required.
- Wherever possible an Instructional Discipline approach will be undertaken in preference to a Punitive Discipline approach.
- Serious consequences which may lead to suspension and expulsion will be treated in accordance with Department of Education and Early Childhood Development (DEECD) policy. A flow chart for these processes is included in Appendix 1 (Suspension) and Appendix 2 (Expulsion).

- ***Student safety and wellbeing***

Rights:

Each student has the **right** to a safe, secure and effective school environment that maintains positive relationships with all of members of the school community and where students are able to fully develop their talents, interests and ambitions

Responsibilities:

Each student has the **responsibility** to behave with care and tolerance of others to allow for all students to access all elements of their learning whether that is academic, social or personal learning. This care extends to all school activities.

Students have a responsibility to refrain from the **unacceptable** behaviours which jeopardise the sense of safety within the school and whilst travelling to and from school.

These unacceptable behaviours include any targeted actions that are designed to hurt or humiliate others:

- Behaviour that endangers others.
- Discriminatory attitudes and behaviour based on gender, religion, race, socio-economic status, class, age, cultural background or sexual orientation.
- Sex-based harassment in all forms including: inappropriate touching; sexually provocative remarks; offensive staring and leering; displaying or sending pornographic material in any form including printed media, or via mobile phone, internet or email, suggestive questions or comments about another's sexual morality, physical appearance or sexual orientation; repeated requests to go out with somebody who has given a prior refusal or requests for sexual favours.
- Displays of sexually graphic material, wearing clothing which is offensive or any form of graffiti which denigrates an individual or group.
- Bullying or single acts of aggression will be treated very seriously.

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion.

Direct physical bullying - e.g. - hitting, tripping, and pushing or damaging their property.

Direct verbal bullying - e.g. - name calling, insults, homophobic or racist remarks, verbal abuse.

Indirect verbal bullying - This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. For example lying and spreading rumours, playing nasty jokes to embarrass and

humiliate, mimicking, encouraging others to socially exclude someone, damaging someone's social reputation and social acceptance.

Cyber-bullying - involves the use of email, text messages, digital images or chat rooms to humiliate and distress. Being involved in online 'communities', either at home or at school, requires students to behave safely and responsibly.

Behaving safely online means:

- protecting your own privacy and personal information.
- selecting and working with appropriate online resources or contributing to protecting the privacy of others (this can be sharing personal information or images).
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer; at school a teacher.

Bullying in all forms is not tolerated under any circumstances.

What bullying is not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual conflict - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike - Unless the social rejection is directed towards someone specifically and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single acts of nastiness or meanness, or random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. While nastiness or physical aggression that is directed towards a student is not the same as bullying, single episodes of nastiness or physical aggression should not and will not be ignored or condoned.

Bystanders to bullying or single acts of nastiness or aggression need to know it is unacceptable to stand by and watch as their actions:

- can encourage the inappropriate behaviour, for example, laughing
- can be seen as giving permission to bully or be aggressive, for example, putting up with, tolerating, not objecting or ignoring the incident.

If you are being harassed or bullied or if you are a bystander to such behaviour you should:

- tell the person you do not like what they are doing and you want them to stop.
- discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Consequences of bullying or single acts of aggression or intimidation may include a range of appropriate responses from this list:

- Talking to the student and referring them to our shared expectations.
- Implement restorative practices.
- Agreement will be reached to the actions needed “to make it right”.
- Ask the student to undertake tasks designed to better equip him/her to behave positively in the future.
- Give the student detention with instructional discipline where appropriate behaviours are taught and agreed upon
- Payment for damage sought.
- Withdraw privileges.
- Withdraw student temporarily from class.
- Contact with parents.
- A student support group meeting will be organised.
- Appropriate counselling.
- Negotiate alternative pathways or settings for the student; or as a matter of last resort, suspension or expulsion.

Attendance

Rights:

Each student has the **right** to receive a high quality education built on prior learning experiences.

Each student has a **right** to approach their teacher out of class time to collect learning tasks or materials that they missed due to absence.

Responsibilities:

It is the **responsibility** of parents, guardians and students to ensure student attendance is high and to account for student absences.

If a student is sick or unable to attend it is the **responsibility** of the parent/guardian to call the Absence Hotline 5243 7048 by 9.00 a.m.

Procedures:

- All students in Years 7 - 12 are expected to attend all timetabled classes and Vertical Home Group.
- The class roll is marked electronically each lesson by the teacher.
- Where VCE students have an assessment task scheduled or due, a parent or guardian is expected to ensure their child provides a medical certificate to account for their absence. Each of the student’s teachers must sign off on such an absence note before going to the Student Administration Office.
- VCE students can have a maximum of five days of parent approved absences after which a medical certificate is essential for successful completion.

- The Vertical Home Group teachers will follow up unexplained absences.

Consequences:

- Applied at the discretion of the Vertical Home Group teacher and House Leader in consultation with others.
- Centrelink conducts audits of unexplained absences. This may result in the loss of student or family payments.

Uniform

Rights:

Each student has the **right** to feel proud and represent Oberon High School in full school uniform.

Responsibilities:

Each student has a **responsibility** to wear the correct and complete school uniform while at school, on excursions and when travelling to and from school.

Students, parents and guardians have a **responsibility** to ensure the school uniform is available to wear every school day. Clothes worn to school should be clean and hygienic.

- Protective clothing and equipment is required in some classes. Students must always follow the teacher's instruction and signage to ensure safety in all classes.
- Students are encouraged to wear a hat and apply sunscreen during the summer months when outdoors and to remove the hat when re-entering the school buildings.
- When students are engaged in Physical Education or Sport classes, they are expected to wear the school sport uniform which consists of their sports top, shorts, white socks and appropriate footwear. If this is unavailable on a particular day the student should bring a change of clothes and shoes that will be practical for the activities they are doing in the class.

Behaviour in the classroom

Rights:

Each student and teacher has a **right** to be valued and treated with consideration and respect by fellow students and teachers.

Each student has a **right** to learn without interruption in a positive and orderly classroom environment.

Teachers have a **right** to expect that they will be able to teach in an orderly classroom.

Responsibilities:

Each student and teacher has a **responsibility** to arrive to all timetabled classes and meetings on time to avoid disruption to the class.

Each student has a **responsibility** to conduct themselves in a responsible and considerate manner.

Each student has a **responsibility** to follow the directions of their teacher, to engage in learning activities in class and those set as homework tasks.

Parents have a **responsibility** to support the school in its efforts to maintain a positive teaching and learning environment.

Procedures:

- Students are expected to be at school no later than 8.55 a.m. This provides them with sufficient time to get to their locker prior to the first bell. At recess and lunchtime the first bell indicates students should go to their locker, the second bell indicates they should be at their classroom ready to enter with their teacher. Lateness is recorded by the electronic roll.
- Students may only enter classrooms when instructed and accompanied by a teacher.
- Students must have the permission of the classroom teacher if they need to leave the classroom. If granted permission they must have a signed and dated note in their diary or a pass from the teacher.

Consequences:

- When a student's behaviour is disruptive to the learning of others the teacher may use one or more of the following strategies:
 - ask the student to stop the behaviour and reinforce class rules and agreed values.
 - move the student to another location within the classroom;
 - student will be sent to the 'Buddy Room' for the remainder of that class, to be completed later during a Restorative conversation with the class teacher before they return to that class, at an agreed time, then complete classwork sent with them;
 - send a message to the Assistant Principal's office to come to the classroom to remove the student if the behaviour is considered dangerous;
- Students removed from a classroom may not be readmitted until a member of the Principal Class or the House Leader, perhaps a parent, and the student have achieved a common understanding of the expected future attitude and behaviour required of the student. The behaviour and attitude of the student may be monitored for a probationary period by the use of:
 - a conduct card to be signed by teachers during each lesson, or
 - a written contract between the student, teacher and House Leader or
 - correspondence, telephone conferences, interviews with parents, or
 - monitored time-out of class may be arranged by the House Leader.
- Extra-curricula activities may be withdrawn for students who do not comply with the Code of Behaviour.
- Serious or continued breaches of the Code of Behaviour for classrooms may necessitate suspension.

Behaviour inside the school buildings and grounds

Rights:

Students have the **right** to a safe and clean environment.

Each student has a **right** to equal access to recreational areas and to use these areas in safety.

Responsibilities:

Students have a **responsibility** to maintain standards of safety and hygiene in the classrooms and corridors.

Students have a **responsibility** to respect others' use of recreation areas and to keep these areas litter free. All students are expected to put their own rubbish in the bins provided.

Procedures:

- For safety reasons students are expected to move throughout the school in an orderly manner, without congregating near or running in the corridors, around corners or near doorways. Students should keep to the left side using the stairs and moving through the corridors.
- All students are expected to move outside of the school building before they start eating their food.
- Ball games are only permitted in designated areas.
- Students are not to retrieve balls from the roof of buildings.
- Students are expected to leave rooms in a clean state with the furniture carefully arranged.
- Whilst waiting for the teacher to arrive prior to class, students are expected to line up along the wall of the corridor adjacent to their classroom, in order to avoid congestion in the corridors.
- Bags and hats should not be taken to class. These should be kept in lockers unless special permission has been given by the House Leader
- Students are not permitted to enter staff workrooms or the social staffroom without permission.
- Students are permitted at their lockers during the following times: Before school, start of recess and lunchtime.
- Students must stay within the school boundary during the school day unless accompanied by a staff member or if a formal leave pass has been arranged. In the latter case, the student must carry a copy of the slip they have after signing out of the school.
- In order to protect the school environment, **permanent markers, chewing gum, spray paint are not permitted.**
- At the start and end of the school day and during the breaks students should not be loitering near the boundaries of the school.
- Students are not to invite visitors onto the school grounds.
- On occasion a staff member may request students to assist to clean up the yard and/or bring in bins. At other times individual students may be asked to assist as a form of school community service.
- Students have the right to adequate protection when picking up litter so a glove or an implement is provided to allow this work to be completed in a hygienic manner.

Consequences:

- Students may be restricted from using particular areas of the grounds for a specified period.
- Students may be assigned a detention which could include yard duty or other community service.

Behaviour on the buses

Rights:

Each student has a **right** to travel safely on the bus.

Responsibility:

Each student has a **responsibility** to behave in a sensible and respectful manner whilst waiting for the bus and while travelling to and from school.

Procedures:

- Students should stand well back from the buses entering the bus bay.
- Students must sit responsibly on the bus and treat those around them with respect.

- Students must follow any instruction given by a teacher or bus driver.

Consequences:

- Students who do not follow these procedures may be excluded from travelling on the school bus and will subsequently need to make alternative arrangements for their transport to school.

Library

Rights:

Each student has the **right** to access the library for research, reading, loans and use of library facilities and equipment. Year 12 students may use the library for private study. The library offers a range of activities during recess, lunch and after school.

Responsibilities:

Each student is **responsible** for working quietly and allowing others to read or study without distraction.

Students are **responsible** for renewing and returning library loans within the loan period.

Students are **responsible** for finishing any food and drink before entering the library.

Procedures:

- Students visiting the library during class time must have their school diary signed by their class teacher, indicating the reason for the visit.
- Classes booked into the library are to wait in the library foyer until their teacher arrives.
- The school's computer networks code and responsibilities applies in the library.
- Overdue notices are emailed weekly and students are asked to either return or re-borrow the material, or notify the library if there is any error.

Consequences:

- Students may experience restricted access to the library.
- Withdrawal of privileges to computer facilities.
- Payment for books which are lost or damaged.

Personal health and first aid procedures

Rights:

Each student has the **right** to access appropriate First Aid treatment whilst at school.

Each student has a **right** to engage in a quality Health Education curriculum and to access health promotion programs that build positive relationships, increase personal resilience and promote healthy practices.

Responsibilities:

It is the **responsibility** of the parent or guardian to provide the school with current emergency telephone numbers by which they may be contacted without delay should serious illness or injury occur.

It is the **responsibility of the parent or guardian of students** who have asthma, diabetes, epilepsy, anaphylaxis, severe behaviour disorders or other such medical conditions, to provide the necessary medication and a personal plan for action that is established with their doctor. Should the student experience an episode at school which requires first aid support the personal plan will be implemented.

We encourage students to take an increasing level of **responsibility**, as age appropriate, for their health and wellbeing at school.

In emergency situations when an ambulance is called, parents will be **responsible** for incurring costs if they are not covered for ambulance transport.

Procedures:

- In cases of illness, students in class will seek the permission of the teacher to go to the Student Administration Office. A referral in writing in the school diary or a note must be given to the School's first aid attendant.
- After treatment if a student is unfit to return to class, a parent or guardian will be asked to collect the student from school and take them home.
- During recess and lunchtime, students may proceed directly to the Student Administration Office to access first aid.
- In accordance with the school Drug Education Policy (Appendix 3), students are not to use, carry, accept, or provide others with any medications, cigarettes, alcohol, or other drugs of addiction. This applies to any school organised activities, between students' homes and the school, and in the vicinity of the school.
- Students who may have a particular problem are encouraged to consult their House Leader, Student Wellbeing Coordinator or Chaplain for referral to appropriate support agencies.

Consequences:

- Students and staff are to report concerns regarding the health of any individual student to the House Leaders or to the Assistant Principals.
- Individual support will be provided to students in accordance to our *Duty of Care*.
- A staged response will be enacted should a student be at risk or place another student at risk.

Computer Network use

Rights:

Each student has a **right** to access Information and Communications Technologies (ICT) to support and enhance their learning.

Responsibility:

Each student is **responsible** for using Information and Communications Technologies (ICT) in accordance with the acceptable use guidelines listed below.

Acceptable Use Guidelines:

- All students are expected to behave as responsible citizens when dealing with digital technology.
- All students are expected to abide by the accepted rules of network etiquette. They should be polite in their communication with other people.
- Students must respect the individual's right relating to privacy and confidentiality.
- They should not provide any information about any other member of the school community.
- Students must not disclose passwords. They are strictly confidential.
- All computer hardware is to be used for school work only.
- Students are not to tamper with the systems set-up or to add or remove software.
- No food or drinks are to be consumed or brought into any computer area.
- Non-educational games are not to be used on any computer.
- There should be no defacing or damage to the computer hardware or associated furniture.
- Vandalism is defined as "any malicious attempt to harm, modify and destroy". Therefore it is strictly prohibited to vandalise any other user's data, the school network or other networks that are connected to the Internet.
- The ICT technical support staff and members of the Principal class reserve the right to check any element of the network at any time especially when there is suspicion of inappropriate use of school Information and Communication Technologies.
- Students must gain the permission of a teacher before entering a computer room used by another class or an empty computer room. Students are not to be unsupervised in a computer room.
- Copyright laws apply to certain web sites - students must abide by copyright rules.
- Plagiarism is unacceptable, if another person's work is used it must be acknowledged in accordance with copyright regulations. When using the Internet as a source of information, a complete citing of the reference, including the web address and date should be given.
- Students are not to deliberately access, display, download, upload or send unacceptable or illegal material (racist, sexist, violent, anti-social, obscene or pornographic).
- Students are to avoid libellous criticism of other people or organisations. While debate is encouraged, libellous criticism can result in legal penalties.
- Students are not to access chat sites or download games or music files.
- If a student chances upon unacceptable material, they must inform the teacher immediately.
- The Year 8 and 9 students are expected to comply with the Netbook Users Policy (see Appendix 4).

Consequences:

- Students may experience restricted access to network facilities;
- Withdrawal of privileges to network facilities.
- For more serious breaches of network rules, DEECD guidelines and procedures will be followed.
Payment for repairs or replacement of damaged equipment.

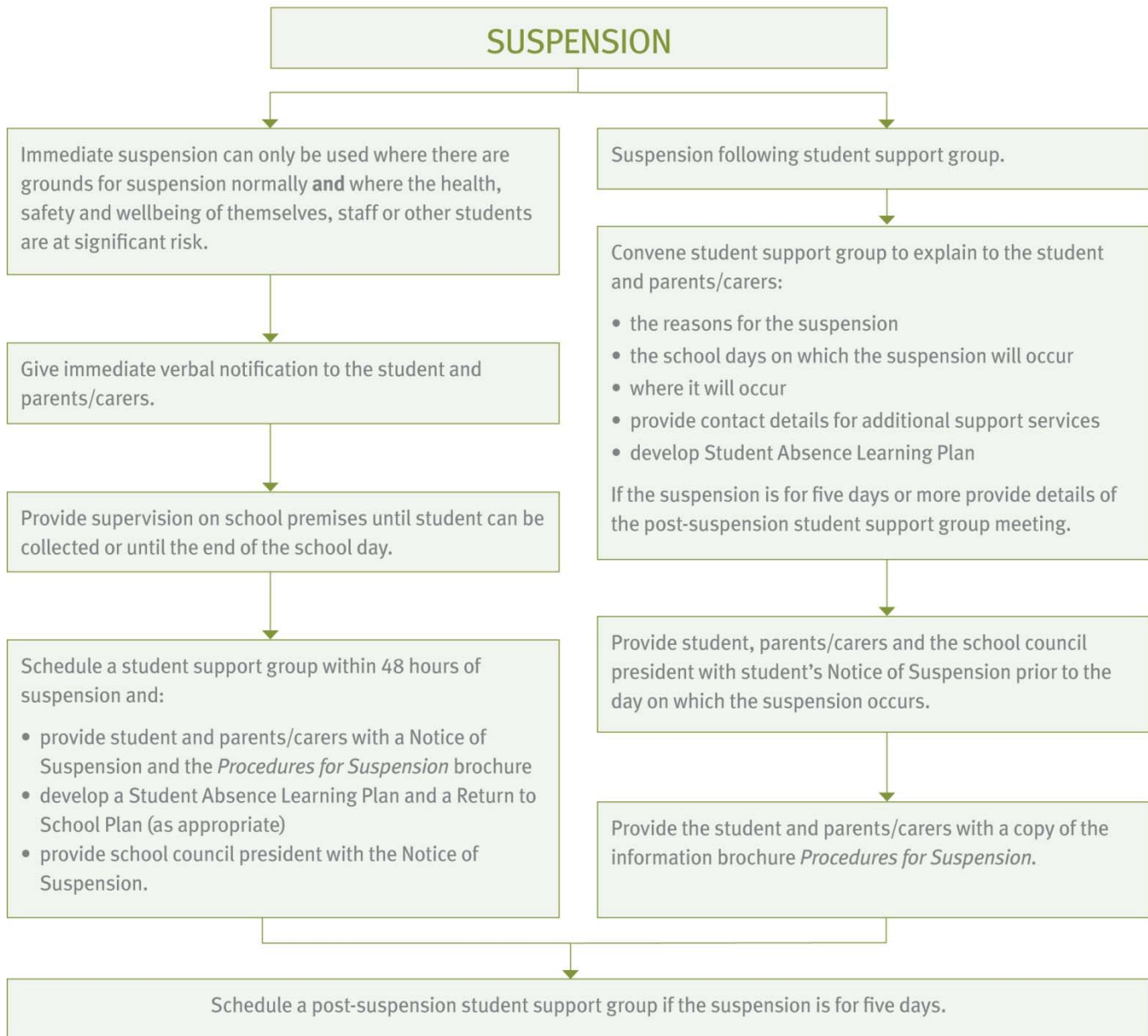
• **Appendix 1 – Suspension process flow chart**

NOTE: In determining whether to suspend a student the principal must ensure that suspension is appropriate to the student's:

- behaviour for which the student is being suspended
- educational needs
- disability or additional learning needs
- age
- residential and social circumstances.

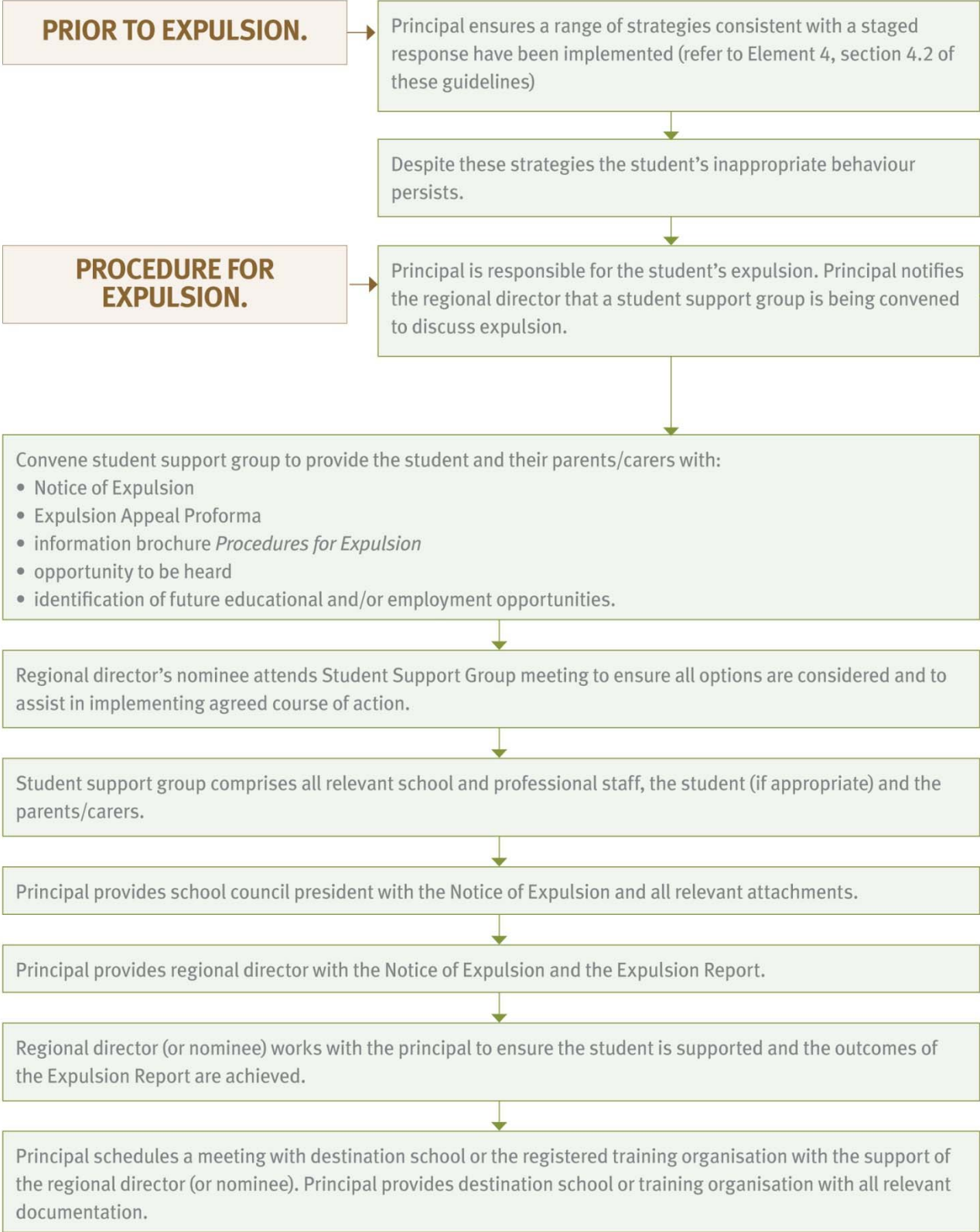
Suspension being considered

- student support group convened to inform the student and their parents/carers that a suspension is being considered
- student support group should develop a range of strategies to support the student and parents/carers to address the area of concern and avoid suspension where possible.



Appendix 2 – Expulsion process flow chart

NOTE: Where the principal considers that due to the severity of the situation and the possibility of immediate threat to another person, that an immediate action is required, the principal may implement an immediate suspension (refer to Element 4, Section 4.3.5 of these guidelines) prior to a student support group being convened.



Appendix 3 – Drug Education Policy

Rationale:

Drugs are a fact of life. Drugs are used and misused for a number of reasons, and with varying results. Drug use may impinge on students, schools and families in many ways, possibly having physical effects on individuals and harming their social interaction and their academic performances. This policy is established in recognition of an existing community drug problem which the school is prepared to confront in partnership with parents, students, staff and other responsible caring agencies.

This policy has been established to:

- Provide ongoing student programs that increase student engagement, connectedness and resilience.
- Promote collaborative partnerships with parents, students, teachers and community agencies where appropriate.
- Promote a safe, supportive and inclusive school environment.
- Address prevention, intervention and consequences in relation to drug use.

Definition:

For the purpose of these guidelines, a drug is defined as any substance with the exception of food and water, which, when taken into the body, alters its function physically or psychologically. This definition includes all drugs of addiction or dependence, such as analgesics, alcohol, tobacco, cannabis, amphetamines as well as solvents which may be inhaled, such as glue or petrol.

Processes:

The school does not permit students whilst in the school environment to:

- sell or administer over-the-counter drugs to anyone else. (Students who require medication at school are required to report this to the school First Aid Attendant at the Student Administration Office).
- possess or smoke tobacco products.
- sell, possess, consume or be under the influence of alcohol.
- deliberately inhale solvents.
- possess drug related equipment (unless prescribed and reported to their House Leader or the First Aid attendant).
- use or be under the influence of any other illegal drugs.
- sell or possess any illegal drugs.

Responses to Drug Misuse:

1. The school has established a checklist for short term actions to be taken by staff on the discovery of potential drug misuse. If a student appears to be under the influence, medical advice may be sought. In the case of an emergency or concern, the school will seek urgent medical attention. The parent or guardian will be notified before referral, if practicable, or soon as possible thereafter.
2. When there are reasonable grounds for suspicion of drug use or possession, then a member of the Principal class must be informed as soon as practicable.

3. The House Leader and/or Assistant Principal will conduct a thorough investigation as soon as possible, treating all information as confidential and only informing others on a “need to know” basis.
4. The Student Wellbeing Coordinator will be informed.
5. In all cases of suspected drug misuse the parent/guardian will be notified after a thorough investigation has taken place. The immediate and informed involvement of the parents/guardians is seen as vital to ensure the ongoing monitoring and support of their child.
6. Where there are reasonable grounds for suspicion of drug use or possession, a member of the Principal class or the House Leader, in the presence of the student and another teacher may search a student’s locker.
7. In the case of any student misusing, inappropriately possessing or selling drugs on school property the police will be notified. Appropriate school consequences will finally be determined by the Principal in such a manner as consistent with this policy.
8. These consequences are designed to consider the social, emotional and physical health of not only the individual but also the other students of the school.

Implementation:

Drug Education includes any approaches and programs, wherever they are located in the school that:

1. Give students knowledge, values and skills that will increase their immediate personal safety in relation to drugs.
2. Increase the capacity of students to be resilient in the face of threats posed to their wellbeing by problematic drug use or drug- related issues.
3. Drug Education is less concerned with ‘teaching about drugs’ than it is with creating a learning environment that will engage students and build resilience and connectedness.
4. Students are interested in varying degrees about drug specific information. The structure and delivery of drug education needs to be relevant, irrespective of the student’s exposure to drugs or level of use. Learning about lifestyle issues and protective behaviours in real-life situations, including some situations where drugs may be involved, is relevant to all students and helps equip them to make sound judgements in their lives in and outside of the school environment.

