



Melba
COLLEGE

CODE OF PRACTICE

STATEMENT OF PURPOSE

The purpose of the Melba College Code of Practice is to provide all members of the College community with an understanding of their responsibilities in providing a productive, safe and respectful learning environment. The College considers that a positive and pro-active approach is effective in fostering a harmonious climate within which personal responsibility and self discipline will be encouraged and developed.

Melba College seeks to ensure that all students have the opportunity to maximise their educational outcomes and personal development. College staff will actively implement the Student Engagement and Wellbeing Policy to provide improved educational outcomes for all students.

The development of this document involved significant consultation and input from students, parents, guardians and staff. This approach allows for the perspectives and opinion of all parties to be considered.

The College will regularly seek feedback from students, parents, guardians and staff about the effectiveness and relevance of this document.

*This policy was ratified by School Council (December 2012)
To be reviewed (July 2015)*

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VALUES

Our school community is based on the core values for Australian Schools

They are:

- Care and Compassion
- Doing your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

The school aim is to develop:

Confident, Creative and Resilient Individuals
-Informed, Active and Thoughtful Citizens
-Successful, Passionate and Inspired Learners

HIGH EXPECTATIONS, HIGH ACHIEVEMENT



RESPECT FOR SELF

- ✓ Take responsibility for own learning and actions.
- ✓ Follow classroom agreements and college procedures
- ✓ Be punctual and prepared for all classes
- ✓ Take pride in personal appearance by wearing the school uniform respectfully
- ✓ Being able to walk away from a group of people if you don't like what they are doing –be true to yourself
- ✓ Be friendly, positive and helpful
- ✓ "Give it a go, do your best"

RESPECT FOR OTHERS

- ✓ Listen to and respect the opinion of others
- ✓ Be considerate of others and demonstrate tolerance
- ✓ Celebrate/acknowledge the efforts of others
- ✓ Respect the right of others to be safe
- ✓ Recognise and understand that any form of bullying or harassment is not tolerated by the school community
- ✓ Be polite and courteous when speaking to others

RESPECT FOR COLLEGE COMMUNITY

- ✓ Help to ensure a safe environment for the school community
- ✓ Show mutual respect in the school environment
- ✓ Respect school property
- ✓ Enhance the image of the college when on excursion and when travelling to and from school
- ✓ Help maintain a pleasant, clean and hygienic environment for the school community
- ✓ Embrace sustainability of the environment by reducing, reusing and recycling

REWARDS & INCENTIVES

The College seeks to recognise, celebrate and reward students that uphold and demonstrate the values and expectations of the College. Students are able to develop their talents and interests through a wide range of academic and co-curricular activities.

Students will be rewarded for their positive behaviour and commitment to the College through:

- ACE Points
- Recognition at assembly
- Article in the newsletter/website
- Publication of work on noticeboards
- Letter of commendation to parents and guardians
- Principal morning tea
- A range of privileges e.g. excursions/lunches
- Vouchers- photocopying/canteen/local businesses
- Academic, Endeavour & Service Awards
- Badges & Certificates
- Leadership roles and leadership development programs

AWARDS

The College seeks to reward students who have achieved outstanding academic results and/or demonstrate outstanding efforts. At the end of both semesters students are able to obtain Academic and Endeavour Awards for their achievements and efforts in their classes. Students receive these awards at Presentation Night's which publicly recognise and celebrate the students work and achievement.

The College also presents Leadership Awards which recognise students who demonstrate outstanding leadership and teamwork in the College community.

ACE POINTS

At Melba College, we pride ourselves on the vast and diverse range of co-curricular activities on offer to our students. We believe that authentic learning comes from passion, exploration, challenge and a wide range of experiences. Our program is inclusive, catering for the breadth of interests and talents of our students and we believe that this encapsulates the ethos of achievement that we encourage at the college.

Melba College is committed to rewarding effort and achievement across the range of abilities and interests of our students. The ACE points system seeks to foster a culture which promotes the attitude that everyone can be successful. ACE stands for Academia Citizenship Endeavour as we strive to encourage students to participate in the whole educational experience. Whilst, completion of their academic responsibilities will make up the majority of their ACE point allocations, in order to encourage development of the 'whole child', points will also be awarded for participation in the college co-curricular program and for demonstrating the college values and excellent citizenship.

Points can be awarded to students for any co-curricular activity at the discretion of the supervising teacher in consultation with the Year Level Coordinator. A single event/activity will attract a nomination for 1 ACE point where activities which extend over a period of time such as debating, may attract multiple points.

For example; Student: *Jane Jones*

- CAT points (Common Assessment Tasks) = 80
- Coordinator Points = 10
- Athletics Age Champion = 1
- District Athletics = 1
- Eastern Zone = 1
- Inter-school Team x 2 = 2
- Debating Team = 4
- Citizenship = 1

Total ACE points = 100

Student participation in the co-curricular program will also be rewarded at the House level. Research clearly indicates that participation in co-curricular program has measurable benefits for school connectedness and positive student development in a range of areas. The sense of belonging to a college House System will enhance the effectiveness of both programs by validating each other.

The ACE points that an individual student accumulates will be added to the overall tally of the House the student belongs to. In addition to this, inter-house co-curricular competitions are run where teams representing their respective houses are eligible for points, for example, house sports, choirs, debating and talent shows.

LEADERSHIP & STUDENT VOICE OPPORTUNITIES

The College aims to develop young people who are capable of making an active contribution to their community. We value the importance of identifying and developing Leadership skills in all students. Melba College provides a range of opportunities for students to be active participants in the community and to make a meaningful contribution to the decisions made by the College. Leadership Roles include:

- College Captains
- Junior School Captains
- House Captains (Junior & Senior)
- Co-curricular captains (sport, music)
- Student Council Representatives
- Student Voice
- Peer Support
- VPYC

STUDENT VOICE/SRC

The College has undertaken significant discussion with students about the changes that have been implemented in the College. Their contribution and advice has ensured that their perspectives have been

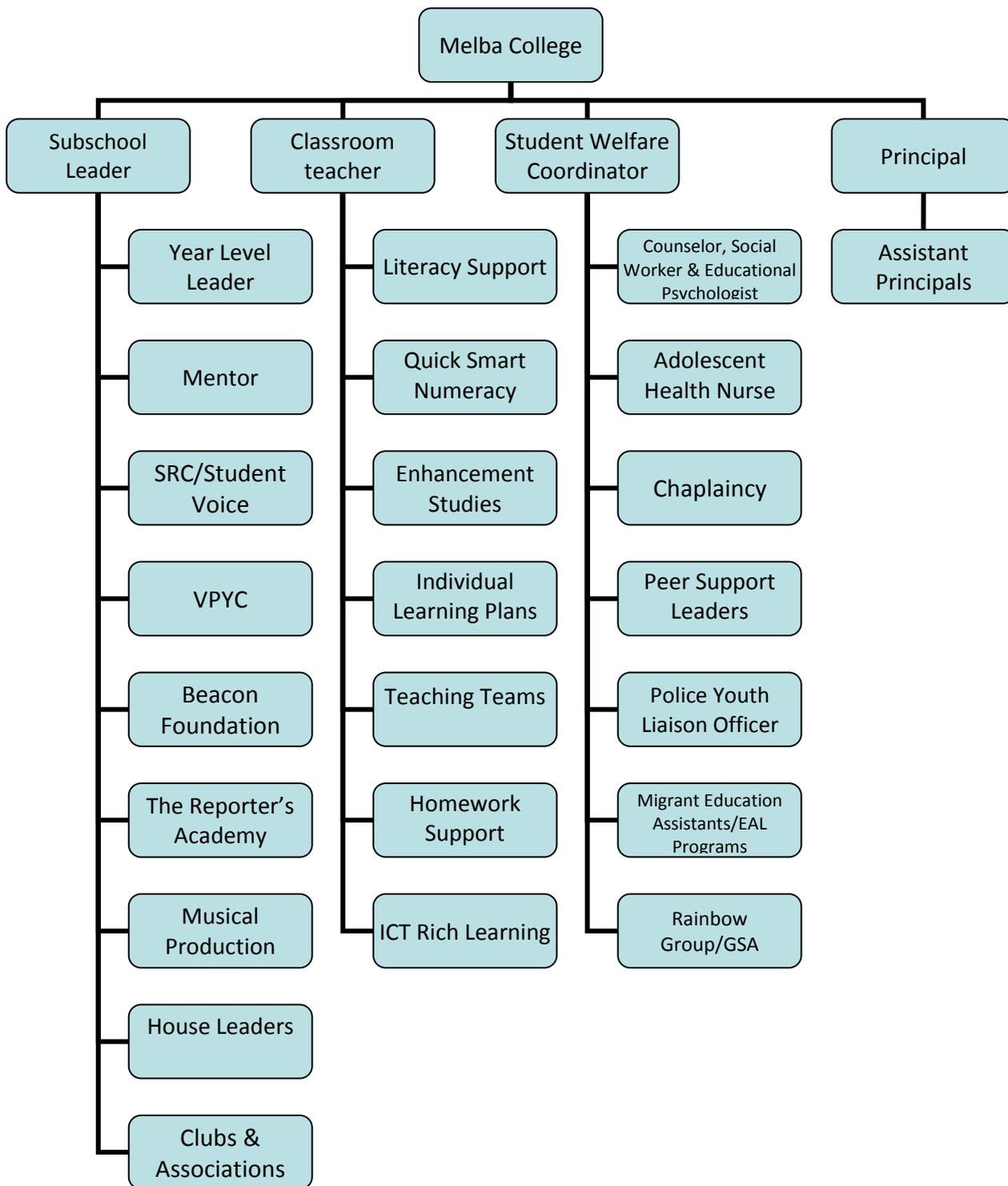
Why have Student Voice/SRC

- *Better decisions are made within a school if everyone who is affected by those decisions is involved in making them in some way. When students have been involved, it's more likely that the actions based on the decisions will be more effectively implemented.*
- *Research has shown that student learning and school results are improved in schools where students are actively represented in decision making. In particular, students' learning about being an active and informed citizen is improved when opportunities are made available for students to experience active citizenship within the school.*
- *Schools in which there is active participation by students, through SRCs and other means, are happier and safer places, with better relationships between all members of the school community*
- *It is recognised internationally that young people have a right to be consulted and to have their voices heard about decisions that affect them. This is stated in the United Nations' Convention on the Rights of the Child (CROC) and Australia has signed up to this convention.*

Source: Speak up: Represent! (An SRC resource kit for students and teachers) DEECD

MELBA COLLEGE SUPPORT

To support our students in achieving the best possible educational outcomes we utilise a range of strategies and approaches in consultation with the parents/guardian, and the student. The College aims to be proactive about engaging students in their education and assisting students with their wellbeing.



MELBA COLLEGE PROGRAMS

- Mentor teachers leading a pastoral care program that instills pride in the school, recognition for effort and values that will enrich their lives
- Teachers who actively use the principles of Restorative Practice
- Year Level Leaders who focus on educational, social and emotional development
- Student Welfare Co-ordinator and community support network;
- SRC & Student Voice- provides students with an opportunity for leadership and input into College programs and curriculum
- Leadership roles and responsibilities
- VPYC- Victorian Youth Police Corp Leadership Program
- Beacon Foundation- provides leadership and pathways training for students
- Student Support Groups; students requiring ongoing support will be provided with a Student Support Group to assist with their wellbeing and monitoring.
- Peer support for students- Year 7 students will be provided with a Year 10 Peer Support leader to assist with their transition and wellbeing
- QuickSmart- assists students who encounter difficulty with Numeracy
- Literacy Support- assists students who encounter difficulty with Literacy
- English as an Additional Language Programs
- EMR Options- Leaps and Bounds; offers support programs for disengaged students
- External support programs- EACH
- Staff appraisal and professional development activities;
- Chaplaincy
- Safe School Coalition- supporting gender and sexual diversity in schools

Primary Prevention: Building Belonging and Promoting Well-being

To enhance school attendance, we

- Mark rolls electronically every lesson
- Monitor attendance and follow-up on absences and lateness

We practise inclusive teaching and learning. We

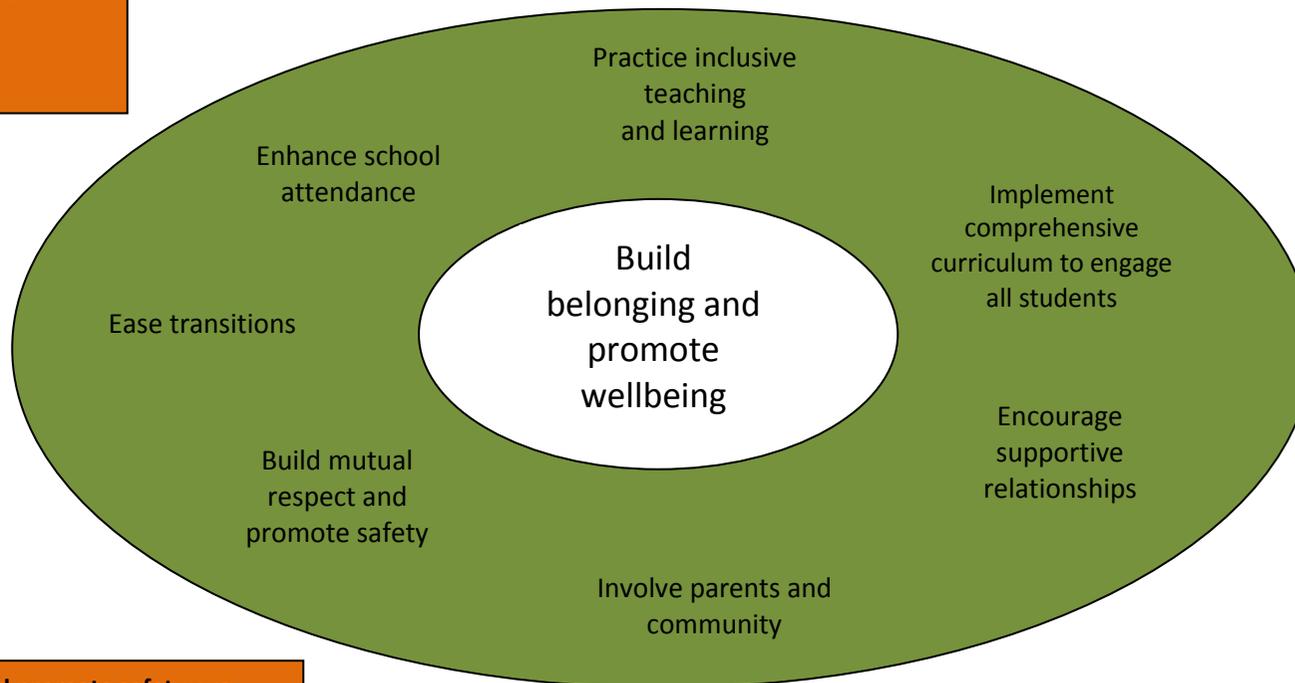
- Recognise achievements in assemblies and presentation events
- Model school values in all class activities

To implement a comprehensive curriculum

- Provide pathways in all subjects from Year 7 to year 12
- Support the Student Representative Council
- Run enhancement programs
- Provide literacy and numeracy support
- Conduct an extensive co-curricular program
- Provide leadership opportunities for students

To ease transitions, we

- Involve students in Transition Program
- Hold the Year 7 Camp
- Introduce students to Student Wellbeing Support



To encourage supportive relationships we,

- Use the Team Small Group Structure in year 7
- Provide a Student Wellbeing Support Program
- Train student mentors for new Year 7 students
- Conduct a peer support program in which older peers involve Year 7 students in a range of creative activities

To build mutual respect and promote safety, we

- Emphasise the College values
- Encourage organised lunchtime activities
- Support students with specific programs
- Teach about issues of safety in the Health curriculum
- Use security cameras in corridors
- Have explicit ICT Acceptable Use and Mobile Phone Policies to prevent abuse of these forms of technology

To involve parents and community, we

- Consult parents on policy
- Run a variety of information evenings
- Publish a newsletter fortnightly
- Update the College website regularly
- Liaise with a variety of community agencies

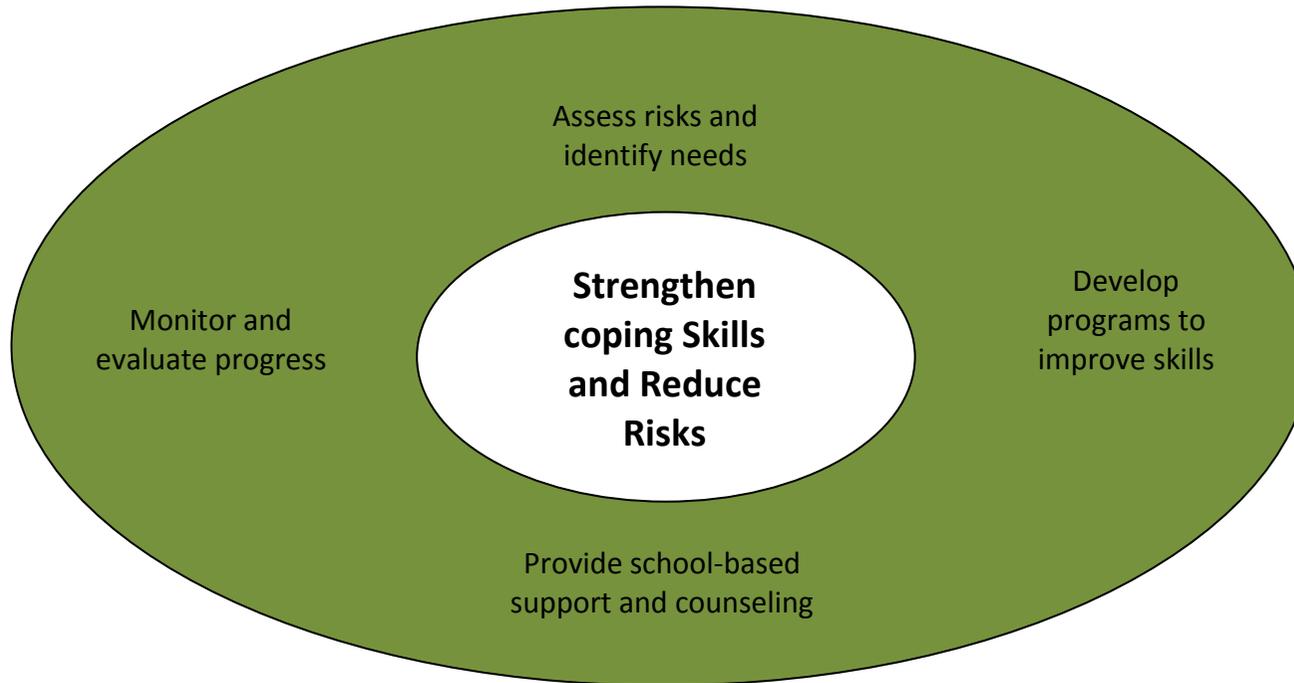
Early Intervention: Strengthen Coping and Reduce Risk

To assess risks and identify needs we:

- Ask teachers, students and parents to report concerns
- Invite students feedback through Student Voice

To monitor and evaluate progress

- The Wellbeing Team meets weekly to discuss Wellbeing needs of students
- Daily reports are maintained as required



We develop and / or offer programs such as:

- Literacy & Numeracy Support
- Anti-bullying activities
- Student Development Centre placements
- Work Education
- The Year 9 City Experience program

We provide school-based counseling and support through

- the Student Well Being Leader
- the Youth Worker, Social Worker, Educational Psychologist and Chaplain

ROLE OF COLLEGE STAFF

PASSIONATE, SUPPORTIVE, CONSISTENT

To support the implementation of the Student Engagement and Wellbeing Policy, staff will utilise the following strategies to maintain a safe, supportive and productive learning environment for all members of the College

- Develop classroom expectations in consultation with the students
- Provide challenging content that incorporates the interests of the students
- Utilise a range of delivery strategies within the classroom to support different learning styles
- Provide learning intentions and success criteria at the beginning of each class and debrief discussion at the end of the class
- Cater to the individual needs of each student through differentiation of curriculum
- Guide and assist students if they are having difficulty with their work
- Be clear, calm and consistent when providing instructions and implementing class management
- Get to know students interests beyond the classroom
- Every student, every day (have a conversation with each student)
- Provide choice of learning options to the student to encourage ownership
- Recognise efforts and accomplishment through ACE points program
- Provide rubrics and high quality work samples to demonstrate the required work standard for students
- Model appropriate behaviours
- Regularly involve parents/guardians in discussing concerns with the students' progress and achievements
- Provide opportunities for students to develop outside the classroom (musical production, curriculum camps, adventure activity camps, Sport and recreation, excursions)

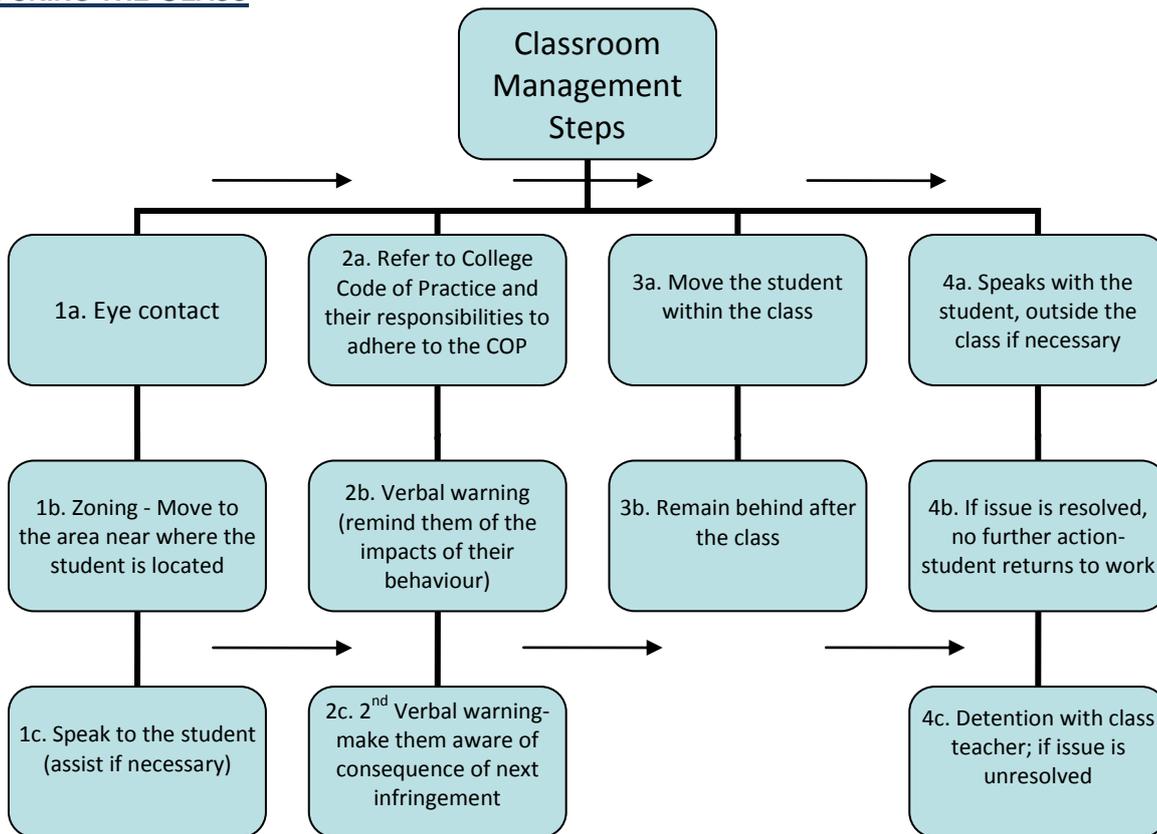
EXPECTATIONS OF STAFF

CLASSROOM MANAGEMENT

The College’s Code of Practice outlines the expectations that apply to all students and staff. It aims to create a positive learning environment which fosters respect for all members of the College community and instills in all students the responsibility and discipline that will make them a valuable member of society.

If the teacher has implemented the above mentioned strategies (on page 14) and further support is required they will use the following actions for students misbehaving or failing to follow instructions:

1. DURING THE CLASS



If a student has been provided with the opportunity to modify their behaviour via the above actions and has chosen not to comply with reasonable instructions, they may be exited from the class to a YLL or Assistant Principal. A follow-up involving the classroom teacher is required for any student exited from the class.

Notes 4a When speaking to the student about their actions the following should be asked:

- ***who is being impacted upon by their actions?***
- ***what they intend to do when they return to the class to ensure they adhere to the Code of Practice?***

These strategies will be used consistently and will address the student’s behaviours only. It will also incorporate the principles of Restorative Practice.

All class management issues should be listed on student incident program-, including an indication of whether support by the Year Level Leaders is required.

2. FOLLOW-UP ACTIONS

Parent/Guardian contact (phone, email, letter)

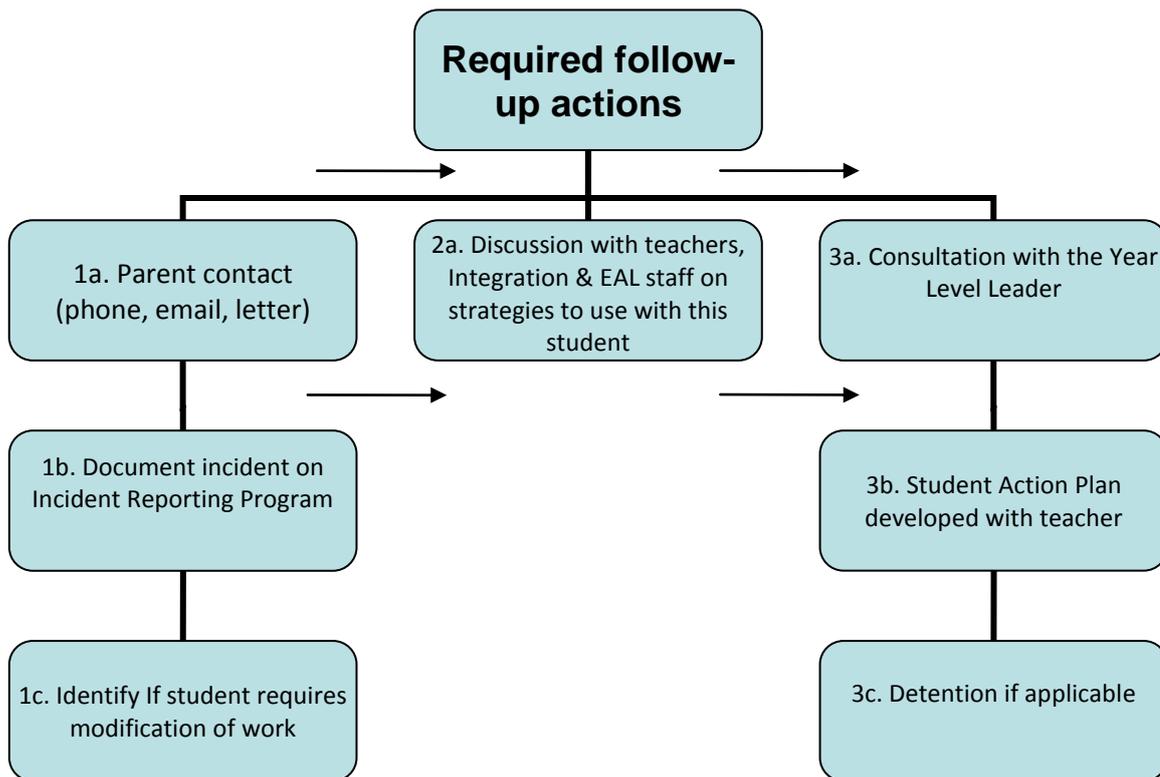
Modification of class work for the student

Discussion with other teacher's on strategies to use with this student

Consultation with the Year Level Leaders

Detention with classroom teacher (recess/lunch/afterschool)

Detention (Year Level Leader)



Teacher Follow-up: What's behind the behaviour? (There is usually a reason for inappropriate behaviours)

- Can the student do the work?
- Does the student feel comfortable in the class?
- Is the student involved in decision making in the class?
- What can be done to improve the relationship with the student?
- Has their learning style been catered for?
- Has previous good work been recognised?
- What do you know about this student? (beyond them being a student)
- Can they cope with a 75 minutes lesson on only one or two tasks/without a break?
- Is something happening at home that might be impacting on their behaviour?

RESTORATIVE PRACTICE

What is Restorative Practice?

Restorative Practice (RP) is an approach to dealing with challenging behaviours that incorporates discussion, empowerment and ownership to resolve the matter. The aim of Restorative Practice to make students aware of the impacts of their actions and to assist them in making positive choices.

Why use Restorative Practice?

- It establishes accepted norms within the school
- It promotes accountability and ownership for actions
- It improves resilience in all parties
- It develops problem solving skills in students
- RP focuses on the incident and the impacts of the incident on all parties, not just the wrong doer

Melba College seeks to involve all parties involved in the incident to resolve the matter in a fair and just way. Victims feel empowered that they are recognised and play a part in the process. Wrong doers are able to explain their actions and make amends. The community around them (peers, teachers, parents/guardians) are responsible for ensuring that the agreements made in the RP conference are adhered to and that another incident does not occur.

Restorative Conferences are used reactively in response to incidents that occur with students. Circle time is used in both class time and mentor sessions to proactively promote the benefits of a Restorative Practice approach. Students are able to discuss their concerns which leads to greater understanding by their peers.

ROLE OF PARENTS & GUARDIANS

Schools recognise that parents and guardians have the first and most significant influence on your child's learning and that your continued participation in their education is important if they are to achieve the best possible learning outcomes and personal development. It is well known that students with interested and involved parents and guardians do better at school. While you may be involved in your child's learning at home, you can also contribute by participating in the school council, assisting with co-curricular programs or other less formal school activities.

Concerns about your child's education will probably change as your child moves throughout secondary school. Parents and guardians of secondary school children often worry about how their child will adapt socially and academically at their new school. You will want to know that your child is challenged and stimulated in the classroom, that they are happy and safe and that their talents continue to be recognised and developed. In your child's senior years you will probably be focused on your child's future.

Source: At School 5-18: Being Involved DEECD

The College seeks the support of parents and guardians in the implementation of the student Code of Practice. In the event of disciplinary action being taken with student, parents/guardians are expected to:

- Be aware of the College Code of Practice and the expectations outlined in the policy
- Support the College in the implementation of the sanctions
- Attend Student Support Group meetings and reinforce the agreed outcomes of the meeting
- Discuss the matter with the student prior to them returning to classes
- Inform the College of situations that impact on the students wellbeing
- Nominate a preferred method of communication
- Ensure contact details are up to date to ensure effective communication

Other ways parents and guardians can support their child and the College

- Ensure your child arrives at school at 8:30 each day
- Ensure your child attends each day when instruction is offered unless the College receives a valid reason for being absent (e.g. illness)
- Notify the College via the hotline of any absence
- Provide a quiet space for your child to complete their homework and study

Homework is an opportunity for parents to participate in their child's education. You, in partnership with the school, can encourage your child to establish good homework patterns from Year 7. Speak with your child's Year Level Leader about the expectations for homework for your child.

Open communication is vital to the successful partnership between families and the College. Parent/Guardians are encouraged to inform the College about any concerns that they have with their child's academic, social and emotional development. The more you know about Melba College, the more you will be able to support your child's learning and development. You can also arrange meetings with class teachers or Team Leader

The College will provide ongoing communication with families via the following:

- Website
- Compass (Communication portal)
- Email and phone communication
- Google Domain (students)
- Newsletter (fortnightly)
- Interim & end of semester reports
- Parent/Guardian-Teacher interviews
- Information sessions
- Annual reports

ROLE OF PRINCIPAL CLASS

The role of the principal is to lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community through the strategic deployment of resources provided by the Department and the school community. A key component of this role is to increase the knowledge and skill base of teachers within their school about student learning and quality teacher practice.

The role of the Assistant Principal is the supervision and co-ordination of the work of Year Level Leaders and the supervision of the delivery of teaching programs. The Assistant Principal will also lead the professional development of staff in the use of Restorative Practice and classroom management training.

ROLE OF STUDENT WELLBEING LEADERS

The school has a whole person focus which supports the academic, physical, emotional and social wellbeing of all students. This is based on the principle that if students are supported across all their areas of need then their learning and success will be maximised. The school recognises that students need different levels of support and therefore has a Student Wellbeing Team that will provide appropriate support to all students in need.

ROLE OF SUBSCHOOL LEADER

The role of the Subschool Leader is to improve the skill, knowledge and performance of the teachers in the Subschool and to improve the curriculum program of a school. The Subschool Leader oversees the Year Level Leaders and works in conjunction with the Student Wellbeing Leaders and Assistant Principals.

ROLE OF MENTORS

The College Mentor Program aims to help each member of the college community to recognise and develop their individual skills and talents and establish values that allow them to act with integrity. The mentors will provide guidance and support for the students' academic and social development at the College.

ROLE OF YEAR LEVEL LEADERS

Year Level Leaders will take a leading role in improving the academic and wellbeing outcomes of all students through sound management and administrative support of students and teachers. The work of these leaders will ensure a positive and productive learning environment for students and staff.

Assistant Principals, Student Wellbeing Leader, Subschool Leader and Year Level Leaders will use the following strategies with the students, parents/guardians and staff to assist in producing positive outcomes for all involved.

Student Engagement and Wellbeing Strategies include:

Recognition, Rewards & Incentives

Leadership programs

SRC/Student Voice meetings

Year Level Leader meeting

Counseling with Youth Worker/SWC/Chaplaincy

Student Support Group meeting

Individual Learning Plan

Mentor meeting

Parent/Guardian meeting

Peer support

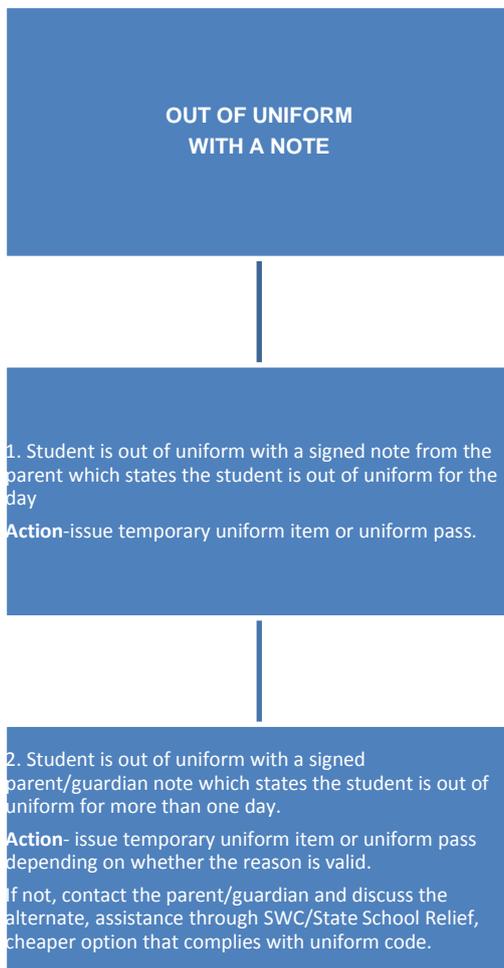
Restorative Conference
Youth Police Liaison Officer
Attendance and behaviour card
Community Service
Student Development Centre Placement
Community agency programs
Detention
Meetings with the Assistant Principal/Principal

UNIFORM

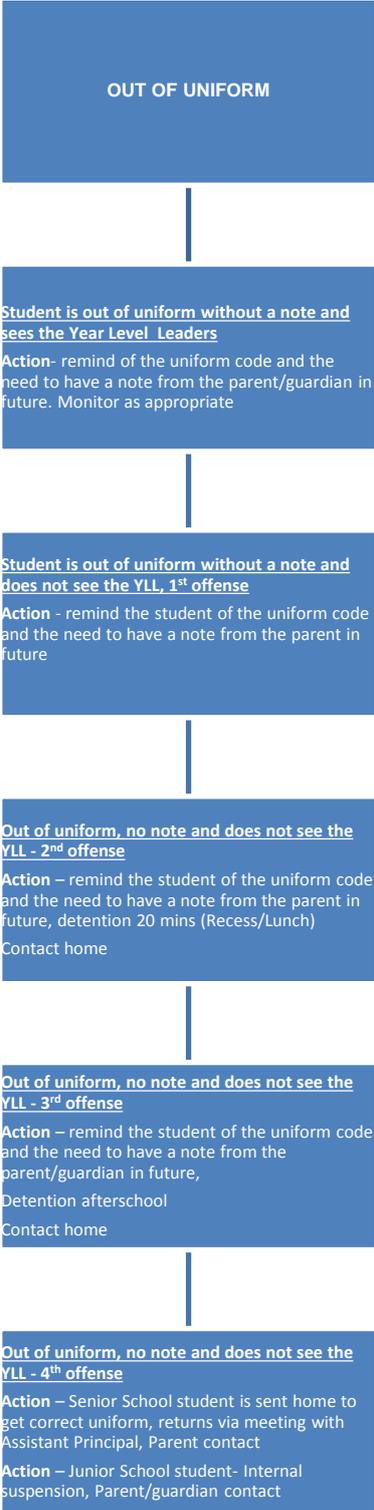
The Melba College School Council determined that the College will be a uniform school. The reasons for implementing a uniform policy include promoting: a sense of identity and pride for individual and College community, allowing all students to feel equal, preventing bullying and competition on the basis of clothing and ensuring all students are dressed safely and appropriately for school activities.

Students are expected to wear the College uniform respectfully, during the day and to and from school. Families that encounter difficulty with provision of the College uniform can be assisted by the College with second-hand uniform and State School Relief. State School Relief provides support to families encountering financial hardship. Where possible students will be issued with a temporary uniform item to wear, if they arrive out of uniform.

Students who are unable to wear uniform for legitimate reason will be supported through the following actions



Students not respecting the uniform of the College will be supported through the following actions (see page over)

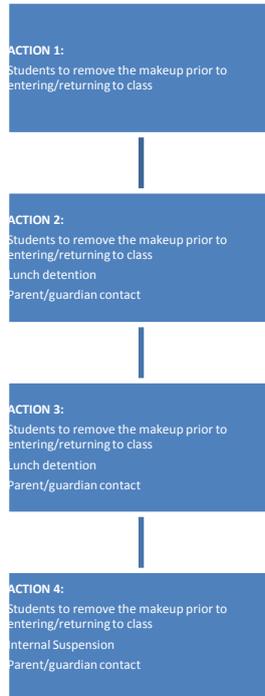


Also refer to the College Uniform Policy for further detail (Appendix 1)

MAKEUP

Students are expected to present themselves in an appropriate manner that enhances the image of the College. Any makeup that is worn by a student should be natural and discreet. This will be at the discretion of the SubschooL Leader or Assistant Principal.

Students not respecting the makeup expectations of the College will be supported through the following actions



LATE TO SCHOOL

The College understands that consistent attendance enables the student to optimise their ability to learn and the teachers ability to effectively assess the students progress. The College utilises electronic attendance marking system to monitor student attendance and notify parents/guardians of absences.

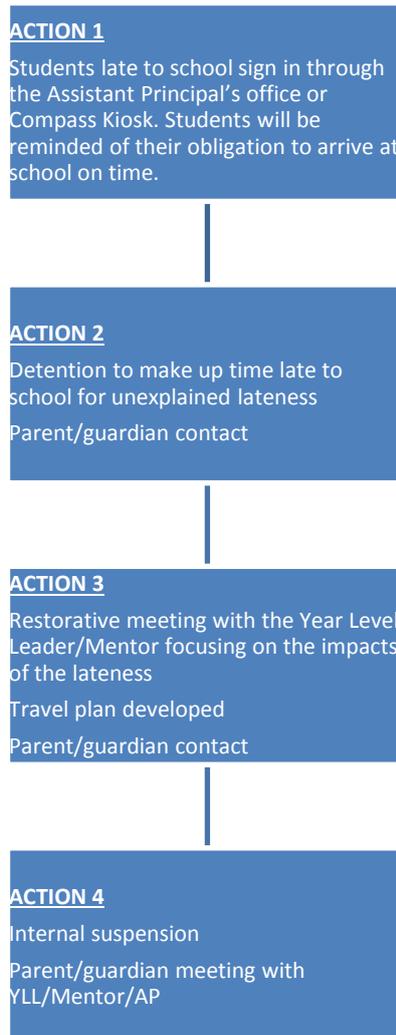
It is important that all students are at school on time each morning. Arriving at 8:30am allows the student to prepare themselves appropriately to enter the class focused and ready to learn.

Students who are late to school miss out on vital instructions and links to previous learning. In addition to the disruption to their own learning, the classes' concentration is disrupted when the late student enters the class. The teacher is then required to repeat the instructions that have already been issued to the class further taking time away from students who were in class on time.

We want to help to create positive life-long habits in our students and we need to work together to put our students in the right path to success. An attendance rate of 90% is expected for all students. Students with poor attendance are monitored and supported to establish an attendance plan in consultation with parents/guardians.

Students who are late to school for a legitimate reason should have a signed note from their parents/guardians. Lateness will be documented through their College attendance database. Students who are late to school must report to the Assistant Principal's office or Compass Kiosk.

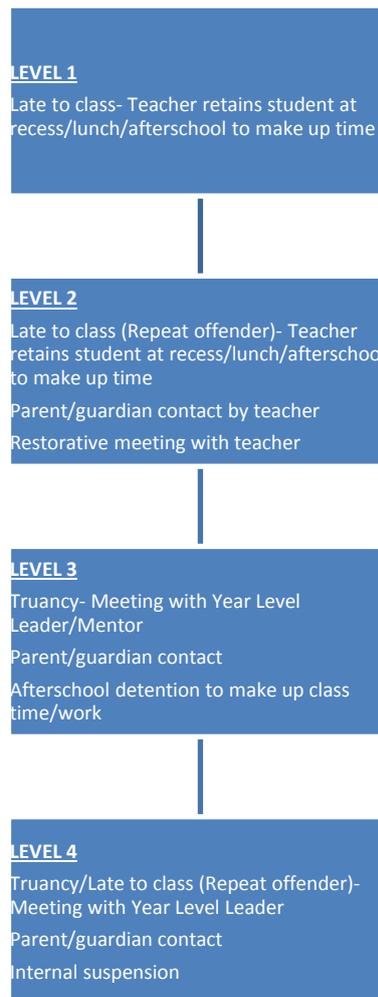
Students not respecting the rights of other to learn and their obligations under the COP will be supported through the following actions:



LATE TO CLASS/TRUANCY

The College understands that consistent attendance enables the student to optimise their ability to learn and the teachers ability to effectively assess the students' progress. The College utilises electronic attendance marking system to monitor student attendance and notify parents/guardians of absences.

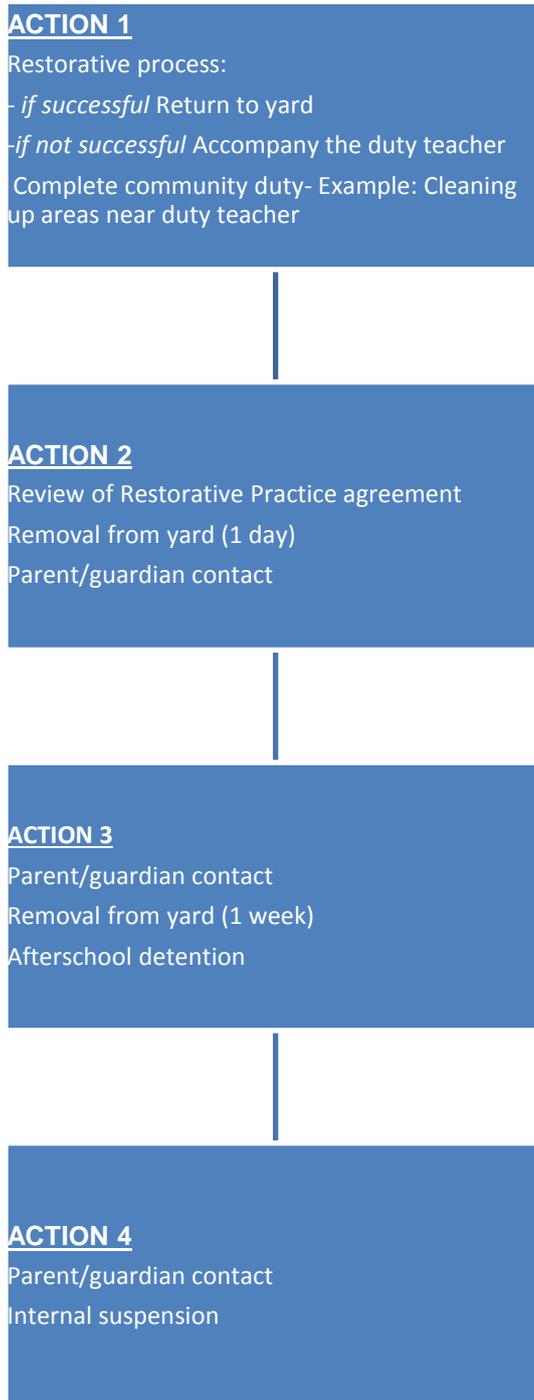
It is important that all students in each class and arrive on time. Students who are late to class miss out on vital instructions and links to previous learning. In addition to the disruption to their own learning, the classes' concentration is disrupted when the late student enters the class. The teacher is then required to repeat the instructions that have already been issued to the class further taking time away from students who were in class on time.



INAPPROPRIATE BEHAVIOUR IN THE YARD/OUT OF BOUNDS

Students are provided with break times to relax and engage in social interactions with their peers. This assists in developing well rounded students. The College provides a range of activities and facilities during these break times for students to participate in. These include sporting equipment, library, canteen, ICT infrastructure, Senior Common Room. Inter-House activities and competitions also take place throughout the year to provide opportunities for students engage in positive recreation time.

Students not respecting the College or its member will be supported through the following actions:



MOBILE PHONES

Mobile phones have become a convenient tool for communication between parents/guardians and their children. The College seeks to ensure that students have safe passage to and from school and support students having mobile phones with them during these times. To ensure that they are not used improperly, do not interrupt student learning and are not lost or damaged, students are advised to leave their mobile phone in their locker when at school. Students found with the phone in class are required to hand it to the class teacher. The phone will be given to the general office for collection in line with the actions outlined below.

Students not respecting the privacy and learning of others will be supported through the following actions:

ACTION 1

Confiscated and given to the office. Student collects the phone at the end of the day from the General Office.

ACTION 2

Confiscated and given to the office. Phone is returned to the student by the Assistant Principal at the end of the day with an official warning. Assistant Principal makes student aware of consequences for future instances.

ACTION 3

Confiscated and given to the office. Phone is returned by the Assistant Principal to the parent only. The Assistant Principal will discuss with the parent/guardian the importance of adhering to expectations of the Code of Practice.

ACTION 4

External Suspension
Parent/guardian meeting

Also refer to the College ICT Acceptable Use Agreement for further detail

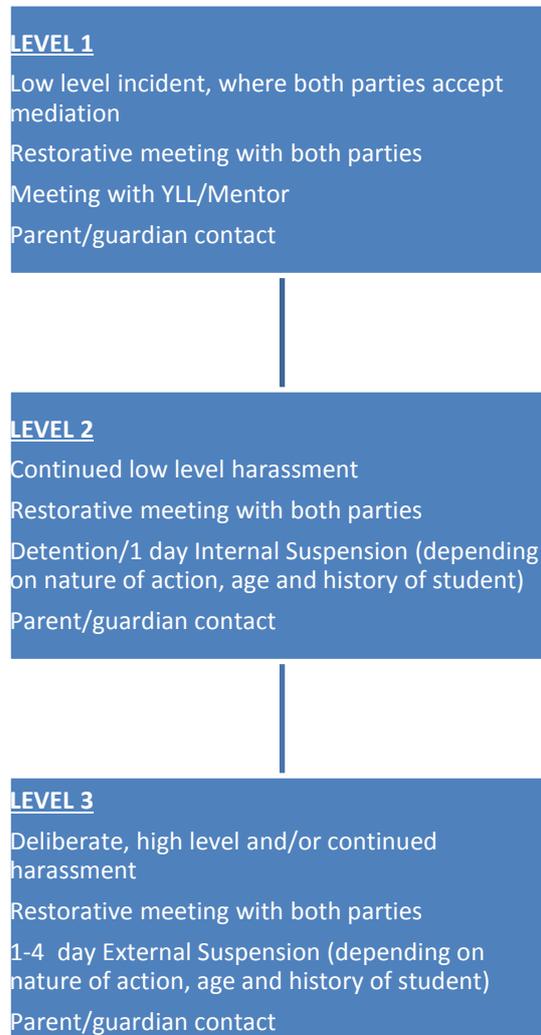
HARASSMENT

Melba College is committed to providing a safe, secure and tolerant environment, which will promote the safety and wellbeing of all students and staff. The College recognises and celebrates the range of ethnicity, religion, sexual orientation, physical appearance and learning ability within the community. Staff and students should be able to work and learn in an environment free of harassment or any kind.

Harassment is direct or indirect acts of aggression causing embarrassment, stress, pain or discomfort to another, by either an individual or a group. These acts are unwelcome can include (but is not confined to) name calling, spreading rumours, hitting, pushing, insulting comments, gestures, exclusion and/or threats. Bystanders who are present when bullying/harassment occurs are expected to act responsibly and seek assistance. The College also recognises the changes in technology and communications and includes Cyberbullying and inappropriate online behavior as harassment.

A student who experiences or witnesses harassment should move away if possible, avoid retaliation, report the incident to staff immediately

Students not respecting the rights, safety and wellbeing of others will be supported through the following actions:



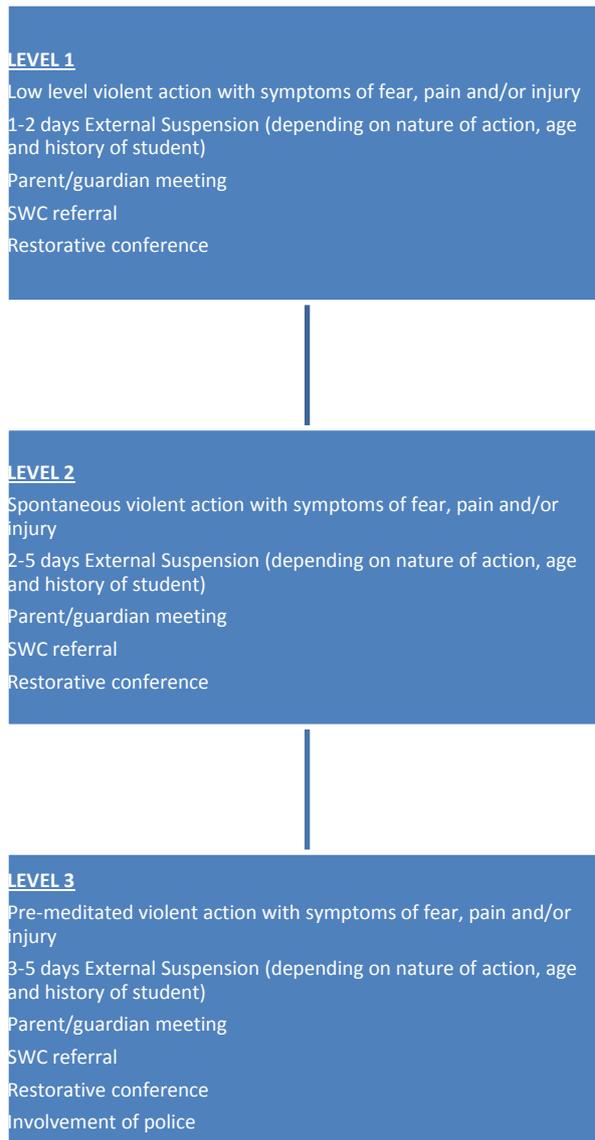
Also refer to the College Anti-Bullying & Harassment Policy and ICT Acceptable Use Agreement for further detail

PHYSICAL VIOLENCE

Melba College is committed to providing a safe, secure and tolerant environment, which will promote the safety and wellbeing of all students and staff.

Students not respecting the rights, safety and wellbeing of others will be supported through the following actions

A student who experiences or witnesses physical violence should move away if possible, avoid retaliation, report the incident to staff immediately



INAPPROPRIATE USE OF ICT

All members of the College community have a responsibility to use ICT in an appropriate manner. Integrating ICT can help teachers expand learning possibilities to create effective learning environments where students and teachers use technology purposefully and flexibly to improve student learning outcomes. The College has invested significantly in infrastructure and network to support the use of technology and devices in student learning.

To ensure they receive the full benefits of an ICT rich classroom, students should ensure that they use the technology in a responsible and appropriate manner. Students should be aware of the responsibilities as outlined with the ICT Acceptable Use Agreement

ICT Acceptable Use Agreement

When I use technology, both at school and at home I have responsibilities and rules to follow. I agree to:

- be a safe user whenever and wherever I use that technology
- be responsible whenever and wherever I use technology and support others by being respectful in how I talk to and work or socialise with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour)
- report to an adult if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour

When at school I agree to:

- behave according to my school's Code of Practice
- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images
- use appropriate language when talking to and working with others online and never participate in hate mail or acts of harassment
- use the Internet at school for educational purposes and use the equipment properly
- use social networking sites for educational purposes and only as directed by teachers
- not deliberately enter or remain in any site that has obscene language or offensive content (e.g. racist material or violent images)
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)
- think about how I use content posted on the Internet and not simply copy and paste information from websites
- not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student
- not reveal my password to anyone except the system administrator or classroom teachers
- not bring or download unauthorised programs, including games, to the school or run them on iPads or school computers
- talk to my teacher or another adult if I:
 - I need help online; feel that the welfare of other students at the school is being threatened; come across sites which are not suitable for our school; someone writes something I don't like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.

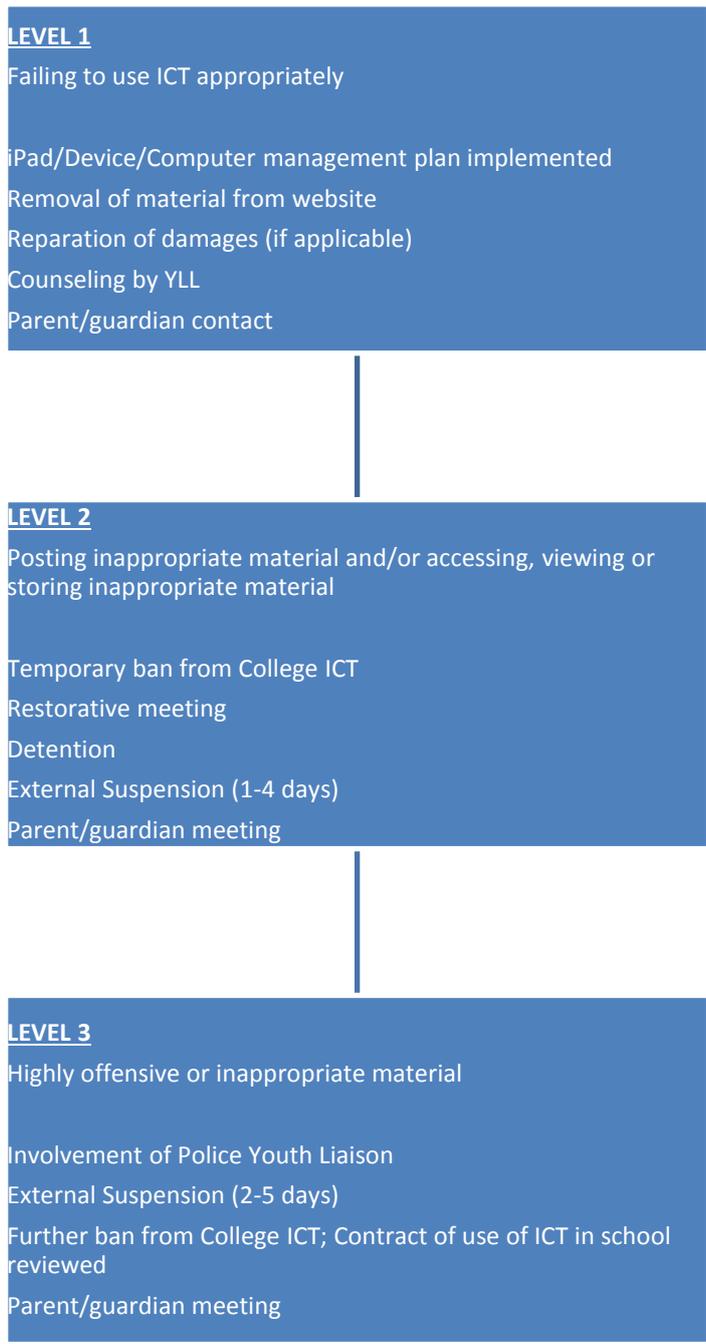
When I use an iPad/computer I agree to:

- use it for learning purposes as directed by my teacher
- act responsibly and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else.

When using my iPad/or recording device as a camera I will:

- only take photos and record sound or video when it is part of a class or lesson
- seek permission from individuals involved **before** taking photos, recording sound or videoing them (including teachers)
- seek written permission from individuals involved **before** publishing or sending photos, recorded sound or video to anyone else or to any online space
- respect others when I talk to and work with them online and never write or participate in online bullying
- seek teacher permission before uploading any content to websites (e.g. blogs)

Students not using ICT responsibly will be supported through the following actions:



SMOKING/IN THE COMPANY OF SMOKERS

The College adheres to the VicHealth guidelines (1987) of being a smoke free environment. The College actively supports these guidelines with the Health curriculum from year 7-10, making students aware of the dangers of smoking.

Students are expected to move away from any peers who are failing to adhere to the College expectation of not smoking, whether they are at school or travelling to and from school

Students not respecting these guidelines will be supported through the following actions:

ACTION 1 Smoking/In the company of smokers (in or out of school)

Parent/guardian contact

Impact of smoking discussed with the student

1 day Internal Suspension

ACTION 2 Smoking/In the company of smokers (in or out of school)

Parent/guardian contact

1 day External Suspension

Smoking Awareness booklet

ACTION 3

Parent/guardian contact

2 day External Suspension

Meeting with Adolescent Health Nurse

Yard restrictions (1 week)

DRUGS AND ALCOHOL

Students are not permitted to bring, consume or have consumed drugs or alcohol while on school property or to or from school.

Melba College seeks to educate students about the issue of Alcohol and Drug Education through a Harm Minimisation approach. Students are supported through the Health curriculum and programs run by the Adolescent Health Nurses to understand the impacts of alcohol. In the instance that a student has brought alcohol onto the school property, we considered this a serious risk to the wellbeing of the student themselves, college staff and other students

Students not respecting the safety and wellbeing of others or endangering themselves will be supported through the following action:

ACTION

Students suspected of being under the influence of drugs or alcohol will be assessed by the Nurse or First Aid staff member

The student will be removed from the college immediately into the care of parent/guardian or ambulance officers (*If this is not possible they will remain in the sick bay or designated area*)

Parent/guardian meeting

Alcohol awareness booklet

Support Program

External Suspension/Review of enrolment

Some cases may be reported to Police, Child Protection or Child First

INAPPROPRIATE ITEMS BROUGHT TO SCHOOL

Melba College is committed to providing a safe, secure and tolerant environment, which will promote the safety and wellbeing of all students and staff. Some items are inappropriate and dangerous and should not be brought to school. These include, but are not limited to, weapons, knife, cigarettes, lighters and flammable products.

ACTION

The student will be removed from the college immediately into the care of parent/guardian (where possible)

Parent/guardian meeting

External Suspension/Review of enrolment

Some cases may be reported to Police, Child Protection or Child First

GRAFFITI/DAMAGE TO PROPERTY/THEFT

The College aims to provide facilities and equipment that are clean, hygienic and free of graffiti and damage. Students and staff have a responsibility to use College facilities and equipment in an appropriate manner.

Students who are disrespecting the College's facilities and equipment or the personal property of College members will be supported through the following actions:

ACTION

Reparation of damage or cost/Return of property
Restorative conference (if appropriate)
Parent/guardian meeting with Assistant Principal
Involvement of Police Youth Liaison
External Suspension (1-5 days)

NON-ATTENDANCE

Students can become stressed due to a range of issues during their adolescent years. In some cases, students will find it difficult to come to school. Parents/guardians have the responsibility to ensure their child attends school regularly and is punctual. Parents/guardians are required to contact the office if their child is absent. The College intends to work with the family to support the return of the student to normal schooling.

If a student is encountering emotional issues that reduce their attendance of school they will be supported through the following actions

Action 1

Parent/guardian contact
Student Support Group
Attendance card/plan

Action 2

Parent/guardian contact
Student Support Group Referral
to SWC or external program

Further information on attendance can be found using the following link:

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/attendance/initiative.htm>

SUSPENSION

All students have the right to an education in a safe and secure environment. The College will actively seek to engage all students in learning and provide them with opportunities to achieve success. Students are responsible for ensuring that their behaviour and conduct does not impact negatively on the wellbeing, safety and educational opportunities of their peers or of College staff. Also students who behave in a manner that is contrary to the values of the College may be suspended.

Students who are not adhering to the clear and reasonable expectations as set out in the College Code of Practice may be suspended from school in line with Departmental regulations. This involves the student being removed from the College community for the duration of the suspension. Students returning to the College following their suspension must commit to complying with the expectations of appropriate behaviour.

Students failing to comply with reasonable instructions issued by College staff or who walk away from a discussion may be suspended or have their enrolment reviewed.

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:

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) 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;
- f) 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;
- g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Please 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.

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Office Hours: 8:00am - 4:30pm Weekdays
Phone: +61 3 9725 8277
Fax: +61 3 9723 6375
Website: www.melbasc.vic.edu.au

Senior Campus
Brentnall Rd Croydon 3136
Office Hours: 8:00am - 4:30pm Weekdays
Phone: +61 3 9870 4551
Fax: +61 3 9870 1784
Website: www.melbasc.vic.edu.au



APPENDICES

APPENDIX 1: UNIFORM POLICY

Melba College Uniform Policy 2015

1. Out Of Uniform Policy

1. A signed note from the parent/guardian is required at all times when a student is out of uniform. Failure to provide an explanation may result in detention.
2. Students who are not wearing the approved uniform must report to their Year Level Leader, Sub School Leader or Assistant Principal before the start of the school day.
3. All students not in correct uniform will be expected to change into loaned items that are provided before the start of the school day. Where uniform items are not available a pass will be issued.
4. The student's non-uniform item will be labelled and stored by the Year Level Leader, Sub School Leader or Assistant Principal. It will be returned to the student at the end of the day.
5. Parents/Guardians will be contacted by the Year Level Leader if the student continues to be out of uniform. Out of Uniform issues will be documented by the Year Level Leader, Sub School Leader or Assistant Principal.
6. Any student who fails to follow teachers' instructions regarding uniform will be issued with detention (or suspension).
7. Exceptions to the Uniform Policy may be allowed when documented medical or religious reasons exist which are approved by an Assistant Principal.

2. List of Uniform Items

General Uniform

1. Pants Boys and Girls
2. Shirt Boys and Girls - Long and short sleeved
3. Summer Dress Girls
4. Winter Skirt Girls
5. Shorts Boys and Girls (Unisex)
6. Jumper Boys and Girls - Terracotta (Junior School), Eucalyptus Green (Senior School)
7. Oxford Jacket Boys and Girls
8. Blazer Boys and Girls - Optional
9. Tie Boys and Girls - Optional
10. Shoes Boys and Girls - Black leather lace up school shoes (not suede)
11. Bag (Backpack)

Phys Ed/Sport Uniform

12. Phys Ed Shorts Boys and Girls
13. Phys Ed Polo Boys and Girls - Sublimation Design
14. Track Pants Boys and Girls - Optional
15. Rugby Top Boys and Girls - Optional
16. Sport shoes Boys and Girls - Appropriate runners/track shoes (laces or velcro)

Special Items

1. Year 12 Jacket
2. Special Event Clothing Items: these can be worn for a specified time when approved by the College

3. Uniform Rules

1. All items must be official college uniform from PSW or supplied through the school.
2. Uniform rules apply to and from school. Black school shoes are to be worn to and from school.
3. Uniforms must always be worn appropriately, be neat and tidy, and be kept in a good state of repair. Pants must not touch the ground.
4. Non uniform jackets, jumpers and hoodies are not permitted; however a rain jacket can be worn to and from school when the weather is wet.
5. Plain black scarves and black gloves can be worn in cold weather. Gloves are not to be worn inside the school buildings.
6. Black caps/hats without any advertising or sponsorship logos can be worn during Phys Ed/Sport lessons and outside during recess and lunch times. Caps/hats must be placed in lockers during class times.
7. No modifications to uniform items are to be made. Girls' dresses and skirts must be no more than 10cm above the knee. Infringements to this will be treated as an 'Out of Uniform' issue.
8. Girls' summer dresses are to be worn with plain white socks (no logos). Tights are not permitted to be worn with the summer dress. Skin coloured pantyhose are permitted.
9. Girls' winter skirts can be worn with plain white socks, plain black socks or plain black tights (no logos on any of these items). If socks and tights are worn the socks must be under the tights. No leggings are permitted.
10. Boys' pants are to be worn with plain black socks (no logos). Boys shorts are to be worn with plain black or plain white socks (no logos).
11. Plain white T-shirts, camisoles and singlets may be worn under school uniform items to provide extra warmth however they must not be visible.
12. No necklaces or chains are to be visible. The exception to this is for medical alerts. 1 charity wristband can be worn. No rings or bracelets are to be worn. 1 or 2 ear piercings per ear are allowed. One facial piercing is permitted. Sleepers must be small in diameter. Studs must be small and round (not pointed). Piercing spacers are not to be worn. Body piercings cannot be visible. All piercings must be removed or appropriately taped for sporting activities. The Assistant Principals will have discretion over the appropriateness of any piercings.
13. Belts must be plain black with simple buckles (no writing, designs or logos).
14. Students can wear their complete PE uniform to school provided their PE classes are held in Period 1. Where PE or Sport is timetabled during Period 4, students can wear their complete PE uniform home at the end of the day. Students who have PE during Period 3 followed by Sport Period 4 can remain in their PE uniform during lunch time.
15. Students may wear sport shoes during Drama, Dance and Performance classes. Black school shoes are to be worn at all other times, including recess and lunch, unless students are involved in sporting activities.
16. Hair colourings are to be in natural shades. Extreme hair designs are not permitted. Any make up worn must look natural. Clear nail polish only. Tattoos are not permitted to be visible at any time. The Assistant Principals will have discretion over the appropriateness of any of these items.
17. Items worn in the hair (such as hair ribbons and hairbands) must be school colours (black, terracotta, eucalyptus green). The exception is on school sports days when house colours may be worn.
18. Items worn for religious purposes must be endorsed by an Assistant Principal.