BRIGHTON
SECONDARY COLLEGE

STUDENT ENGAGEMENT & WELLBEING POLICY MANUAL 2017-2020

BRIGHTON
SECONDARY COLLEGE

CONTENTS

Rationale: This document aims to assemble policies that directly and indirectly apply to and determine the way in which Brighton Secondary College is committed to Student Engagement and Wellbeing.

STUDENT PROFILE STATEMENT

VISION STATEMENT

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 STATEMENT

Our mission at BSC 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

We value:

- Excellence, Curiosity, Respect, Integrity, Empathy, and Teamwork

CONTEXT

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

The College has a new 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. There is a learning centre for Year 9 students. In 2016 the school commenced a building program for dedicated use by Years 7 and 8 that is due for completion by mid 2018. The sporting facilities include a double basketball court sized gymnasium, a synthetic turf hockey/tennis facility and indoor and outdoor circuit training equipment.

The school has maintained a stable enrolment of around 1200 students for the past 10 years. There were 1230 students enrolled in 2016, 504 females and 726 males. Of the total student population, approximately 115 were full-fee paying international students all in the Senior School program. In 2016 there were 12 per cent English as an Additional Language (EAL) students and less than 10 per cent Aboriginal and Torres Strait Islander (ATSI) students.

The Student Family Occupation and Education (SFOE) index of the school in 2016 was 0.2394.

The staffing profile of Brighton Secondary College in 2016 was 108.8 effective full time employees with a leadership structure consisting of a Principal, three Assistant Principals and seven Leading Teachers.

Brighton Secondary College delivers the Victorian Curriculum, VCE and VET curriculum. It offers a range of other enhanced curriculum offerings including Select Entry Accelerated Learning (SEAL) and English, Humanities, Literature Enhancement Studies (EHLES). The College offers Senior School students in Year 10, access to all VCE Unit 1/2 studies. In Year 11, they are able to access to a range of VCE Unit 3/4 studies and in Years 11 and 12, access to a range of Vocational Education and Training programs (VET).

The review confirmed that a key consideration for future endeavours would be to consolidate and build on the solid foundation provided by the work completed in the previous SSP. The key challenge is to build on consistency of teacher practice that relates to the key improvement strategies, namely implementation of college-wide literacy and numeracy strategies, and providing opportunities for student voice.

The school has focused on building a collaborative learning community through developing teacher capacity.

During the last Strategic Plan, 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.

WHOLE-SCHOOL ENGAGEMENT STATEMENT

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

- The 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.
- The 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.
- The continued development of the Personal Excellence Program (PEP) and House system to build student affiliation and school connectedness.
- The expanded use of COMPASS to continue to improve the communication between all members of the school community.
- The development of the physical resources and environment of the school to promote a stimulating, safe and environmentally sensitive learning environment.
- The provision of student services via the Student Wellbeing Team.

THE SCHOOL CURRICULUM

The curriculum at Brighton Secondary College aims to engage all students and to challenge them to achieve their full academic capacity. At Year 7 – 8, students initially study a very broad range of subjects before having the opportunity to choose their own personal pathway through an extensive program at Year 9 – 10. Students further refine their choices in Year 11 – 12 with the options for VCE, VET and Australian School Based Apprenticeships available to suite their specific interests and future pathways.

INNOVATIVE PROGRAMS – SEAL, ELHES, STEM

Select Entry Accelerated Learning (SEAL) Program – A member of the TAASS (The Academy of Accredited SEAL Schools)

Acceleration is offered across the curriculum to suitable students of all year levels. The school's Select Entry Accelerated Learning (SEAL) program is designed specifically to cater for the needs of students with above average intellectual skills and creativity. Brighton Secondary College is one of only 43 TAASS accredited secondary schools that deliver the SEAL program.

SEAL differs from the mainstream program by providing:
- a faster paced curriculum which is non-repetitive;
- the opportunity to work with more abstract, complex and in-depth course material;
- learning environments which emphasise working co-operatively with students of similar abilities and interests.

Learning in core subjects is accelerated for students in these programs, and opportunities for in-depth study are provided. Students who meet the requirements of the program may have the opportunity to accelerate in two VCE subjects in Year 10.

Students may subsequently choose to complete additional VCE units, enabling them to accrue a greater breadth of subjects. Some students may undertake Higher Education Extension Studies which will allow them to complete one or more university subjects as part of their VCE studies.

Selection is by formal testing in April each year when the students are in Year 6, followed by interviews and offers to successful applicants.

English, Literature & Humanities Enhanced Study (ELHES)

The English, Literature & Humanities Enhanced Studies program is a select entry program designed to encourage students with strong literacy skills to pursue excellence in these fields. Students will find themselves absorbed in an environment that fosters and inspires a love of literature, of learning and a high proficiency of writing.

Students will be exposed to a broad range of literary texts that will extend their reading beyond teenage fiction into modern and classical literature. They will engage with other like-minded students to build a repertoire of literary experiences, and develop their analytical and creative writing skills to enhance their future studies of English, Literature and the Humanities.

Students will have the unique opportunity of undertaking creative electives specifically tailored to increase their access to learning of the creative arts and academic fields to enhance their creative, analytical and academic aspirations. They will also have the opportunity to attend sessions at the Melbourne Writer's Festival, craft responses for various writing competitions and showcase their work in Brighton Secondary College's Highlights newsletter and website.

This program will appeal to, and cater for, students who have a love of literature and creative and analytical sensibilities. They love to write and have vivid imaginations. They like reading challenging texts and seem mature beyond their years in the insights they demonstrate.

Innovation & Enterprise (I & E)

The Innovation and Enterprise select entry strand of the SEAL program is designed for students who have a curious disposition, enjoy critical thinking, problem solving and decision making. They are excellent communicators, enjoy a collaborative approach and apply a global context to their thinking.

This program would be ideal for any student interested in and engaged by entrepreneurial thinking and behaviours. Ideally we would be seeking students who are academically strong but perhaps don't have a particular academic passion or goal.

This program would suit the child that always asks "Why?" or who sees you doing something and proposes alternative approaches- "Why aren't you doing it this way?" or "Wouldn't it be easier/faster/safer to do it that way?" The program would suit the child who often says "Do you know...?" and "Can I have a go at..." and "But what if...." They may be the child who always has a great business idea or plan and is always thinking about a new scheme or strategy to make money! They may also have a strong interest in social justice issues and facilitating change. They are the entrepreneurs, negotiators and dynamic leaders of the future.

Students taken into this division would be strong readers and writers, competent but not necessarily highly talented mathematicians, have the patience to conduct research; they should be able to set goals and put processes in place to achieve them. Students should be flexible and not driven by finding the "right" answer; they should be resilient and

open to learning through exploration and error.

These students are creative, adaptable and resourceful. Students will have the opportunity to apply their creativity and research skills in a variety of contexts including the specialist semester subjects Marketing & Branding, Business Studies and Advertising

Science, Technology, Engineering and Mathematics (STEM)

High ability students may be invited into the accelerated STEM elective at Year 9. This year-long elective is designed to deeply engage and extend students with a and keen interest in exploring areas of Maths, Science and Design.

YEAR 7 & 8 CURRICULUM

Year 7: Launchpad from Home

This is a learning community in which students will primarily build understanding together. To aid transition from primary school, there is an emphasis on community for the group. This is expressed by some element of seclusion from both the main body of the school, and the exclusive use of some spaces. Students will have access to learning spaces to share thinking and ideas (visual, oral) to present thinking and ideas and for students to construct/manipulate physical objects as part of a learning process or as a demonstration of understanding.

Year 8: The Solutions Centre

In this learning community, the program is structured around identifying problems, seeking solutions and solving them. A focus is placed on growing student autonomy and self-direction and that they begin to apply knowledge, skills, attributes and attitudes in new and non-routine situations. This community will be more physically connected to the rest of the school as these students begin to develop a strong and confident sense of their place within the school.

A specific learning process will provide the underlying structure for many learning programs. This process can be summarised as:
- **Think** (problem identification/unfiltered solution generation);
- **Design** (plan/prepare for creating a solution and success measures for it);
- **Do** (build/create your solution that may be an artefact, essay, object presentation);
- **Test** (trial/practice/draft/revise);
- **Refine** (polish or fully realize solution against specific success criteria);
- **Finish** (publish/display/present/sell/gift or give). Such a procedure may necessitate groups of students using a studio with little direct instructional capability, but high solution-creating capability.

YEAR 9 CURRICULUM

Year 9 Discovery Centre

Students continue to learn foundational knowledge, skills and attributes. They then apply these using the same problem- solving system as in Year 8,however, in Year 9 students identify, evaluate and select problems to be solved. Ultimately, students begin to develop the skills to formulate and apply their own problem-solving system.

Discovery Journeys provide students with co-curricular programs throughout the year to broaden their learning. These programs enhance the links between the social, emotional and intellectual development of our students, with a specific goal each semester. In the first semester we look at Self Discovery, during which students attend a week-long Journeys Discovery camp that provides them with the skills and opportunities for building resilience and exploring where their journey might lead them in future careers. The second semester focuses on Senior Skills Discovery where we begin to equip students with some important strategies and skills they will need as they prepare for their end of

year exams and their move into senior schooling the following year. Joining the two semesters is an Extended Inquiry where students will create and develop a personal project through a process of imagination, research and reflection.

Students may be accelerated in Year 9 with Principal Invitations offered to selected students to commence their VCE in Year 10. This is open to any Year 9 students who has excelled in a given subject.

YEAR 10 CURRICULUM

Year 10 – Building Master Learners

Students continue to learn new skills, knowledge and attributes, but they also begin to learn the specific formal ways in which they need to demonstrate these in the senior school context. An emphasis is placed on encouraging students to be independent, self-managed, and also collaborative learners. Specific skills that assist students in becoming highly skilled at responding to formal assessment formats, particularly exams, are a focus of learning. Other skills and attributes that relate to management of the physical and mental self are also considered. Specific learning environments that are simultaneously supportive of, and conducive to, high level academic performance, whilst at the same time being protective of student welfare are a hallmark of this learning community.

VCE & PATHWAYS

Year 11 & Year 12

At Year 11, students normally undertake 6 VCE subjects per semester. At Year 12, students normally undertake 5 subjects per semester. We also offer VET programs within the school. After-school tutoring is also offered in Maths and English two afternoons a week. Furthermore, all VCE students are provided with the opportunity for individual pathways interviews each year. Year 12 students also undertake extensive post-secondary counselling prior to their tertiary applications.

STUDENT SUPPORT SERVICES & PROGRAMS

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.

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 may have referred themselves, or are referred by a friend, a member of staff or a parent, and refer students as appropriate to external agencies.

Our non-denominational Chaplain provides a pastoral presence and services to the school community, including staff, students and parents. They actively promote and support Brighton Secondary College to be a workplace and school environment that encourages safety, tolerance, inclusiveness and diversity. The Chaplain works closely with all members of the Wellbeing team in further establishing and developing the school's response to student and staff welfare issues.

The College also has an in-house psychologist as well as a regional psychologist to further support our College community.

The College employs a Student Learning and Wellbeing Programs Manager who 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. This role will include leading all programs in the school that specifically address student wellbeing.

Year 10 Careers and Pathways Program

The Year 10 Career Services and Pathways Program are designed to support students with the transition from secondary school education to post-secondary studies and/or work. The program and individual counselling services have been implemented to assist students with making well-informed decisions about their VCE studies, career aspirations, post-secondary courses and career pathways and employment prospects.

The services and activities provided at the Year 10 level focus on four major areas:

Personal Awareness
- *Careers Fast-track:* Student complete a survey online that will identify the career pathways they are interested in and the strategies they need to implement to achieve their Personal Learning Goals and Career Pathway Plan.
- *Managed Individual Pathways:* Every student has a one-on-one interview with a Careers Counsellor to discuss their VCE course and Career pathway. Students at risk are identified and career action plans are designed to assist students with their vocational preferences

Connection to the Workplace
- *Resume, Cover Letter and Interview Workshops:* Students learn how to write and present a Resume and a Cover Letter. These documents are used in preparation for the Mock Interview Activity.
- *Mock Interview:* Each student undergoes a 15-minute interview with Volunteers from Industry. Students present themselves appropriately dressed with their Resume and Cover Letter. Students receive feedback on their Application, Presentation and Performance.

Career Experience
- This compulsory program requires students to complete a 5-day work placement in an organisation of their choice. Students are encouraged to apply to an industry in which they may wish to work in the future.

Engaging and Informing Parents
- *PACTS:* This program is designed to help provide parents/guardians with up-to-date information about educational pathways that enables them to support their child effectively when they are making career transitions and decisions during their adolescent years and beyond.

Student Leadership

Students have fantastic opportunities to engage in leadership opportunities at the College. In the junior school, we have exciting opportunities in the Arts, Sports, Community Engagement, Level Captains and Junior School Captains. Senior students are encouraged to take on the challenge of leadership through becoming Peer Support Leaders or Senior Captains in an array of disciplines. Our vision for our school leaders is set by the College Captains who work closely with the active Student Representative Council to ensure student voice is heard at Brighton Secondary College

Peer Support Program

A selection of Year 10 students are trained each year to be Peer Support Leaders. Their role is to support fellow 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.

Transition Program for Future Year 7 Students

In response to feedback and comments from parents and students in previous years, we have implemented Transition Program for Future Year 7 Students. Students use this program to become more familiar with the grounds and facilities, and have greater opportunities to meet new friends and staff. The program runs over three days – a welcome morning, a half-day and a final full day.

Students will have the opportunity to meet their Transition teacher and some of their teachers, obtain their timetable, have lockers allocated, meet with Peer Support Leaders and complete a General Abilities Overview: both a Maths and English test which assist us to best support each student's needs.

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.

Extra Assistance

The College recognises that no two students learn at the same pace or level of understanding. For this reason, we offer a number of supplementary programs to students requiring assistance including Homework Help, Senior School tutoring, Literacy and Numeracy assistance and EAL classes.

SHARED EXPECTATIONS

Brighton Secondary College's values are:

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

CURIOSITY
We strive for understanding
We encourage learning through exploration
We question and seek solutions

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

INTEGRITY
We take ownership for our actions and embrace constructive feedback
We do what we promise every time
We are honest and transparent

EMPATHY
We are sensitive to the needs of others
We try to understand the needs of all in our school community
We listen in order to understand

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

BRIGHTON BASICS

OUR 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.

ATTITUDE TO LEARNING

Code of Practice	**Personal Excellence**	**Preparedness**	**Participation**
At BSC we expect you to:	Strive for personal best Present work neatly Understand not just complete set tasks Wear the BSC uniform with pride	Be punctual to class Have all 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	Engage in the lesson by working to know more and demonstrate more – every lesson, every day, every week Listen and follow teacher instruction Complete set work in a timely manner Thoughtfully answer and pose relevant questions

THE PROCESS OF LEARNING

Learning Behaviours	Resilience "Learning toughness"	Resourcefulness "Strategies for growth"	Reflectiveness "Ability to think through"	Relationships "Being connected"
At BSC this means:	**The emotional aspects of learning**	**The cognitive aspects of learning**	**The strategic aspects of learning**	**The social aspects of learning**
Student Behaviours	Remain focused in class Show self-belief Expect that you will make mistakes and get things 'wrong' as you learn – see these as opportunities to learn Persist with tasks	Question and clarify knowledge Think of new approaches Increased independence as you take more responsibility and control of you learning Show initiative in your learning	Plan your school and study time Revise your notes Develop study skills Seek and learn from feedback	Cooperate with a range of peers Listen and share ideas with others Maintain respect in all interactions Celebrate diversity and be inclusive of others
School & Teacher Role	Encourage and support all learners Engage wellbeing team in a timely manner Challenge students to develop their learning	Use Compass to communicate with parents Make lesson goals and success criteria clear to students Provide and engage in rich learning opportunities	Present logical, planned lessons Create conducive environments for stimulated learning Teach strategies for revision and studying	Allow students to develop their positive working relationships with their teachers and peers Model respectful relationships Value all students as learners
Parent Responsibilities	Set aside a quiet space for your child to study Encourage your child's learning Acknowledge your child's mistakes and see them as an opportunity to learn Celebrate your child's achievements	Attend relevant BSC information nights Use Compass Read Highlights Ensure your child has all items listed on the booklist	Help your child design a study plan Ask your child about what they are learning Attend TAPAS Discuss written reports with your child Respond to parent feedback forms	Support BSC policy Engage in school community and events Discuss post-schooling options with your child Model and discuss acceptable online social media use

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 where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambition;
• participate fully in the school's educational program.

Students have the responsibility to:
• understand and practice the Brighton Basics;
• 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 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 Brighton Basics;
• 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 Brighton Basics;
- fairly, reasonably and consistently, implement the College's Student Engagement and Wellbeing 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.

LAST UPDATED: 22/11/2017

LAST RATIFIED BY COLLEGE COUNCIL: 01/10/2017

NEXT REVIEW DATE: 01/03/2020

STUDENT CODE OF CONDUCT – 2017-2020

BACKGROUND

The Student Code of Conduct has been developed to reflect the college's Basic Code of Practice and Expectations and our 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: The Equal Opportunities Policy, the Anti-Bullying and Harassment Policy, the Computer Use Policy, the Uniform Policy, the Attendance Policy and the Student Engagement and Wellbeing 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:
- Treat all staff and students with respect and follow all instructions given by staff without question or conflict;
- Not harass, bully, 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, sexual preference or gender;
- Not to bring any illegal, illicit or forbidden items 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 and will be dealt with under the Student Code of Conduct:

- Fighting, bullying (including cyber bullying), intimidation or harassment;
- Inappropriate physical contact;
- Use of discriminatory or offensive language, in person or through written or digital communication;
- Smoking;
- 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.

CONSEQUENCES

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

Appropriate consequences will be applied to students who carry out unacceptable behaviour. Consequences will be graded and logically connected to the breach of rules where appropriate to encourage students to learn from their mistakes. The consequences imposed will reflect the nature, frequency and severity of the breach. "Student Discipline procedures, 1994 and Ministerial Order No. 1" which are incorporated in the "Guidelines for developing the Student Code of Conduct" provide guidelines to schools for implementing consequences. Brighton Secondary College uses these to inform our processes.

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 in the Student Management Handbook and on Compass.

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.

LAST UPDATED: 22/11/2017   LAST RATIFIED BY COLLEGE   NEXT REVIEW DATE: 01/03/2020
                                 COUNCIL: 01/10/2017

ANTI-BULLYING AND HARASSMENT POLICY – 2017-2020

BACKGROUND

BULLYING AND HARASSMENT IS COMPLETELY UNACCEPTABLE AT BRIGHTON SECONDARY COLLEGE.

As part of the Department of Education and Training Student Engagement Policy schools are required to:
- create and maintain environments that are safe and supportive
- value diversity and promotes pro-social behaviour

AIM

The purpose of this policy is to create a safe and respectful school environment and prevent bullying, cyberbullying and other unacceptable behaviours.

POLICY DETAIL

Schools must include a statement about bullying and cyberbullying behaviours in the Rights and Responsibilities section of their Student Engagement Policy.

Note: A Student Engagement Policy should include a positive statement about the school's values and philosophy, and the related programs and strategies being implemented by the school to promote student engagement, high attendance and positive behaviours. See - Department Resources. See also - Whole-School Engagement Statement.

DEFINITION

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Bullying includes but is not restricted to:
- Direct physical bullying - hitting, kicking, tripping, pinching and pushing or damaging property.
- Direct verbal bullying - name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- Indirect bullying - action designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
- lying and spreading rumours
- playing nasty jokes to embarrass and humiliate
- mimicking
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance
- Cyberbullying

Cyberbullying is bullying using digital technologies including mobile phones, email and social media tools.

Cyberbullying includes:
Pranking
- Repeated hang ups, anonymous, mocking or threatening phone calls.
- Image sharing
- Forwarding, sharing or creation of unflattering or private images without permission.
- Sexually explicit images
- People of any age, who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution.

Text and email
- Sending insulting or threatening text messages or emails.

Personal online information
- Publishing online someone's private, personal or embarrassing information without permission, or spreading rumours online.

Identity theft
- Assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships.

Hate sites
- Creating hate sites or implementing social exclusion campaigns on social networking sites.
- Other types of cyberbullying

It is also cyberbullying when a student, or students, uses technology to run a multi-step campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others.

Cyberbullying vs Bullying

While cyberbullying is similar to bullying in some ways, there are also differences.

Differences:
Cyberbullying is invasive. Cyberbullying can be difficult to escape and is incredibly invasive. It is more likely to occur outside of school, including while at home, and can happen at any time.

Cyberbullying can involve a large audience. Cyberbullying can involve harmful material being widely and rapidly shared to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once. This material can also continue to be available and harmful long after the cyberbullying has ceased.

Cyberbullies have a sense of anonymity. Cyberbullying can provide the bully with a sense of relative anonymity and distance from the target, so there is a lack of immediate feedback or consequences.

Similarities:
Power imbalance - The power imbalance between the 'bully' and 'target', the repetitive nature of the bullying behaviour and the intent to harm, humiliate, embarrass, ostracise, or isolate can occur in bullying and cyberbullying.

Types of behaviour - Types of behaviour including spreading rumours and making threats or insults, can occur in bullying and cyberbullying.

Reasons for behaving in a bullying way - People often engage in cyberbullying for the same reasons they engage in bullying.

Cyberbullying includes direct verbal or indirect bullying behaviours using digital technologies. This pertains to harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require staff intervention and management.

- Mutual conflict - involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Social rejection or dislike - is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- *Some* single-episode acts of nastiness or physical aggression are not the same as bullying. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours. If any member of the school community feel that a particular situation they experienced was a case of bullying without historic pretence, each case will be considered in its own right and determined whether or not it was an instance of bullying through mediation of parties involved.

PREVENTION OF BULLYING AND HARASSMENT

Brighton Secondary College undertakes to:
- ensure that each staff member receives a copy of all related policies; create awareness of the nature of bullying and harassment; provide supporting professional development on a regular basis (including the induction of new staff members), identify risk factors, control the risk and encourage reporting of any incident.
- sustain a supportive learning environment and work culture to encourage constructive relationships between students, staff and parents. Such relationships are built through behaviours such as cooperation, consideration, and open and honest forms of communication.
- provide learning experiences to develop appropriate social skills, considerate relationships and resilience. These learning experiences will be expressed in the College curriculum and co-curricular programs at all year levels.
- provide counselling to both the victim and the perpetrator of bullying and harassment. Counselling will deal with issues of conflict resolution, and offer acceptable strategies to resolve conflicts of interest, opinion and expectation.

The College requires students to:
- allow other students to learn and teachers/staff to teach and work in an environment free from disruption, discrimination and harassment.
- accept responsibility for their behaviour and actions.
- be cooperative and treat all members of the College community with respect and courtesy at all times.
- promote a supportive and caring environment for all.
- refuse to be involved in any bullying situation.
- take preventative action and report actions of bullies.
- help break the code of silence which often surrounds bullying by speaking out about incidents of bullying they experience or observe.

The College requires staff to:
- foster inclusive community values in classes, and in all areas and activities of the College.
- discourage behaviours that exclude individuals from any aspect of school life.
- allow others to work in an environment free from disruption, discrimination and harassment.
- be a role model to students through the use of appropriate language and behaviour.
- focus on the behaviour, not the person, when dealing with issues of conflict.
- be sensitive to signs of distress or suspected incidents of bullying.
- encourage victims to speak out, take steps to help victims, and remove those who are responsible for distress, in order to reduce the risk to the victim.
- implement the recommended procedures for dealing with incidents of bullying (see attached procedures).

The College asks parents to:
- foster inclusive community values.
- be a role model to children through the use of appropriate language and behaviour.
- watch for signs of distress in your child.
- encourage their children to discuss any incidents of bullying with them, and reinforce the need to speak out and not keep the bullying a secret.
- discuss issues and strategies with your child to develop relationship skills and understanding.
- inform the school if bullying is suspected.
- discourage their children from retaliating to incidents of bullying.
- be willing to actively participate in school interviews if their children are involved in a bullying incident.

IMPLEMENTATION

Any incidents of reported bullying or cyberbullying or harassment will be handled/dealt with as follows:
- victim(s) and written perpetrator statement(s) will be taken by the student manager.
- victim(s) and perpetrator(s) will be interviewed separately
- parent(s) or carer(s) will be contacted
- well-being team will be involved to provide counselling, support and further education if necessary
- depending on the nature or severity of the incident (or repetitive) appropriate consequences will apply which may include:
- temporary removal from the classroom or placement in a senior class
- completion of a special task
- detention (before or after school or during recess or lunchbreaks
- Conduct card
- written behavioural or work agreements
- attendance on student free days
- being sent home from excursions, camps, other activities at parents' expense
- involvement of the Police
- suspension – either Internal or External
- assisted transfer (in line with DET guidelines)

For further information, see:
- **Student Engagement Policy**
- **Student Wellbeing Policy**
- **Detention Policy**
- **Suspension Policy**

RACIAL HARASSMENT

Racism and racial harassment are unlawful and unacceptable at Brighton Secondary College. We believe that it is the responsibility of all members of the school community to practice non-racist behaviour and to challenge racist remarks of behaviour of others.

Racism is the ill-treatment and/or harassment of another person or group because of their ethnic background or skin colour.

For the staff member, the judgement of what constitutes racist behaviour may be subjective since it is to some extent determined by the context in which the behaviour occurs and the reaction of the audience to the situation..

The following examples may be seen as incidents of racism:
- name-calling;
- comments that unfairly label or stereotype characteristics of a particular ethnic group;
- comments that relate to things such has appearance, food, abilities, work habits, religion, clothing;
- refusal to work with a particular person because of his/her background;
- refusal to listen to/impatience with the oral contribution of anyone less confident with the English language;
- imitating the accent or pronunciation of another person;
- jokes, sarcasm, and/or a condescending manner;
- verbal abuse/derogatory language;
- wearing of clothing which is "offensive" including inappropriate cultural appropriation;
- physical violence;
- graffiti that denigrates an individual or an ethic group;
- deliberate and/or ongoing alienation, eg. making of rules that exclude a particular group on the grounds of their ethnicity or colour.

GUIDELINES

- All staff need to question/challenge students regarding potentially racist incidents rather than ignoring them.
- Since it is vital that we are all seen to be challenging racism, incidents must be dealt with immediately by the teacher/member of staff, even if a referral is to be made.
- All staff need to promote non-racist attitudes and model non-racist behaviours in their own interactions with all members of the school community.
- All staff should attempt to include multicultural perspectives in curriculum material in order to dispel ignorance and promote understanding and celebration of difference.
- All staff need to implement inclusive strategies which are sensitive to the needs of students based on their ethnicity.

STRATEGIES

Address the incident yourself:

- Even if words are used in a good natured way, acknowledge the level of usage but explain that such language is often used in a derogatory way which may be offensive to some people.
- Question the reason for the remark.
- Assess the situation, and if the behaviour is inappropriate, immediately pass a comment of disapproval. Remind the students of the School's Code of Conduct and how it applies to racism.

REFERRAL

Serious and/or recurring cases of racism should be reported to the Year Level Manager and/or the Sub-School Assistant Principal. Both should be involved in dealing with such incidents. The procedure to be followed in dealing with cases of racism should be the same as that for dealing with sexual harassment.

REPORTS/COMPLAINTS MADE BY STUDENTS:

These will be treated seriously and investigated. The procedure to be followed should be the same as for that for sexual harassment cases.

SEXUAL HARASSMENT

SEXUAL HARASSMENT (AS DEFINED BELOW) IS UNLAWFUL AND TOTALLY UNACCEPTABLE AT BRIGHTON SECONDARY COLLEGE.

Sexual harassment is any behaviour of a sexual nature which is uninvited, unwelcome, unsolicited, not reciprocated offensive, and/or frightening, whether the action was intended or unintended. Males, females, students or staff may be perpetrators or victims of sexual harassment. Brighton Secondary College recognises that everyone has the legal right to protection from sexual harassment.

This policy aims to provide an enjoyable and harmonious learning/working environment that actively discourages sexual harassment and ensures that proper standards of conduct are maintained by all members of the community at all times.

Sexual harassment may be physical, verbal or written. It can include words, images, sounds, gestures or statements which are transmitted by telephone, fax or computer email.

Examples, which may be dealt with at a school level, include:
- offensive gestures;
- offensive staring or leering;
- suggestive comments about a person's physical appearance or sexual preference;
- offensive comments or jokes;
- questions or comments about another's sexual morality;
- uninvited physical contact, eg. purposefully brushing up against another's body;
- offensive name-calling;
- pinching, patting, touching, embracing;
- repeated requests to go out with someone, especially after prior refusal;
- sexually provocative remarks;
- displays or sexually graphic material;
- requests for sexual favours, especially as condition/payment for other "favours";
- such conduct/behaviour that creates an intimidating, hostile, and/or offensive work/class environment for any member of the school community;
- seeking to define a person in terms of their gender or sexual preference, and ignoring and/or denigrating their individual worth as a result;
- conduct of a sexual nature that either implicitly or explicitly manipulates or leverages terms or conditions of an individual's employment, including but not limited to conditions for decisions that may affect promotion, salary or job conditions, for an individual's personal benefit or as a way to coerce consent.

Sexual harassment does not refer to statements of which the intention was to compliment or common courtesies. Any miscommunication or disagreement as to a statement's intention will be considered on a case-by-case basis through mediation with involved parties.

Other sexual harassment offences are much more serious and may be regarded as criminal. They are to be reported to the police.

They include:
- attempted or actual rape;
- indecent exposure;
- sexual assault;
- sending obscene letters or making obscene phone calls;

POLICY DETAIL

Staff Sexual Harassment of a Student

The grievance procedures for this category of harassment are covered by overriding DET directives entitled "Procedures For Handling Complaints Against Persons Employed Under The Teaching Service Act" and "Sexual Harassment Policy and Guidelines". In these circumstances, parents should be informed and the complaint ultimately directed to the Principal or Assistant Principals.

Staff Sexual Harassment of Another Staff Member

The grievance procedures for this category of harassment are covered in the overriding DET directives entitled "Procedures For Handling Complaints Against Persons Employed Under The Teaching Service Act" and "Sexual Harassment Policy and Guidelines". An extract from the second document follows (Point 7 – Avenues for Advice and Complaint): "The choice of the contact depends entirely upon the preference of the complaint. Advice may be sought from and/or complaints lodged with any of the following:

- nominated contact person at the workplace;
- union representative at the workplace;
- Principal/Assistant Principal;
- the relevant Union;
- the Commissioner for Equal Opportunity."

Student Sexual Harassment of Another Student or Student Harassment of a Staff Member

- Complainants should report possible cases to a confidante. This may be one of the Year Level Manager, the Sub-School Assistant Principal or any staff member whom the individual feels he/she can trust.
- The confidants should document any possible case on an Incident Form from Sub-Schools and relay this for the to the Sub-School Assistant Principal. Any witnesses of a sexual harassment incident should also report it to the Sub-School Assistant Principal.
- The Sub-School Assistant Principal will keep Reports of all incidents in a file which will be confidential
- If further action is indicated, this information will be related to the appropriate Sub-School Assistant Principal who will convene a meeting between the complainant student, his/herself and the Sub-School Assistant Principal to investigate the complaint.
- Possible strategies of dealing with the complaint will be discussed. The complaint's wishes regarding any action will be considered.

REPORTING OF INCIDENTS

If a decision is made to follow through with investigation, a meeting will be convened with the offending student(s).

After investigation, if it is found that a single incident of sexual harassment has occurred, the following procedures or sanctions may be implemented:

- The offending student(s) will be removed from class at an appropriate time and counselled by the relevant Year Level Manager and the Sub-School Assistant Principal.
- During their time out of class, the student must prepare a contract giving an assurance that this behaviour will not occur again.
- Copies of the incident report and of the student's contract(s) are to be kept in the student's file(s) by the Year Level Manager.
- Parent notification.

REPEATED AND SERIOUS OFFENCES

After investigation, if it is established that repeated or serious sexual harassment has occurred, the following procedures or sanctions may be implemented:

- Any student found to have exhibited repeated sexual harassment is committing an offence against the law.
- Any student found have exhibited repeated sexual harassment will be suspended immediately, and the parents/guardians of the student will be notified in order to begin a consultation process. Police will be notified. As each situation is unique, in addition to the steps stipulated above, other steps may be taken depending on the individual circumstances of the incident.
- At the discretion of the Principal, the students may be encouraged and assisted to find an alternative educational setting.

IMPLEMENTATION

DET and College Councils are responsible for providing a work environment free from sexual harassment. This responsibility will be discharged through the school Principal.

All staff and students have a responsibility to ensure their behaviour does not constitute or foster sexual harassment.

A workplace contact person, the Manager Human Resources, will be the nominated initial point of contact for complaints.

It is not the role of the workplace contact person to investigate, substantiate or resolve complaints, but to be responsible for providing confidential support to a complainant. The Principal is responsible for contacting the Complaints and Investigations Unit regarding any complaint that has been made, and to inform the complainant of their rights and options.

All staff members are refer to the DET School Policy and Advisory Guide for detailed information relating to sexual harassment, avenues for lodging complaints and grievance procedures.

Staff are always encouraged to refer to current departmental policies which can be references at EduGate.

SUPPORTING VICTIMS OF SEXUAL HARASSMENT

All complaints of sexual harassment will be investigated as valid complaints.

Individuals who have complained of sexual harassment will be protected from "victimisation". If victimisation does occur, the offending individual(s) will be dealt with as outlined in the "Repeated and Serious Offences" section above.

FALSE REPORTING:

If it is found that any student has deliberately or falsely accused another student member of sexual harassment, the accusing student will be dealt with as the offending student.

LAST UPDATED: 22/11/2017

LAST RATIFIED BY COLLEGE COUNCIL: 01/10/2017

NEXT REVIEW DATE: 01/03/2020

ILLICIT SUBSTANCES POLICY – 2017-2020

BACKGROUND

The possession or use of illicit substances is completely unacceptable at Brighton Secondary College.

This policy is provided for all students to ensure students have knowledge of the College's expectations. Brighton Secondary College aims to minimise the possibilities for harm by creating an environment where students can feel safe and where students who believe they have a problem or have difficulties are able to obtain appropriate support. We as a school community have an interest in the health, personal and legal well-being of students. It recognises that the consumption of alcohol and other drugs can impair individual well-being and can also interfere with students' ability to learn and staff's ability to teach. In addition, student alcohol and other drug use, if used, either on college property or at college events, interferes with the health, safety, academic and extra curricula interests of other students and staff. We recognise people in our society use drugs for both medical and recreational purposes. Our students can be exposed to drug related issues at home, school and in the wider community and Brighton Secondary College acknowledges that as a school community we have a responsibility to address drug education. In accordance with the above, the college has adopted this policy to address student use of alcohol and other drugs and the attendant problems.

AIM

The policy has four principal goals:
- A curriculum based on a harm minimisation approach, designed to educate students about the implications of alcohol, legal and illegal drugs.
- A wellbeing component to help identify and assist students with identified drug related issues (mental health).
- Fair but firm disciplinary action to be taken in the instance of alcohol or other drug related incidents.
- To promote positive, safe and independent decision making.

DEFINITIONS

Drugs: include a range of substances, including prescribed medications, alcohol, tobacco and illicit substances. These substances include but are not limited to:
- Illegal drugs—a drug that is prohibited from manufacture, sale or possession in Australia—for example cannabis and cocaine;
- Pharmaceuticals—a drug that is available from a pharmacy, over the counter or by prescription, which may be subject to misuse—for example opioid-based pain relief medications and over-the-counter codeine;
- Other psychoactive substances—legal or illegal, potentially used in a harmful way—for example, inhalants (such as petrol, paint or glue), kava, synthetic cannabis and other synthetic drugs;
- Cigarettes, replica substances, e-cigarettes and any other vaporising paraphernalia;
- Any other substance consumed by the user with the intent of altering their otherwise normal physical or psychological state (such as volatile substances, inhalants, solvents or any pharmaceutical medications consumed outside of their prescribed or intended use or in abusive quantities).

Some substances are described as *illicit* or *unsanctioned*.

Illicit refers to drugs or other substances that the law makes illegal to use, possess, cultivate or traffic. Included in this definition are any/all materials, tools, components or accessories associated with the consumption or creation of illicit substances.

Unsanctioned refers to legal drugs that are illegal for young people to purchase in some circumstances, for example, alcohol.

For the purpose of this document, where the word drug is used, it refers to illicit drugs, unless otherwise stated.

Drug supply: In this document 'supply' refers to incidents involving supplying, sharing, distributing or selling of drugs with discernible intent.

POLICY DETAIL

The college prohibits the possession, sale, supply, exchange or negotiation in relation to any of the above when on college premises, or any other occasion when the staff of the college have responsibility for an individual or group of students or at any time while in college uniform.

CURRICULUM - HARM MINIMISATION APPROACH

The goal of a harm minimisation curriculum is to reduce the incidence of alcohol and drug related problems. The college has a health education program which aims to promote positive health and lifestyle behaviour. The Drug Education Program should provide students with appropriate skills and to minimise harm, to promote safe decision making and to develop a healthy community. Staff will be provided with professional development opportunities to develop knowledge and skills in teaching a harm minimisation drug education program. Community resources will be utilised to enhance the Drug Education Program. Parents will be kept informed of current Drug Education Programs.

WELLBEING

Through the Drug Education Program, students should become aware that the College can provide referral assistance for personal drug related problems. Drug related incidents will be dealt with in a positive and supportive manner in the interests of the student, staff and other parties concerned. Students found to be taking illicit drugs or alcohol may, with parent consent, be referred to external agencies for counselling and to develop strategies to break addiction to these substances. Guidelines for dealing with a Drug and Alcohol related incidences are detailed in this policy.

POSITIVE ENGAGEMENT

The purpose of response / action is to protect the health and safety of all students

PRESCRIBED MEDICATION FROM OFFSITE

Where students are taking prescription medication on an ongoing basis, the sick bay attendant should be informed and appropriate arrangements for use will be put in place. More information on the procedures the college mandates for regulation of medication onsite can be found in our First Aid Policy.

In addition to the First Aid Policy, we ask that:
- Students are responsible for their own asthma sprays.
- Students are not to share their asthma sprays or other medication and/or use in a way other than the in
- Students who bring other medication to school should leave it with the School Nurse for the day.
- Students who require Panadol should see the School Nurse who will issue Panadol (if parent/guardian permission has been given)

CIGARETTES AND ALCOHOL

Students will be subject to a range of sanctions dependent on the circumstances and whether previous conduct has been recorded, where they are found smoking/drinking, in possession of, or supplying cigarettes/alcohol to other students
- at Brighton Secondary College.
- on any College activity.
- on the way to or from school.

ILLEGAL DRUGS

The possession and/or supply of illegal drugs is an offence and is against the law. Brighton Secondary College will view such conduct as a very serious matter.

DUTY OF CARE

While the school principal has overall responsibility for students and certain members of staff have particular designated duties for monitoring student welfare, all staff members and members of the school community have responsibilities for student wellbeing and discipline. As per the legal duty of educators within the school community, teaching staff are required to take reasonable measures to protect students in their care from risks of injury in any circumstances that should have been reasonably foreseen.

ALLEGATIONS OF BREACH OF DUTY OF CARE

If an allegation is brought forward that injury to a student involved in an incident where illicit substances were involved was caused by lack of teacher/staff member supervision, there would have to be verifiable evidence the supervision which allegedly should have been provided would, more probably than not, have prevented the injury occurring. If that cannot be established, the claim will fail, as it would not be able to ascertained that there was a causal link between the alleged breach of duty and the injury, or alternatively, the student was unable to show that there was a breach of duty in the circumstances.

POLICE INVOLVEMENT

Under the protocol concerning use, possession or distribution of illicit substances:
- the principal must refer an alleged criminal offence concerning use, possession or distribution of drugs to the police. If in doubt, the principal may obtain advice from the police contact person (station commander or sub-officer nominee);
- the principal must notify the parents of the student who is a suspect. The police will investigate and decide whether an offence has been committed; and
- the police contact person will initiate appropriate police action.

In addition, the police will:
- provide advice to the principal when requested;
- notify the principal when a student at the school has been charged with an offence;
- assist the school to safeguard student welfare by informing the principal of any action taken or the result of information received.

Police can interview a student suspect at school. Normal procedures require the parent to be advised and given the opportunity to attend the interview. If the parent declines, an independent person (such as the principal) should be in attendance at all times while the interview is conducted.

The role of the independent person is to ensure that there is an accurate recording of the interview, and that the student fully appreciates that he/she is not obliged to make a statement.

INFORMATION DISCLOSURE

The duty to mandatory report an incident also applies if the staff member, teaching or otherwise, holds the belief on reasonable grounds that the student has suffered physical or sexual abuse, or neglect and/or emotional abuse associated with the information disclosed. Depending on the seriousness of the incident, an appropriate response could involve contacting the parents or liaising with the police, or both. All staff must comply with mandatory reporting requirements if the student is in any way at risk of neglect, physical or sexual abuse. If the information given to a staff member concerns the use of drugs, the staff member must pass that information on to the principal. The principal's action will be influenced by the seriousness of the situation, which could involve notifying parents and police, arranging counselling or other appropriate action.

There is no privilege attached to information divulged to a student wellbeing team member as in the case of a doctor or lawyer who acts in a professional capacity on behalf of his patient or client. A student must, in the normal course of events, disclose information concerning the use, possession or distribution of drugs to the principal, just as

teachers are obliged to. The principal must then contact police regarding any offence involving the use, possession or distribution of drugs at the school.

PRINCIPAL'S DUTIES

The principal's duty of care is to ensure that the school environment is, as far as is practicable, safe and free from risks. The seriousness of the situation will influence whether the principal is obliged to notify all parents and students of the school.

The principal would need to consider factors such as:
- the type of drugs being used and/or distributed
- the number of students involved
- risks to the student/s and others at the school
- whether it was the first incident of its kind
- the age of the student/s
- the involvement of external parties
- the response of the school
- the involvement of police.

In some instances, the principal may not consider it necessary to notify all parents and students of one isolated incident involving drug use. The principal may consider notifying only the parents of student/s associated with the drug use/distribution. This should be done in a positive manner that reinforces the school's commitment to providing a safe and risk-free environment for all its students.

COMMUNITY RESPONSIBILITY

Drug education is a shared responsibility involving the home, school and local community. It is important to BSC as a school community that we maintain an open dialogue with our community (for example, through the school council agenda, newsletters and parent evenings) regarding the school's drug education program.

SEARCHING FOR ILLICIT SUBSTANCES ON SCHOOL GROUNDS

As a school locker is the property of the school it can be searched if a staff member has reasonable grounds for believing that it contains unsanctioned or illicit drugs. The search can take place without notice. Parents and the school community should be aware that our staff have the right in this regard. A school desk is also the property of the school, and can be searched if required.

A student's bag, however, is considered his/her personal property. If there is a serious concern about what is contained in a student's bag, the staff member can ask the student to empty his/her bag for inspection. If there is reasonable suspicion that a student has an illicit drug in his/her bag that he/she is not willing to disclose, and there is no imminent danger that it will be used, the principal should contact the police, and the student should be kept under supervision away from others until police arrive and conduct a bag search. If there is reasonable suspicion of imminent danger to a student using an illicit drug that he/she is concealing, the staff member, in consultation with the principal, should conduct an immediate search to prevent injury to the student before police are called.

STAFF MEMBER AUTHORITY

Staff can instruct students to hand over items in their possession, such as cigarettes, illegal drugs or weapons.

SANCTIONS

Any student found supplying illegal drugs is committing an offence against the law.

Any student found in possession of, using, or distributing illicit substances will be suspended immediately, and the parents/guardians of the student will be notified in order to begin a consultation process. Police will be notified. As each situation is unique, in addition to the steps stipulated above, other steps may be taken depending on the individual circumstances of the incident.

At the discretion of the Principal, the students may be encouraged and assisted to find an alternative educational setting.

LAST UPDATED: 22/11/2017

LAST RATIFIED BY COLLEGE COUNCIL: 01/10/2017

NEXT REVIEW DATE: 01/03/2020

DETENTION POLICY – 2017-2020

BACKGROUND

The college has developed a structured series of consequences for students who breach the Student Code of Conduct.

AIM

This policy aims to provide detail of school detention procedures for the school community by providing clearly defined parameters of the different school detentions and the circumstances for which students receive detentions.

POLICY DETAIL

DET policy also states that a student may be excluded from school for

"failure to comply with any reasonable and clearly communicated instruction of a principal or teacher"

Appropriate consequences will be applied to students who carry out unacceptable behaviour. Consequences will be graded and logically connected to the breach of rules where appropriate to encourage students to learn from their mistakes. The consequences imposed will reflect the nature, frequency and severity of the breach.

In the first instance students must be aware of the rule they have broken- communication is essential. It may be necessary to issue a warning.

In most cases, Detentions and Internal Suspensions should be used prior to External Suspension, unless there is an issue of safety. It is essential that teachers, YLC's, and Managers develop a structured series of consequences and that each step is well documented. All staff are required to have a classroom management plan. It is also important that the SWC and the Guidance Officer are involved with students who repeatedly breach the code of conduct.

IMPLEMENTATION

DETENTIONS

In cases required by teachers, a student can be detained for a 45-minute period at the end of the day. If possible, parents will be notified of this. If a student is detained for this period without notice, parents are welcome to ring the College to check whether a detention was served. All year 7 students will be given 24 hours' notice.

The College's detention list, coordinated by the Sub School Assistant Principal, is for out-of-class offences and students referred by Coordinators or teachers. (eg. swearing, lateness, out-of-uniform etc.). These detentions are held at the end of each day. Persistent offenders or students who fail to attend a scheduled detention will incur a Saturday morning detention.

Class teachers will also run their own detentions for misdemeanours, missed homework etc. Detentions seem to be a more effective sanction when a teacher applies flexibility and sensitivity with regard to:

- the length of the detention;
- timing (e.g. before school, during lunch);
- isolating individuals rather than a full class;
- giving a purpose to the detentions e.g. catching up on work, rectifying damage
- student needs regarding transport, part-time jobs etc.

DURATION OF DETENTIONS

- Recess and lunchtime detentions may extend for no more than half the time allocated.
- After school detentions are usually for 30 minutes but may extend for up to 45 minutes. Lateness detentions are for 15 minutes for each offence and will be held on the scheduled Sub school night.
- Saturday Morning and community service detentions are for two hours.

SUSPENSIONS

Suspension is a serious consequence used only for persistent or serious breaches of the Student Code of Conduct. Parents are always involved if a student is to be suspended and must be involved if a suspension conference is required. Conferences are mandated when suspension is over ten days.

The Assistant Principal is in charge of all suspensions and must ensure DET guidelines outlined in Student Disciplinary Procedures 1994 and Ministerial Order No. 2 are adhered to.

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

Students who have been suspended on a prior occasion for the same breach of the Code will have an increased number of days in their suspension.

GROUNDS FOR SUSPENSION

In order for suspension to be an option, the following conditions must be in place:

The student's behaviour must have occurred:
- whilst attending school;
- or travelling to or from school;
- or while engaged in any school activity away from the school;
- or travelling to or from any school activity.

The student's behaviour must meet one or more of the following conditions:
- behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- causes significant damage to or destruction of property;
- commits or attempts to commit or is knowingly involved in the theft of property;
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours'/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

LAST UPDATED: 22/11/2017

LAST RATIFIED BY COLLEGE COUNCIL: 01/10/2017

NEXT REVIEW DATE: 01/03/2020

STUDENT MOBILE PHONE AND ELECTRONIC DEVICES POLICY 2017-2020

BACKGROUND

The school recognises that mobile phones and other electronic devices are ubiquitous and that there are times when it is genuinely appropriate and useful for students to have access to mobile phones – for travel, to contact parents in emergencies, to confirm or change a collection time.

POLICY

This policy sets out to establish clarity around the expectations the College has about the use of mobile phones and electronic devices while at school, including use during school excursions, camps and extra-curricular activities.

- Mobile phones may not be used to take photographs or film other individuals without their knowledge or permission
- Mobile phones must not be used in spaces where a person can reasonably expect privacy, for example changing rooms, toilets, gym and swimming pools
- Mobile phones must not be used to send harassing or threatening messages

DEFINITION

This policy applies to student mobile phones and extends to any electronic device that can be used to communicate or record data, sounds or images including still and moving.

GUIDELINES

- Mobile phones:
  - Should only be used before or after school
  - May not be carried by a student on their person during school hours, therefore, if brought to school, must be stored in a locker during the entire school day
  - Users should display care, courtesy, consideration and respect for others when using a mobile phone, for example, when on public transport, or crossing roads.
- Mobile phones and other electronic devices brought to and kept at school, are done so entirely at their owner's risk. The school cannot accept any responsibility for theft, loss, damage or health effects (potential or actual) resulting from the use of these devices.
- Parents and students should recognise that mobile phones and other electronic devices are a target for theft and, accordingly, they should always be stored in a safe and secure place.
- Parents and students should ensure that phones and other electronic devices are properly and adequately insured as personal property.
- Mobile phones, MP3 players, memory sticks, digital cameras or other hand-held devices may be used for curriculum related purposes in a classroom, as specifically requested and/or approved by the supervising teacher (e.g. taking video shots as part of a video media class). In this situation, the device must only be used for the approved purpose, must not be used for any other purpose, and must be returned to the student's locker immediately after the permitted use is finished.
- Mobile phones may not be used as timepieces or calculators in tests or exams (see acceptable use of electronic devices in assessment)
- Any student who is feeling unwell at school and needs to go home must arrange this through the nurse or sub-school administrator. Whilst students may not use their mobile phones to contact home. Any arrangements to leave school must be made through the nurse or relevant sub-school office

- Non-observance or breaches of these rules will result in the mobile phone or electronic device being confiscated. If the mobile phone or electronic device is confiscated, it will need to be collected from the sub school assistant principal at the end of the day. Continued non-observance of these rules may result in phones or other electronic devices being surrendered to a sub-school office for storage during school hours.

EVALUATION

This policy will be reviewed as part of the College's four year review cycle.

This policy was last ratified by College Council on 23 May 2018.

FOR FURTHER INFORMATION SEE:

- Bullying
- Photographing and Filming Students
- Acceptable use of electronic devices in assessments

LAST UPDATED: 22/11/2017   **LAST RATIFIED BY COLLEGE COUNCIL: 23/05/2018**   **NEXT REVIEW DATE: 01/05/2021**

HOMEWORK AND HOME STUDY POLICY 2017-2020

BACKGROUND

School related activities completed at home benefit students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning. Planning and completing tasks on time is a skill that develops slowly and needs to be encouraged through practice.

AIM

- Homework should be interesting, challenging and where appropriate, open-ended.
- Homework should be purposeful, meaningful and relevant to the school curriculum.
- Homework should help to develop good organisation and planning and build on effective study habits developed at school.
- Students should be encouraged to develop time management skills.
- Students should complete homework on a regular basis.

POLICY DETAIL

GUIDELINES FOR STUDENTS

Students should distinguish between home-tasks and home-study. Home-tasks have deadlines which must be met. Students should space the time they spend on these home-tasks accordingly.

The College diary is vital for keeping to these deadlines. It is important to bring diaries to classes and fill them in correctly.

Home-study is the consolidation and revision of what students have learned. Senior students should make up a home-study timetable; identifiable problems could then be resolved quickly.

Students should be aware of the world around them so they should read widely, including the daily newspapers.

Students are expected to complete a minimum of one hour's work per night, with the time increasing as students progress through the school.

Eg:	Years 7 & 8	1 hour per week-night or 5 hours per week
	Year 9	1.5 hours per night or 7.5 hours per week
	Year 10	2 hours per night or 10 hours per week
	Year 11	2.5 hours per night or 12.5 hours per week
	Year 12	3 hours per night or 15 hours per week.

It is also considered appropriate that at Years 11 and 12 up to six hours will be spent on home-tasks and home-study during weekends.

GUIDELINES FOR TEACHERS

- Teachers should set realistic tasks. Be sure that students know what is required of them. Do some sample tasks in the classroom, if possible, before setting it for home-study or as a home-task. In Junior classes in particular, teachers should consider having the whole class enter the task in their diaries when it is set.
- Know how long the tasks will take and space the work accordingly. Take note of the feedback you get from students about the amount of home-tasks/home-study they have at a particular time.
- Try to be aware of work other teachers have set at that level. This should be discussed at level meetings. This includes trying not to overload students with more than two tests on the one day.
- Say what you mean. Keep to deadlines except for compassionate reasons.

GUIDELINES FOR PARENTS

- Home-study provides further opportunities for parents to participate in their child's education.
- Provide suitable conditions for study. Students need a quiet place, with adequate equipment (table, chair) and lighting.
- Take an active interest in the work set. Check the diary (helping your children to use it systematically to record tasks to be done). Use the diary as a means of communication between individual teachers and your home.
- Take note of due dates (put them on your house-hold calendar too) and see that the work is actually done.
- Get to know your children's work habits. Pace of work varies from person to person. Some students work better in the morning others at night. Make allowances for these individual preferences.
- Help your children to find a suitable balance between the time spent on school work, sport, entertainment, part-time job, household chores and other activities.
- Encourage your household to work co-operatively. Parents and students need to realise each other's needs and to work together to achieve family ambitions and goals.

LAST UPDATED: 22/11/2017   **LAST RATIFIED BY COLLEGE COUNCIL: 01/10/2017**   **NEXT REVIEW DATE: 01/03/2020**

ATTENDANCE POLICY 2017-2020

BACKGROUND

Accurate recording and monitoring of attendance ensures all children of compulsory school age are enrolled in a registered school attend school every day the school is open for instruction. This policy has been developed to conform with the DET policy guidelines.

AIM

The aim of this policy is to clearly outline the school's expectations for student attendance for the school community, and to provide guidance for suitable actions that can be taken if students are in breach of the policy.

POLICY DETAIL

In accordance with the Education and Training Reform Act 2006, schooling is compulsory for children and young people aged from 6 – 17 years unless an exemption has been granted.

Parents/guardians must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction.

Students are expected to attend the school in which they are enrolled, during normal school hours every day of each term, unless:

- there is an approved exemption from school attendance or attendance and enrolment for the student, or;
- the student is registered for home schooling and has only a partial enrolment in a school for particular activities.

A principal or regional director (depending on the circumstances) may authorise an exemption and provide written approval for student attendance or attendance and enrolment to be exempt or reduced to less than full time.

For absences where there is no exemption in place, the parent/guardian must provide an explanation on each occasion to the school. The school will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006.

The College understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. The College supports DET policy that all students enrolled attend on a full time basis. The College requires all Year 7 – 12 students to achieve at least 90% attendance to be eligible to successfully complete the requirements of their year.

VCE students have a minimum class attendance requirement of 80% as recommended by the Victorian Curriculum and Assessment Authority for the purpose of authentication, which is outlined in the VCE Administrative Handbook.

The College aims to promote and maintain high levels of student attendance and participation through:
- articulating high expectations to all members of the school community.
- adopting consistent, rigorous procedures to monitor and record student absence through Compass to alert parents of student absences.
- implementing data-driven attendance improvement strategies.
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning.
- providing early identification of and supportive intervention for students at risk of non-attendance.
- linking with local community groups and agencies to maximize program and individual support.
- providing a staged response for students who do not maintain high levels of attendance in accordance with DET guidelines.

IMPLEMENTATION

ABSENCES

- Compass is used to record all student attendance including absence and lateness to both the College and individual classes.
- When a student is late or absent, the parent/carer is expected to communicate this to the College via Compass, a written note or leaving a message on the college's absence line.
- For prolonged absences the parent/carer is expected to notify the college/relevant student manager as soon as possible.
- For any unexplained absences longer than 2 days the college will follow-up by contacting the parent/carer to ascertain the reason for the absence.
- Students undertaking a VCE subject will be expected to provide a medical certificate if they are absent on the day of an assessment. (For further detail please refer to the Parent/Student Guide for Senior School Students).
- Wherever possible, it is preferable that all medical, and specialist appointments are made outside of school hours.

LATENESS

If a student is late to school with a valid note, or notification via Compass or the College absence line the following procedure must be followed:

- **Sign in to the relevant sub-school office.**

For students who fail to present an adequate note or no other explanation has been communicated to the College the following series of consequences will apply.

- **1st Offence:** Verbal warning noted on Compass.
- **2nd Offence:** Email sent home via Compass, explaining procedure.
- **3rd Offence:** Students will be issued with a Student Managers' after school, detention.

Failure to attend, this will incur a subsequent detention. A continued failure to attend detention will result in an early morning detention. Further failure to attend may lead to suspension.

Note: Students with significant or prolonged absences from the College will be addressed under the College's Student Engagement & Wellbeing Policy.

LAST UPDATED: 22/11/2017   LAST RATIFIED BY COLLEGE COUNCIL: 01/10/2017   NEXT REVIEW DATE: 01/03/2020

UNIFORM POLICY 2017-2020

BACKGROUND

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Dress Code.

AIM

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To maintain and enhance the positive image of the school in the community.
- To ensure students' appearance reflects the expectations of their school community.

POLICY DETAIL

The College community regards the uniform as an important aspect of the school's image and general philosophy. College Council has clear powers in this area, and the College Uniform Dress Code takes precedence over a student's individual preference in matters of dress. The uniform dress code is enforced with all consideration and recognition of Human Rights and Equal Opportunity of all students and their families.

On enrolment of their child, parents sign an agreement that they will comply with the College's Uniform policy and the Student Code of Conduct.

The Student Code of Conduct applies while the students are within the College, while attending College activities, excursions or special nights and while travelling to and from school.

GUIDELINES

- **All items of uniform must be kept clean and in good condition without holes, tears or stains at all times.**
- Hairstyles should not be extreme including those which may be construed to project an anti-social message, which includes but is not limited to: rat-tails, Mohawks, undercuts, shaved sides and/or gang lines. Hair must be of a naturally-occurring colour and long hair must be tied back. Hair ribbons/ties are permitted and must be either purple or dark green. No facial hair is permitted; students are expected to be cleanly shaven.
- Make-up, if worn, should be subtle to the point of being unnoticeable.
- Nail polish must be clear only.
- Girls' dress and skirt length must finish just on the knee.
- No visible and/or extreme jewellery may be worn with the exception of a watch and a pair of sleepers or studs in the ears only. Strictly no other facial/body piercing is permitted.
- Tattoos must not be visible at any time.
- Headphones or earphones are not to be visible in classrooms or corridors (according to teacher discretion).
- Year 10 and VCE students may come to school in their PE uniform if they are attending an inter-school sports day or have a PE elective practical class.
- **No non-school uniform items are permitted to be worn at any time. This also applies to excursions and any/all events where Brighton Secondary College students are in uniform and therefore considered to be representing the school.**
- Students are not permitted to wear jumpers, jackets, coats, hats/caps, and/or gloves that are not school uniform inside of classrooms and corridors.
- Students may not wear any shorts/trousers that are not school uniform including but not limited to variation of jeans, cords, long baggy drawstring waist shorts with either the day uniform or sport uniform. This also applies to excursions and any/all events where Brighton Secondary College students are in uniform and therefore considered to be representing the school.
- No stockings other than the grey school issue or uniform shop supplied tights may be worn. In addition, no black tights are to be worn with any of the day or sport uniforms.
- Any variants of boots, basketball-styled shoes, desert/combat boots, thongs/flipflops, platforms or high-heeled shoes are permitted to be worn with any of the day or sport uniforms. School shoes are to be black, polishable, laced and kept clean without any damage. Any concerns over what kinds of shoes are acceptable at Brighton Secondary College, please contact the relevant Sub-school for more information and assistance.
- Students are not permitted to wear coloured shirts of either short or long sleeve with any discernible logo under any of the day or sport uniforms. Any undershirts for warmth should be white or skin toned and should be subtle to the point of being unnoticeable.

PE uniform: Year 7- 9 students may wear the College PE uniform to and from school on days they have PE or PASE.

Scarves: Scarves are only to be worn with winter uniform (Terms 2 & 3). Students wearing a scarf, must also be wearing their jumper and/or blazer.

College Cap: The Brighton Secondary College cap should be worn during outdoor PE and sport classes and in the yard during recess and lunchtime in terms 1 & 4. Hats other than school caps or bucket hats are not permitted to be worn in lieu of not having the correct hat. Other head attire that originates from cultural identity or religious observations will be considered in the context and intention in which they are worn with the utmost respect for the Human Rights and Equal Opportunity of all in the school community.

Excursions and College events: Students are required to wear correct school uniform and carry their College bag (as required) on all excursions. Failure to comply with this may result in the student being excluded from the excursion/event.

Non-uniform days: All students are to wear appropriate clothing. The following items are not acceptable: mid-riff exposing tops, singlet tops, leggings/compression tights, t-shirts with offensive logos and thongs.

IMPLEMENTATION

Students at Brighton Secondary College are expected to wear College uniform at all times in accordance with the Code of Conduct:

"Students are expected to wear the correct College uniform in a neat and tidy manner."

This means that shirts should be tucked in and that in winter a tie must be worn with a shirt. In summer a student wearing a square cut shirt may wear it untucked.

All students who arrive without correct uniform are required to obtain a uniform pass from their sub-school prior to Period 1 beginning.

If a student has a note from parents stating the reason for being out of uniform, and the length of time that this will occur, then no further consequences shall apply. No student will be given a uniform pass for more than one week unless the parent has been contacted.

If a student is requiring a pass for medical reasons they must have a doctor's certificate stating the reason and the length of time they will be out of uniform.

For students who fail to present an adequate note, a uniform infringement notice will be issued and the following series of consequences will apply:

- **1st offence -** Verbal Warning noted on Compass (infringement notice)
- **2nd offence -** Email sent home via Compass, explaining procedure
- **3rd offence -** Students who have offended for the third time in any given semester will be sent home to change into correct uniform and return to school.

Note: If 3rd offence involves the confiscation of non-uniform item(s) the following will apply in lieu of being sent home.

Any students with jewellery, coloured t-shirts, non-college jumpers/caps/hoodies/scarves, nail polish, makeup are to be sent to the sub-school offices to remove the item and to receive a uniform pass. These uniform infringements will be recorded in Compass as per uniform policy and on the third uniform infringement the 'offending' item will be confiscated and kept at the sub-school until the end of semester. In addition to the Student Manager(s) having contacted parents, the student will receive a Tuesday morning detention.

Students who are sent home for breaches of the Uniform Code are expected to return to the College in correct uniform within a reasonable time.

This time away from classes will count against attendance and will have to be served in a detention after school.

Students who wear non-uniform items (including jewellery) will have the item(s) confiscated and returned to them at the end of the school day. Repeat offenders will have the item confiscated, parents contacted and serve a detention. Further infringements will incur additional consequences in accordance with the Student Code of Conduct

BRIGHTON SECONDARY COLLEGE

UNIFORM ADDENDUM

Full, correct College Uniform must be worn not only at school but also to and from the College. Students in Years 7-9 must wear their full Sports uniform to school on days when Physical Education or PASE is scheduled.

GIRLS - SUMMER (TERMS 1 & 4)

- Brighton SC summer dress, length just on the knee.
- Brighton SC grey trousers or long shorts (to be worn with a white shirt only)
- Year 7-9 green Brighton SC jumper
- Year 10-12 purple Brighton SC jumper
- Grey socks only, calf length
- Black lace up leather school shoes
- Brighton SC weather proof jacket
- College blazer (optional, unless in College leadership position)

GIRLS - SUMMER (TERMS 1 & 4)

- Grey college shorts or trousers
- Short sleeve white shirt with collar, tucked in
- Year 7-9, green Brighton SC jumper
- Year 10-12, purple Brighton SC jumper
- Grey socks only, calf length
- Black lace up leather school shoes
- Brighton SC weather proof jacket
- Black, unadorned belt
- College blazer (optional, unless in College leadership position)

GIRLS - WINTER (TERMS 2 & 3)

- Brighton SC plaid skirt, length just on the knee
- Brighton SC grey slacks
- Year 7-9 green Brighton SC jumper
- Year 10-12 purple Brighton SC jumper
- Grey tights or long grey socks
- Long sleeve white shirt, tucked in
- Brighton SC tie, to be worn so that it covers the top button of the shirt
- Black lace up leather school shoes
- Brighton SC weather proof jacket
- Black, unadorned belt (with trousers only)
- College blazer (optional, unless in College leadership position)

BOYS - WINTER (TERMS 2 & 3)

- Long grey college trousers or shorts
- Year 7-9, green Brighton SC jumper
- Year 10-12, purple Brighton SC jumper
- Long Grey socks
- Long sleeve white shirt, tucked in
- Brighton SC tie, to be worn so that it covers the top button of the shirt
- Black lace up leather school shoes
- Brighton SC weather proof jacket
- Black, unadorned belt
- College blazer (optional, unless in College leadership position)

SPORT

- Shirt - green polo with the College logo
- Shorts - black with the College logo
- Socks - white
- Shoes - sports shoes/runners
- Tracksuit - black with the College logo
- Hat – College peaked cap or College bucket hat (compulsory in Summer)
- **Note:** Running shoes must be worn in the gym at all times

OUTER UNIFORM

- Weather Proof Jacket – Brighton SC green
- Gloves and Scarves. Available new at the PFA Second Hand Uniform Shop or General Office.
- BSC Crested School Bags are compulsory and are available only at the General Office. *No other bag is acceptable.*

Every article of uniform must be clearly named. All books and requisites must be named and kept in lockers, not in a bag.

The College community regards the uniform as an important part of the College's image and general philosophy. College Council has clear powers in this area, and the College Uniform Dress Code takes precedence over a student's individual preference in matters of dress. On enrolment of their child, parents sign an agreement that they will comply with the College's Uniform policy and the Student Code of Conduct. The Student Code of Conduct applies while the students are within the College, while attending College activities, excursions or special nights and while travelling to and from College.

LAST UPDATED: 22/11/2017   **LAST RATIFIED BY COLLEGE COUNCIL: 01/10/2017**   **NEXT REVIEW DATE: 01/03/2020**

EVALUATION

This policy was reviewed as part of the college's three-year review cycle.

This policy was last ratified by College Council on 10 November 2017._____.

LAST UPDATED: 22/11/2017

LAST RATIFIED BY COLLEGE COUNCIL: 01/10/2017

NEXT REVIEW DATE: 01/03/2020

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