



**BRIGHTON**  
SECONDARY COLLEGE

**STUDENT  
WELLBEING  
AND  
ENGAGEMENT  
POLICY  
2022-2024**

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**HELP FOR NON-ENGLISH SPEAKERS**

If you need help to understand the information in this policy please contact Jessica Luong (Chinese).

## PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Brighton Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

This policy applies to all school activities, including camps and excursions

## POLICY

### 1. SCHOOL PROFILE

Brighton Secondary College is a Year 7 to 12 co-educational setting, established in 1955, and located in Brighton East approximately 15 kilometres south-east of Melbourne.

The College has a dedicated Science, Arts and Technology Wing (the Da Vinci Centre), Performing Arts Centre, Library, Careers Resource Centre, VCE study facilities, dedicated music and drama rooms, electronic whiteboards fitted throughout and an amphitheatre for musical performances. The sporting facilities include a double basketball court sized gymnasium, a synthetic turf hockey/tennis facility and indoor and outdoor circuit training equipment. We have a Year 7 and 8 junior school building along with a separate centre for year 9.

The school has maintained a stable enrolment of around 1200 students for the past 10 years attracting a large number of students from countries including China, Vietnam, Japan, Korea, Cambodia, Germany and Italy. Brighton Secondary College welcomes students from many different cultures and backgrounds and recognises and values the contribution international students make to the life of the school. Of the total student population, approximately 120 are full-fee paying international students mostly in the Senior School program.

The staffing profile of Brighton Secondary College in 2021, 142 effective full time employees, includes 126 teaching staff and 16 Education Support staff with a leadership structure consisting of a Principal, three Assistant Principals and seven Leading Teachers.

Brighton Secondary College delivers the Victorian Curriculum, VCE, VET and IBDP curricula. It offers a range of other enhanced curriculum offerings including Select Entry Accelerated Learning (SEAL).

In recent years the school has focused on building a collaborative learning community through developing teacher capacity. The school implemented a whole school literacy program and more recently a numeracy program, both of which contribute to the development of a culture of collaboration and collective responsibility. The continued focus on all developing effective and consistent teaching practices will contribute to the improvement in improved student outcomes.

Schools that build a culture where teachers and students work together, and where student voice is heard and respected contribute to students building their confidence and self-efficacy. Students feel more positive and connected to their school, see themselves as learners, better understand their learning growth and feel confident in expressing this to teachers.

Students learn best when they are engaged in work that is stimulating and when they receive regular feedback on their progress. When teachers listen to student voices, they build relations that are respectful and supportive. They also gain valuable insights into how to support student engagement.

Our school is culturally diverse with 34% of families having a language background other than English (LOTE). We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically, socially and emotionally.

### 2. SCHOOL VISION, MISSION AND VALUES

Brighton Secondary College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our school values.

Brighton Secondary College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

#### SCHOOL STATEMENT OF COMMITMENT TO ANTI-DISCRIMINATION

Brighton Secondary College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Brighton Secondary College has zero tolerance for discrimination, harassment or vilification of a person based on any protected attribute. These attributes include (but are not limited to):

- age
- disability
- gender identity (which includes gender expression)
- intersex status
- physical features
- race (including colour, nationality, ethnicity and ethnic origin)
- religious belief or activity
- sex
- sexual orientation
- personal association with anyone who is identified by reference to any of the above protected attributes

Brighton Secondary College is committed to providing an environment where children and young people are safe and feel safe.

Every person involved in Brighton Secondary College has a responsibility to understand the important and specific role they play individually and collectively to ensure the wellbeing and safety of all children and young people. Every person has a role in calling out and reporting discrimination.

We particularly commit to calling out religious or racial discrimination and abuse whenever we find it.

## VISION

Brighton Secondary College is a safe place where all have the opportunity to achieve personal excellence through collaboration based on respect, empathy, and integrity.

## MISSION

Our mission at Brighton Secondary College is to develop future-ready global citizens.

We strive to prepare young people to thrive and contribute in the world beyond school. We do this by creating responsible, empathetic citizens who are adaptable, life-long learners and critical thinkers.

## VALUES

### RESPECT

We treat others as they would like to be treated, we take pride and respect in ourselves and our environment, and we accept and celebrate difference and diversity.

Our students respect themselves and treat others as they want to be treated. They take pride in their environment and celebrate and accept difference and diversity.

### EMPATHY

We are sensitive to the needs of others, we try to understand the needs of all in our school community, and we listen in order to understand.

Our students endeavour to understand the needs of all members of the school community and are sensitive to the needs of others. They listen without judgement, and evaluate without prejudice.

### CURIOSITY

We strive for understanding, we encourage learning through exploration, and we question and seek solutions.

Our students explore learning outside of boundaries and embrace the voyage of learning. They pose questions and seek solutions for problems as they develop their own interests and passions as 21st century learners.

### INTEGRITY

We take ownership for our actions and embrace constructive feedback, we follow through on our intentions, and we are honest and transparent.

Our students are given clear expectations and follow through on their intentions. They take ownership for their actions and ensure that their own actions and values align as promoters and role-models of the school's behaviour and values.

### TEAMWORK

We share knowledge and harness our collective strengths; we collaborate with others to work towards common goals, and we believe everyone has a responsibility to contribute.

Our students share their knowledge and collaborate with a range of people to work towards a common goal. They harness their individual strengths while being open to others' ideas and learn from each other.

### EXCELLENCE

We strive for personal best in all pursuits, we take pride in what we do, and we make the most of all opportunities we are given.

Our students make the most of their opportunities and promote a culture of excellence in all facets of life, be it personal, academic, social or emotional. They are prepared to provide and accept constructive

criticism as they strive for their best.

## 3. ENGAGEMENT STRATEGIES

Brighton Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

### WHOLE SCHOOL

The school aims to improve student engagement and wellbeing by focusing on a number of key areas:

- high and consistent expectations of all staff, students and parents and carers
- continued development of a whole school culture where students are respectful, fair and tolerant. The notions of courtesy, consideration and co-operation underpin all relationships between all members of the school community.
- on-going development, implementation and review of a stimulating, challenging, sequential and rigorous learning environment where students are provided appropriate choice and the opportunity to succeed.
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VCE, VET programs and IB DP to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Brighton Secondary College use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Brighton Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Student Managers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- continued development of the Personal Excellence Program (PEP) and House system to build student affiliation and school connectedness.
- expanded use of COMPASS to continue to improve the communication between all members of the school community.
- welcoming all parents/carers and being responsive to them as partners in learning

- development of the physical resources and environment of the school to promote a stimulating, safe and environmentally sensitive learning environment.
- provision of student services via the Student Wellbeing Team, Careers Team and Student Management Teams
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships as encompassed in PEP
  - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. SSA safe space alliance, sports teams, clubs, recess and lunchtime activities)
- peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

#### TARGETED

- each year group has a Student Manager, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future

- Brighton Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan

#### INDIVIDUAL

Brighton Secondary College implements a range of strategies that support and promote individual engagement. These include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
  - re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

#### STUDENT SUPPORT SERVICES & PROGRAMS

##### STUDENT MANAGEMENT TEAM

Each year level has two Student Managers to oversee and support students academically, socially and emotionally. They are responsible for monitoring student attendance in collaboration with the students, their family and individual subject teachers as required. They may make referrals to the Student Wellbeing Team, the Careers Team or other external support services.

##### THE STUDENT WELLBEING TEAM

The school is committed to providing the critical support necessary to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Team meets regularly and interacts actively with the staff, student and parent cohorts to support all members of the school community. (See wellbeing policy for specific roles)

The Student Wellbeing Team plays a significant role in developing and implementing strategies, policies and programs to enhance student wellbeing at Brighton Secondary College. The Team also play an important part in identifying issues of importance in the school community and is responsible for working

with relevant staff teams to develop a school culture where all individual students are valued, accepted and able to develop their potential for learning.

The Student Wellbeing Team is invariably the first point of referral for students in crisis, providing counselling and guidance to students who have been referred. Student may then be referred to external agencies.

The Leading Teacher, Student Support Programs has the primary responsibility for interpretation of professional, para-professional and other services in order to develop specific school responses for students with additional specific and defined needs. The specific advice for teachers included in these learning programs may address adjustments of curriculum, assessment, reporting and pedagogical factors.

#### **START PROGRAM – YEAR 7**

School Transition and Resilience Training (the START Program) has been designed to assist schools in planning and implementing crucial primary prevention strategies to build belonging and promote wellbeing in all students as they reach a stage of potential vulnerability. The learning themes of this day are self-worth, self-control and self-care.

#### **PEER SUPPORT PROGRAM**

A selection of Year 10 students are trained each year to be Peer Support Leaders. Their role is to support Year 7 students and meet regularly to provide feedback on issues of wellbeing. Selected Year 9 students are trained to act as peer tutors for Year 7 and 8 students.

#### **CAREERS AND PATHWAYS PROGRAM AND SUPPORT**

The Careers program is embedded in our Personal Excellence Program (PEP) from Year 7 onwards. Students are guided in developing an understanding of their strengths, aptitudes and passions through additional programs such as, the Morrisby testing, mock interviews, work experience and course counselling.

### **4. IDENTIFYING STUDENTS IN NEED OF SUPPORT**

Brighton Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Management and Wellbeing teams play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Brighton Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

### **5. STUDENT RIGHTS AND RESPONSIBILITIES**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

#### **RIGHTS AND RESPONSIBILITIES**

While all members of our school community have the right to a safe, secure and positive learning environment, they equally have a responsibility to contribute actively to such an environment.

#### **STUDENTS**

Students have the right to:

- work in a secure environment without intimidation, bullying (including cyber-bullying) or harassment or religious vilification, where they are able to fully develop their talents, interests and ambition; (refer to School Statement of Commitment to Anti-Discrimination)
- participate fully in the school's educational program.

Students have the responsibility to:

- understand and practice the College Values;
- demonstrate respect for the rights of others, including the right to learn;
- contribute to an engaging educational experience for themselves and other students;
- progress through their schooling in a manner where they are encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals;
- wear the correct College uniform with pride and in a way that positively reflects on the College;
- to adhere to the Student Code of Conduct (see appendix B) and all other College policies.

## PARENTS/CARERS

Parents/Carers have the right to:

- expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Parents/Carers have the responsibility to:

- be aware of, understand and support the College Values;
- promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours;
- ensure their child's regular attendance including all scheduled events;
- engage in regular and constructive communication with school staff regarding their child's learning;
- support the school in maintaining a safe and respectful learning environment for all students;
- assist their child to accept responsibility for their behaviour and actions, and support the agreed consequences for their actions;
- support College policies.

## TEACHERS/STAFF

Teachers/Staff have the right to:

- expect that they will be able to teach/work in a safe, orderly and co-operative environment;
- be informed, with Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student as well as any additional administrative requirements;
- be secure and receive respect and support from the school community.

Teachers/Staff have the responsibility to:

- understand, adhere to and implement the College Values;
- fairly, reasonably and consistently, implement the College's Student Wellbeing and Engagement Policy;
- know how students learn and how to teach them effectively;
- know the content they teach;
- know their students;
- plan and assess for effective learning;
- create and maintain safe and challenging learning environments;
- work collegially to present a consistent set of expectations with the aim of achieving the highest possible standards of performance for their students.

## 6. STUDENT BEHAVIOURAL EXPECTATIONS

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct (see appendix B).

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Brighton Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Student Manager
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

The Principal of Brighton Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

## 7. ENGAGING WITH FAMILIES

Brighton Secondary College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff,
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.
- reporting to parents and offering opportunities to engage in Teacher, Parent and Student (TAPAS) Conferences

## 8. DATA EVALUATION

Brighton Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Brighton Secondary College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- available publicly on our school's website
- referenced in staff induction processes and staff training
- referenced in staff handbook/manual
- discussed at student forums
- reminders in our school newsletter
- available to staff and students via compass

## FURTHER INFORMATION AND RESOURCES

- [Aboriginal Learning, Wellbeing and Safety](#)
- [Attendance Policy](#)
- [Bullying Prevention Policy](#)
- [Child Safety and Wellbeing Policy](#)
- [Child Safety Code of Conduct](#)
- [Duty of Care Policy](#)
- [Inclusion and Diversity Policy](#)
- [Illicit Substances Policy](#)
- [Home Tasks and Study Policy](#)
- [Uniform Policy](#)
- [Statement of School Values Policy](#)
- [Student Code of Conduct](#)
- [Convention on the Rights of the Child](#)

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

## EVALUATION

This policy will be reviewed every 3 years.

## APPENDIX A - UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

### A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



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- Article 1** Everyone under 18 years of age has all the rights in this Convention.
- Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
- Article 3** All organisations concerned with children should work towards what is best for each child.
- Article 4** Governments should make these rights available to children.
- Article 5** Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.
- Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- Article 8** Governments should respect a child's right to a name, a nationality and family ties.
- Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.
- Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- Article 11** Governments should take steps to stop children being taken out of their own country illegally.
- Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.
- Article 14** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
- Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.
- Article 17** Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.
- Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.
- Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.
- Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.
- Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.
- Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.
- Article 26** The Government should provide extra money for the children of families in need.
- Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.
- Article 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.
- Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
- Article 30** Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.
- Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- Article 33** Governments should provide ways of protecting children from dangerous drugs.
- Article 34** Governments should protect children from sexual abuse.
- Article 35** Governments should make sure that children are not abducted or sold.
- Article 36** Children should be protected from any activities that could harm their development.
- Article 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.
- Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.
- Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.
- Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- Article 41** If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.
- Article 42** Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.  
**Go to [www.unicef.org/crc](http://www.unicef.org/crc) to read all the articles.**



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LAST UPDATED: 15/07/2021

LAST RATIFIED BY COLLEGE COUNCIL: 22/06/22

NEXT REVIEW DATE: JUNE 2024

## APPENDIX B - STUDENT CODE OF CONDUCT

### BACKGROUND

The Student Code of Conduct has been developed to reflect the college's vision that "Brighton Secondary College is a place of opportunity where everybody collaborates with respect, compassion and integrity to achieve personal excellence".

This code should be read in conjunction with Department of Education and Training student code guidelines, the College rules, classroom rules and the College's related policies including but not limited to: Bullying Prevention Policy, the Computer Use Policy, the Uniform Policy, the Attendance Policy the Student Wellbeing and Engagement Policy, Home Tasks and Study Policy, Authentication Policy and Personal Mobile Devices Policy.

### RATIONALE:

The Code of Conduct aims to promote a harmonious environment where students, staff and parents cooperate to ensure the College's educational goals and student's academic and personal progress can be successfully met.

### RIGHTS

#### STUDENTS

It is recognised that:

- students have a right to an education without interference or disruption from other students.
- all staff have a right to fulfil their duties and responsibilities without any undue stress or disruption.
- student members of the school community have the right to be treated with courtesy and understanding.
- students have the right to a safe, secure and clean learning environment; one that maintains positive relationships between all in the school community.
- students have the right to feel their property will be safe at all times.
- students have the right to work in a safe environment, where they are able to fully develop their abilities, interests and ambitions.
- every individual should be treated with consideration and respect.

#### PARENTS/CARERS

- parents have the right to expect that their children will be educated in a safe environment in which there is care, courtesy and respect for the rights of others.
- parents have an obligation to assist the College in its efforts to maintain a positive teaching and learning environment by supporting the College in its implementation of this Student Code of Conduct and the Uniform Policy.
- on enrolment, students and parents/caters will enter into a written agreement in which they recognise their obligation to uphold and support the Student Code of Conduct.

#### STAFF

- staff have the right to work and teach in a safe, orderly and co-operative environment.
- the Principal and all staff have an obligation to implement this Student Code of Conduct in a manner which is fair, logical and consistent.
- the lockers remain property of the College, and, as such, should be available for inspection at any time.

- in the interest of student safety, staff have the right to search a student's bag in the presence of the owner.

### EXPECTATIONS

We recognise that in order to benefit from the opportunities offered by Brighton Secondary College and to make satisfactory progress, it is expected that every student will:

#### Show a positive attitude to personal excellence

- strive for personal excellence;
- present work neatly;
- strive to understand not just complete set tasks;
- wear the college uniform correctly and with pride.

#### Demonstrate preparedness for learning

- be punctual to class;
- have all the necessary equipment for the lesson;
- check BSC communication systems (Compass and email) every morning;
- be prepared to work hard to understand, pay attention, discuss, question and think.

#### Constructively participate in learning

- engage in lessons by working to know more and demonstrate more – every lesson, every day, every week;
- listen and follow teacher/staff instructions;
- complete set work in a timely manner;
- thoughtfully answer and pose relevant questions.

### RESPONSIBILITIES

**All Brighton Secondary College students are required to adhere to all college rules, expectations and policies:**

- treat all staff and students with respect and follow all instructions given by staff without question or conflict; or any member of the school community
- not harass, bully, vilify, threaten, or verbally abuse staff or students; Allow other students to learn and teachers/staff to teach and work in an environment free from disruption;
- treat other students with respect regardless of their race, religion, sexual preference or gender;
- not to bring any illegal, illicit or forbidden items which can include but not limited to
  - alcohol
  - cigarettes
  - e-cigarettes
  - non-personal medication to school or within school grounds;
- provide a note from a parent/doctor on return to school following an absence;
- attend and be punctual to all classes and activities;
- attend any school detention given;
- consult with a member of the welfare team if recommended;

- not use the school system, including emails, to circulate any derogatory or inappropriate content or messages;
- attend each day from the start of the school day to the end of school day, arriving at least 10 minutes before the start of the day to be organised for the first class;
- behave cooperatively and appropriately in class, in corridors, on school grounds and during external events or excursions. This includes damaging or removing school or another student's property, not littering and helping to maintain a clean and tidy school environment;
- wear only the approved Brighton Secondary College uniform when travelling to and from school, in school and during school events;
- understand that when wearing the school uniform students represent Brighton Secondary College and should conduct themselves in line with Student Code of Conduct;
- to accept the consequences of their behaviour.

#### **UNACCEPTABLE BEHAVIOUR**

The following is considered unacceptable behaviour breaches at school, whilst in school uniform at school events, activities, extra curriculum activities and camps, will be dealt with under the Student Code of Conduct:

- fighting, bullying (including cyber bullying), intimidation, harassment or religious vilification;
- inappropriate physical contact;
- use of discriminatory or offensive language, in person or through written or digital communication;
- smoking; and/or vaping
- consuming alcohol, unauthorised drugs or illegal substances on-site or in school uniform regardless of age;
- possession of alcohol, drugs, cigarettes including electronic cigarettes, matches and lighters;
- possession of weapons, spray paint, textas, permanent pens;
- vandalism to, or theft of property;
- inappropriate use of the college intranet, email systems, mobile phones or any electronic devices;
- deliberately accessing, displaying, downloading or sending unacceptable or illegal material eg. (racist, sexist, violent, anti-social, obscene or pornographic);
- discriminatory behaviour based on gender, religion, race, socio-economic status, class, age, cultural background or gender;
- inappropriate behaviour to or near members of the public.

#### **ACTIVITIES CONDUCTED OUTSIDE THE COLLEGE**

Behaviour on public occasions and in public places such as camps, excursions and college functions should be such that it reflects credit on the college. This includes behaving in a courteous and orderly manner and obeying instructions promptly and without question. All expectations described above also apply to school activities conducted outside the college.

At all times students are to keep within the physical boundaries stated by the Staff Member in Charge or Group Leader. With adventure or special activities, all guidelines are to be strictly observed.

In the event of serious misbehaviour, it will be at the discretion of the Staff in Charge to arrange for the student to be sent home after contact has been made with parent/guardian. Transport costs and associated expenses will be borne by the parent/guardian.

#### **CONSEQUENCES**

**Brighton Secondary College in no way condones or uses corporal punishment as a consequence under any and all circumstances.**

Behavioural expectations of students, staff and families are grounded in our school's Values. Student bullying behaviour will be responded to consistently with the school's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Brighton Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Student Manager
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

The Principal has the right to consider invoking a suspension at any stage of the procedure if the incident is considered serious enough.

Students must accept the consequences of their behaviour. Details of all relevant policies, rules and consequences are published on Compass, on the College website and in Student College Diaries



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SECONDARY COLLEGE