

POLICIES AND PROCEDURES

Student Code of Conduct Policy



Date **October 2024**

Review **October 2026**

Our School Mission and Values underpin our expectations for the behaviour and conduct of each student.

For each student to experience academic, physical, social and emotional growth each year, the school environment must be safe, supportive and engaging.

Students have a role to play in creating and supporting a school environment in which everyone can learn and thrive.

All children have a right to feel safe all the time. As a child safe organisation, Lauriston takes deliberate steps to protect our student from physical, sexual, emotional, psychological and cultural abuse and neglect. All our student policies are underpinned by our commitment to maintaining a Child Safe school and adhering to the Child Safe Standards.

Mission

We inspire Lauriston girls to be courageous lifelong learners and to deepen their outlook as ethical and compassionate young women seeking to resolve new-world problems while working collaboratively as responsible, global citizens to shape their world.

Values

Relationships: We communicate openly, honestly and respectfully allowing us to have meaningful connections with each other in the community and beyond. We foster a culture of optimism, collaboration and celebration.

Courage: We are courageous in our approach to managing change; embracing physical, moral and intellectual challenges; and standing up for what we believe. Courage enables us to understand our strengths and act accordingly.

Creativity: We approach learning and teaching with creativity as our cornerstone. We are imaginative, inventive and entrepreneurial. We are open to and champion new ideas and new ways.

Intellectual Curiosity: We engage proactively with the world; determined to better understand, reflect upon and question ourselves, our experiences and the society in which we live. We are critically engaged and curious about all that we encounter and learn.

Engagement in Life: We learn how to connect with others, manage the highs and lows and reap the rewards of our commitment by our purposeful engagement in all aspects of school life. We are motivated to participate and respond to changes in our world.

As a learner I will:

- Contribute to the learning environment by actively participating in all aspects of School life, including in the classroom, through the co-curricular program, as a member of my House and in giving back to my School and broader community
- Respect the rights of my peers to learn in a safe environment and teachers to teach without disruption

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- Remember to use my growth mindset, when faced with challenges and setbacks, continuing to persevere and use practical strategies to work through each problem
- Take responsibility for my learning through actively engaging in my classroom lessons and studies, communicating regularly with my teachers, asking for and using support which is available to me and maintaining a consistent effort
- Use feedback from my teachers as an opportunity for growth and reflect honestly on my own progress
- Use all learning experiences, in and out of the classroom as an opportunity for academic, physical, social and emotional growth
- Not be afraid to take on new learning challenges and accept that when I make a mistake I am continuing to learn

As a member of my School Community I will:

- Behave in a respectful and inclusive way towards my peers and teachers, demonstrating empathy and kindness through my daily interactions
- Meet the school's attendance, uniform/appearance, punctuality, attitude and behaviour guidelines
- Not possess or use drugs, alcohol or other illicit substances within the School grounds (Armadale and Howqua) or at any School related activities
- Look after the property of the School, the belongings of others and my own belongings
- Meet the school's Bullying Prevention expectations
- Meet the school's acceptable use of Information and Communications Technologies expectations
- Meet the school's Acceptable use of Social Media expectations
- Demonstrate behaviour both within and beyond the school that projects a positive image of both myself and my school

In my relationships with peers and teachers I will:

- Take responsibility for my own decisions and behaviours, accepting the consequences when I make a mistake and using setbacks to become a more resilient person
- Be truthful in my interactions with peers, teachers and staff
- Strive to develop positive relationships with the students in my own and other year levels, and establish positive working relationships with my teachers
- Learn how to work collaboratively with students and teachers both in the classroom and co-curricular activities
- Demonstrate empathy and understanding for peers who may experience adversity or come from different cultural backgrounds
- Be considerate of others, not judge or be critical of others, and be kind to myself and others
- Not be afraid to stand up to and speak up about behaviours which breach the behaviour expectations of the School

I will actively look for ways in which I can give back to my School and the broader community by:

- Actively contributing to co-curricular, House and School activities
- Participating in community service activities initiated by the School or individual students within the School which make a contribution to the broader community

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- Developing my leadership capacity through actively participating in School opportunities and demonstrating courage in putting myself forward for leadership positions
- Learning more about the diverse community within the school and outside of school in an effort to understand how their experiences shape their view of the world
- Listening to others and expressing my own opinions and ideas about issues within my community and the global community

Supporting documents

- The Lauriston Learners (framework)
- Bullying Prevention and Intervention Policy
- Acceptable Use of Mobile Phones by Students Policy
- Social Media Policy
- Information and Communications Technologies Policy

Review Date

This policy will be reviewed every two years with the next due in October 2026. An interim review may take place following any changes in legislation.

Revision History

| Version | Date | Author | Description of changes |
|---------|--------------|------------|------------------------|
| 2 | October 2024 | Susan Just | Update on Version 1. |
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