

Community Expectations Policy – Mitcham Campus, Junior School

1. Purpose

The purpose of this policy is to outline the College's expectations of students as members of the Mitcham Campus Junior School community.

2. Guiding Principles

- 2.1** The College is committed to the *National Safe Schools Framework's* vision that "all Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing".
- 2.2** The College believes in aligning expectations with wider, modern societal values to ensure that the behaviours developed and demonstrated by students while at school translate to successful behaviours in post-school.
- 2.3** The College believes that the conduct of members of its community must not negatively impact on other members of the community. The College is required to provide adequate protection for the safety, health, and welfare of its students, as per *Section 43 (1)(b)* of the *Education and Early Childhood Services (Registration and Standards) Act 2011*.

3. Scope

This policy applies to students enrolled on the Mitcham Campus when they:

- are participating in a College program, activity, or event.
- are interacting with other members of the College community.
- can reasonably be determined to be a Scotch College student.

4. Community Expectations

4.1 Safety

A safe community is one where its members feel safe from physical and psychological harm, whether that harm is real or perceived.

In meeting the expectation of safety, students:

- ensure that all community members feel, and are, physically and psychologically safe.
- comply with the College's **Substance Use Policy**.

4.2 Inclusion

An inclusive community is one where its members are treated equitably and have an active role in the community, regardless of any difference (such as, identity; race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; or ability).

In meeting the expectation of inclusion, students:

- ensure that all community members are welcomed, accepted, and treated equitably, regardless of any difference they may have.
- ensure that difference is treated favourably (i.e., not the subject of demeaning comments, jokes, labels, and stereotypes).

4.3 Respect

A respectful community is one where its members have due regard and consideration for other members of the community, and the community itself.

In meeting the expectation of respect, students:

- treat all other community members with respect
- treat their own and others' property with respect
- respect others' 'rights', such as their right to privacy or personal beliefs

4.4 Positive Engagement

A positively engaged community is one where its members are active participants in the community, and support community protocols and standards.

In meeting the expectation of engagement, students:

- Strive to be Safe, Courageous, Organised, Thoughtful, Collaborative and Honest in their interactions with others
- engage positively and actively with 'College life' and College programs (such as the teaching and learning programs, co-curricular programs, camp programs etc.)
- are organised for College programs and activities
- support the engagement of other students (i.e., do not disrupt it)
- follow reasonable instructions given by College Staff
- comply with the **Attendance and Engagement Policy**
- comply with personal responsibility standards and expectations (i.e., **Uniform & Appearance Policy, Acceptable Use of Digital Technology Policy**)
- comply with academic expectations

5. Digital Technologies

5.1 Students are expected to comply with the standards of appropriate use of digital technologies outlined in the Acceptable Use of **Digital Technologies Policy**.

5.2 Any expectation outlined in this policy applies when using digital technologies and engaging with members of the community using digital technologies.

5.3 Social Media

The College strongly recommends family adherence to the age-restrictions for apps and social media. These are in place to support the safety, wellbeing and development of young people. The College acknowledges that some families may allow their children to use social media accounts. In these instances:

5.3.1 Students are not to identify the College in their personal social media accounts when the content of their account does not align with the College's values and/or may bring into disrepute the reputation of the College or other community members.

5.3.2 The College may request the removal of content from social media accounts where:

- the content negatively impacts on members of the school community and is in breach of the expectations outlined in this policy.
- the student can be reasonably determined to be a Scotch student and its content does not align with the College values or may bring into disrepute the reputation of the College.

Failure to make a reasonable effort to remove content at the request of the College may involve the immediate use of the **Suspension and Termination Policy**.

6. Consent

Consent refers to an individual's 'autonomy' (the ability for an individual to make independent choices about themselves and how others interact with them).

6.1 Consent applies to any interaction between two individuals. Consent-seeking ensures that one individual does not engage in a behaviour that negatively impacts the other individual.

6.2 Consent is:

6.2.1 Affirmative

Consent is *actively sought* before engaging in a behaviour, rather than relying on the other person to provide consent or withdraw consent.

6.2.2 Freely Given

Consent is given without pressure, manipulation, or under the influence of drugs or alcohol.

6.2.3 Reversible

Consent can be withdrawn at any time if someone changes their mind (even if they have engaged with the behaviour previously)

6.2.4 Informed

Consent is given when the person has a clear understanding of what they are consenting to, including facts, implications, and future consequences.

6.2.5 Enthusiastic

Consent is given because someone wants to engage with something, not reluctantly because they are expected to do so or feel the need to do so.

6.2.6 Specific

Consent given to one behaviour does not mean consenting to other behaviours that may be similar or the same behaviour occurring at a different time or context.

7. Bullying

Bullying is a behaviour that is in direct contravention of the expectations outlined in this policy. The national definition of 'bullying', endorsed by the Department for Education, is:

- 7.1** Bullying is ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
- 7.2** Bullying can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- 7.3** Bullying behaviour can be overt or covert.
- 7.4** Bullying behaviour is repeated, or has the potential to be repeated, over time.
- 7.5** Single incidents between 'equals' is not defined as bullying (i.e., conflict, social rejection)

7.6 Cyberbullying

Online bullying is often referred to as 'cyberbullying'. It is bullying that is carried out using digital technologies. Examples of cyberbullying include:

- sending insulting or threatening messages
- posting unkind messages or inappropriate images on social media sites
- inappropriate image tagging
- sharing someone's personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites
- sharing unflattering or private images
- assuming the identity of another person online and representing them in a negative manner or manner that may damage their relationships with others
- repeatedly, and for no strategic reason, attacking players in online gaming.

8. Harassment & Discrimination

Harassment and discrimination are behaviours that are in direct contravention of the expectations outlined in this policy.

- 8.1** Harassment is a behaviour that targets an individual or group due to their identity; race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; or ability.
- 8.2** Discrimination is a behaviour where an individual or group is treated differently to others due to their identity; race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; or ability.
- 8.3** Harassment and discrimination can be:
- single acts, or a pattern of behaviour over time.
 - directed randomly, or directed at the same person.
 - intentional, or, unintentional.

8.4 Sexual Harassment

Section 87(8) of The Equal Opportunity Act (1994) states that it is unlawful for an educational authority administering a secondary education institution to fail to have a written policy against sexual harassment by students that incorporates procedures for resolving complaints and is readily made available to students.

- 8.4.1** *Section 87(3) of The Equal Opportunity Act (1994)* states that it is unlawful for a student of or over 16 years of age, while in attendance at a place in connection with his or her education, to subject a person who works at the educational institution at which the student is enrolled or a fellow student to sexual harassment.
- 8.4.2** The *Responding to Sexual Behaviours in Children and Young People Guidelines* describes sexual harassment as behaviour that is unwelcome and sexual in nature, and where a reasonable person would anticipate, in the circumstances, that the person who was harassed would be offended, humiliated, or intimidated.
- 8.4.3** The *Responding to Sexual Behaviours in Children and Young People Guidelines* state the following are examples of sexual harassment:
- unwelcome touching, hugging or kissing
 - staring or leering
 - suggestive comments, jokes and gestures
 - intrusive questions about a person's private life or body
 - insults or taunts based on a person's gender or sexual orientation
 - unwanted invitations to go out on dates or requests for sexual activity
 - communicating content of a sexual nature through digital technologies
 - behaviour that would be an offence under the criminal law, such as physical assault, indecent exposure, sexual assault, stalking, or obscene communications.

8.4.4 *The Sexual behaviour in children and young people, Procedure; Immediate and necessary actions with responding to sexual behaviour* provides guidance regarding: understanding behaviours that are or are not developmentally appropriate to ensure proportionate responses.

9. Violence

Violent behaviour is in direct contravention of the expectations outlined in this policy – all students and staff have the right to be safe.

9.1 Violence is the intentional use of physical force or power, threatened or actual, against another person.

9.2 Violence can be:

- provoked, or, unprovoked
- single incidents, or multiple incidents over time
- random, or, targeted

10. Racism

Racism is in direct contravention of expectations outlined in this policy.

10.1 The *Australian Human Rights Commission* describes racism as a process by which systems, policies, actions, and attitudes create inequitable opportunities and outcomes for people based on race.

10.2 Racism can come in the form of abuse, humiliation, harassment, discrimination, violence and intimidating behaviour.

11. Contravention of Policy Expectations

11.1 The **Student Management Procedure – Mitcham Campus**, Junior School is used to formally investigate and respond to policy contraventions by students.

11.2 When a community member experiences behaviour from a student that has a negative impact, in the first instance they should inform the student directly that:

- their behaviour is unwanted and causing distress,
- consent has not been given for them to act in this way, and,
- the behaviour is to stop immediately.

(ability to do this will be dependent on their age and stage)

11.3

When a student experiences behaviour from another student that has a negative impact, they are encouraged to:

- Inform their Home Group teacher and any other adults supervising/ supporting them at the time (sports coaches, specialist teacher, duty staff).

11.3 When a community member witnesses, or becomes aware of, behaviour from another student that has a negative impact on other members of the community, they should:

- stand up for other members of the community, if they feel confident to do so.

- report the incident as soon as possible (students can ask for privacy and confidentiality when they do so).
- offer support to the member of the community being negatively impacted by ensuring that what was witnessed was not acceptable and encouraging them to seek support.

11.4 When a parent or caregiver becomes aware that their student is experiencing behaviour from another student that has a negative impact, they should report their concerns to the student's Home Group teacher. Escalation of the concern may be raised to the Year Level Team Leader or, the Deputy Head of Junior School, as soon as practical.

11.5 Reporting Policy Contraventions

Members of the community are encouraged to report policy contraventions. There are two responses that are of option when members of the community report policy contraventions:

11.5.1 Informal Reporting & Response

Informal responses may be appropriate if a person does not wish to make a formal report, or, may be appropriate when another member of the community observes, or becomes aware of, unacceptable conduct. Informal responses emphasise resolution rather than proof and substantiation, and can include the following actions:

- A person attempting to manage the situation with guidance, rather than direct involvement, from the College. NB. School-based concerns are best managed through the school. For child protection purposes, a parent should never approach another child, directly or indirectly.
- A member of staff speaking to other parties on a person's behalf to convey concerns and to ensure the other parties understand the College's policy.
- Conciliation, mediation, or counselling when there is an agreement between other parties regarding an incident.

11.5.2 Formal Reporting & Response

Formal responses require a formally reported contravention to be substantiated, or, parties to be brought together to reach an agreed version of events and/or satisfactory outcome. The **Student Management Procedure – Mitcham Campus – Junior School** is used to undertake a formal response.

12. Policy Education

Students are educated on the expectations outlined in this policy through:

- Home Group meetings
- Education sessions
- Wellbeing and Values Education lessons
- Health Lessons
- Year Level meetings
- Assemblies
- Targeted programs or workshops