



Swan Christian  
EDUCATION ASSOCIATION

# Student Community Agreement (Student Code of Conduct) Policy

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Author: Chief Education Officer

# Policy Details and Document Management

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CEO	<input checked="" type="checkbox"/>	CEO	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School	<input type="checkbox"/>	Executive Administrators	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		All Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Open	<input checked="" type="checkbox"/>	Association Members	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Restricted	<input type="checkbox"/>	School Members	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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## Revision History, Publication & Approval

Publication	Version	Approval	Consultation	Revisions
	1.0	CEO		
21/02/2019	2.0	CEO		2:16082019 (Example of Induction program added as appendix) 2:26112019 (aligned to 2020 Registration Standards) 2:05082020 (requirement for age-appropriateness in delivery added following SCC registration)
22/12/2020	3.0	CEO		Re-written for alignment with Strategic Plan 2020 and meet enrolment requirements
30/08/2023	4.0	CEO	SLT, key staff, and student reps (see Standard 10.7)	Re-written to meet with 2022 Registration Standards and to ensure all SCEA schools are using a common agreement/code.
08/10/2023	4.1	CEO		Principals request for policy name change

## Genealogy

This Policy replaces: NA

This Policy was cancelled and superseded by: N/A

<sup>1</sup> In keeping with the 2022 Non-Government Schools Registration Standard 10.7 Op.34), and Director General's considerations (p.38), this policy will be reviewed with consultation every two years.

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# Rationale

At Swan Christian Education Association (SCEA) we recognise that effective learning can only occur in a secure environment where the rights and responsibilities of others are known and respected and where standards and rules are fairly and consistently applied.

As a Christian learning community, we hold that all people have the right to be treated with love, kindness, and respect, for all are created equal, made in the image of God (Genesis 1:26-27). We take seriously Christ's call to love God, love our neighbours as ourselves, and to do to others what we would have them do to us (Matthew 7:12 & 27: 37 – 40).

These beliefs shape the culture of SCEA schools with their high standards and expectations of all its students, their attitudes, learning, behaviour and interactions with others.

The SCEA Student Community Agreement (Code of Conduct) (hereafter referred to as "the Agreement") clearly outlines the rights and responsibilities of each student as valued members of the learning community with respect to their academic and personal conduct. All students are expected and encouraged to strive towards consistently upholding the Agreement and can expect to be commended for abiding by it and held accountable for any actions that breach it.

# Scope

This policy covers all sites owned and/or operated by Swan Christian Education Association Incorporated (SCEA). All students enrolled in SCEA schools and participating in programs on other education sites where SCEA programs are delivered (e.g., camps, excursions, overseas/interstate trips, Trade Training Centre) are expected to abide by this Agreement.

# Context

This policy should be read in conjunction with the:

## Regulations / Legislation

- 2022 Non-Government Schools Registration Standard 10.7, 10.8 and 10.10 along with definitions and Director General's considerations

## Policies and Procedures

- SCEA Student Discipline Policy
- SCEA Behaviour Management Policy
- SCEA Bullying Policy
- SCEA Suspension and Expulsion Policy
- Student Use of ICT, Internet, Mobile Phones and Social Media
- SCEA Staff and Students Professional Boundaries and Relationships Policy
- SCEA Complaints Management Policy (including site-specific Child Friendly Complaints System)

# Policy Statement

1. In accordance with Non-Government Schools Registration Standard 10.7 (January 2022) SCEA will, in consultation with students, develop and regularly review the Agreement and guidelines on how to comply with it.
2. Schools will ensure that Parents/Guardians receive information about updates to the Agreement and when, how and who to tell when they have concerns about behaviour which is not permitted in the Agreement.
3. Schools will respond appropriately to complaints and allegations of breaches of the Agreement in the best interests of students and in accordance with the appropriate SCEA policies and procedures.
4. All students enrolled in SCEA Schools and learning programs, whether the programs are being held on a school site or not, are expected to abide by this Agreement including associated localised school rules, policies and behaviour requirements, as well as the directions of teachers.
5. Schools must ensure that students are regularly inducted into the Agreement so that they understand both their rights and responsibilities as members of the SCEA school community.
6. Schools should ensure that expected student behaviours are age-appropriate and discussed with parents and students at enrolment.
7. Staff must ensure that students know the consequences of their unacceptable behaviours.
8. Students must be aware of and familiar with how they can 'tell someone' if they do not feel safe or are being bullied.

## Implementation

All SCEA schools will ensure that:

1. The official versions of the Agreement - Primary (Appendix 1) and Secondary (Appendix 2) - are those published and referred to. There is also a short version of the essentials that can be used for classroom display (Appendix 3).
2. At the time of enrolment, all students joining at Year 4 or above are required to sign the Agreement along with their parent(s)/guardian(s) countersigning. For students entering in younger primary levels the parent(s)/guardian(s) will sign on the student's behalf.
3. At least once per year, all students will be inducted with the Agreement (See example of Induction Program Outline, Appendix 4). This should be carried out in a manner where students have an opportunity to clearly understand the rights and responsibilities contained within it. The methodology is left with each school, but could include presentations in pastoral care classes, assemblies, or wellbeing sessions. This should not just be a 'telling' of the rules but should also give students the opportunity to ask questions or take part in some scenario-type situations to support them in clearly understanding their rights, responsibilities, and who and how to tell if they have concerns about students being mistreated or abused.
4. Students are made aware of key concepts and definitions such as bullying, harassment, and boundaries (see Definitions below).
5. Students are aware of the steps they should follow to complain about their personal boundaries being breached or if they suspect or know that it is happening to another student (see Appendix 5).

6. Breaches of the Agreement by a student will be dealt with according to the SCEA **Student Discipline Policy**. If students believe that teachers and/or other staff have not respected their rights, they should speak to their teacher, and/or parents and/or one of the school leaders, clearly describing the breach and what has occurred.
7. A copy of the Agreement is published annually for parents' information and opportunity to go through it with their child(ren). This could be, for instance, provided via a standard newsletter with referral to where it can be accessed on the school website.
8. The Association may, from time to time, review and update this policy to take account of changes to the Association's operations and practices and to make sure it remains appropriate to the changing legal and school environment.

## Definitions

### Bullying and Harassment

For the purpose of the 2022 Non-Government Schools Registration Standard 10.7, the Director General has adopted the national definitions of bullying and harassment available on the Student Wellbeing Hub<sup>2</sup> and Bullying. No Way!<sup>21</sup><sup>3</sup> websites and expects schools to adopt these or closely similar definitions.

*Bullying* is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

*Harassment* is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e., words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).

### Boundaries

**Personal boundaries** are parameters that describe the limits of a relationship in circumstances where one person (a student) interacts with other people, including fellow students and staff. A healthy relationship, whether student to student or student to teacher, consists of two individuals, each with a clearly defined sense of his or her own identity.

Setting clear boundaries or limits is essential to a mutually respectful relationship.

#### Boundaries

- *Boundaries* establish each person's role within a relationship
- *Boundaries* protect a student's emotional well-being
- *Boundaries* help students to feel able to challenge problematic behaviour when necessary

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<sup>2</sup> [studentwellbeinghub.edu.au/topics/protecting-against-bullying#/](https://studentwellbeinghub.edu.au/topics/protecting-against-bullying#/)

<sup>3</sup> [bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying](https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying)

- *Boundaries* vary between students based on factors such as their personality, gender, and culture.

**Professional boundaries** exist between students and staff members due to the power imbalance that exists. Older students should be aware that staff have professional boundaries limiting their actions and behaviours towards their students.

*SCEA Staff and Student Professional Boundaries and Relationships Policy* sets out situations where professional boundary violations may occur and some strategies for staff to minimise the risk of boundary violations.

Students are expected to be conscious of the personal boundaries of others, such as students and staff, and also of how their own personal boundaries may be breached.

Examples of conduct that may affect student boundaries:

- Physical contact including fighting and touching
- Verbal and electronic communications
- Gifts, loans, borrowing
- Giving praise
- Language and words used in communications
- Information-sharing including electronic links and images
- Attire including clothes, jewellery, make-up (these should be addressed in the School's Uniform policy)

Personal boundaries become a concern when they are, or are threatened to be, breached by the conduct of others. A student's personal boundaries may be breached by inappropriate conduct committed by another student or a staff member.

For example, this might include:

- swearing
- the use of sexual innuendo, inappropriate language and/or material
- unwarranted and inappropriate touching
- provocative dressing.

Students who are concerned about a breach of their personal boundaries, or suspect that the personal boundaries of other students are being threatened, should tell a member of staff at their school.

## Breach of Policy

Refer to points 5 and 6 under the Implementation Section.

## Contact Person

Chief Education Officer

# Appendix 1. Primary Student Community Agreement (Student Code of Conduct)

As a Christian learning community, we hold that all people have the right to be treated with love, kindness, and respect, for all are created equal, made in the image of God (Genesis 1:26-27). We take seriously Christ’s call to love God, love our neighbours as ourselves, and to do to others what we would have them do to us (Matthew 7:12 & 27: 37 – 40).

These beliefs shape the culture of **School/College** with the implicit high standards and expectations of all its students, their attitudes, learning, behaviour and interactions with others.

**The SCEA Student Community Agreement (Code of Conduct) clearly outlines the rights and responsibilities of each student** as valued members of the learning community with respect to their academic and personal conduct. All students are expected and encouraged to strive towards consistently upholding this Agreement and can expect to be commended for abiding by it and held accountable for any actions that breach it.

**As a member of the student body at **School/College****

I agree that I should...	I agree to...
Be able to learn and play in a safe and helpful environment.	<ul style="list-style-type: none"> <li>• Behave and speak with staff and my classmates in ways that make them feel safe and supported.</li> <li>• Help and encourage my classmates in their learning and wellbeing.</li> <li>• Include others in activities and games in class and at play.</li> <li>• At no time threaten, hurt, bully, or support the bullying of other students, including online.</li> <li>• Take full responsibility for my own actions and words and any consequences.</li> </ul>
Be treated with respect, fairly and honesty.	<ul style="list-style-type: none"> <li>• Treat all others - teachers, parents, peers, and visitors - as I would want to be treated, showing manners, respect, appreciation, and standing for what is right.</li> <li>• Be kind and thoughtful toward others, respecting others’ differences.</li> <li>• Use positive and kind words, and not hurtful or discouraging words.</li> <li>• Appreciate and celebrate the achievements of others.</li> <li>• Follow all reasonable requests and directions given by a staff member.</li> </ul>
Be taught and helped by my teachers so I can learn well.	<ul style="list-style-type: none"> <li>• Try hard to achieve my best in learning, homework, and personal goals, asking for support when I need it.</li> <li>• Allowing my teacher to teach and my classmates to learn.</li> <li>• Actively engage in and contribute to learning activities, having a growth mindset.</li> <li>• Be ready for learning – having all my books and equipment ready and being on time to class.</li> <li>• Ensure the work I produce is mine and not copied from others.</li> </ul>



<p>Belong to a school where what I say and do are appreciated and helps the school be a good place for others.</p>	<ul style="list-style-type: none"> <li>• Show pride in my school and represent it well when attending school events.</li> <li>• Be respectful of the Christian beliefs, values, and activities in the <b>School/College</b> along with the beliefs of others.</li> <li>• Show appreciation to those I learn from and with, valuing their ideas and contributions.</li> <li>• Wear my uniform properly and neatly, aware that I am representing the <b>School/College</b> whenever in uniform, on and off site.</li> <li>• Speak well of others and help others when I see they need it.</li> </ul>
<p>Have others respect my privacy and property.</p>	<ul style="list-style-type: none"> <li>• Respect the personal wellbeing, privacy, boundaries and property of staff and my classmates.</li> <li>• Be a responsible user of the internet and social media, keeping to the signed ICT User Agreement, and especially not sharing information about others without their permission.</li> <li>• At no time supply, use or support the use of harmful or illegal substances alcohol, drugs or tobacco/vapes while on <b>School/College</b> grounds, at <b>School/College</b>-related events, or wearing the <b>School's/College's</b> uniform.</li> <li>• At no time engage, or give the appearance to engage, with other students in inappropriate physical displays of affection while on <b>School/College</b> grounds, at <b>School/College</b>-related events, or wearing the <b>School's/College's</b> uniform.</li> <li>• Care for my own, others and the <b>School/College</b> property, along with care for the environment.</li> </ul>

## At the time of Enrolment

### PARENTS/CARERS

After reading this agreement and discussing it with your child, please sign below, and return it to **School/College**.

I have discussed the Agreement with my child, and I believe my child will do his/her best to follow the Agreement. I have also reinforced the need to speak with a trusted adult, (e.g., parent or teacher) to seek advice on how to deal with a problem.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 2. Secondary Student Community Agreement (Student Code of Conduct)

As a Christian learning community, we hold that all people have the right to be treated with love, kindness, and respect, for all are created equal, made in the image of God (Genesis 1:26-27). We take seriously Christ's call to love God, love our neighbours as ourselves, and to do to others what we would have them do to us (Matthew 7:12 & 27: 37 – 40).

These beliefs shape the culture of **School/College** with the implicit high standards and expectations of all its students, their attitudes, learning, behaviour and interactions with others.

**The SCEA Student Community Agreement (Code of Conduct) clearly outlines the rights and responsibilities of each student** as valued members of the learning community with respect to their academic and personal conduct. All students are expected and encouraged to strive towards consistently upholding this agreement and can expect to be commended for abiding by it and held accountable for any actions that breach it.

**As a member of the student body at **School/College**:**

I agree that I should...	I agree to...
Be able to learn in a safe, secure, and supportive environment.	<ul style="list-style-type: none"> <li>Act and speak with staff and fellow students in ways that make them feel safe and supported.</li> <li>Be inclusive of others in learning and social activities, ensuring they feel valued.</li> <li>At no time threaten, harass, assault, bully, or support the bullying of other students, including online.</li> <li>Take full responsibility for my own actions and words and any corresponding consequences.</li> </ul>
Be treated fairly, with respect, courtesy, and dignity.	<ul style="list-style-type: none"> <li>Treat all others as I would want to be treated, showing others respect, politeness, consideration, and appreciation.</li> <li>Be understanding, respectful and tolerant of differences in others including their culture and beliefs.</li> <li>Use positive and kind language, avoiding hurtful or discouraging words.</li> <li>Appreciate and celebrate the achievements of others.</li> <li>Follow all reasonable requests and directions given by a staff member.</li> </ul>
Be taught and appropriately supported so that I can learn effectively.	<ul style="list-style-type: none"> <li>Apply myself in learning to the best of my ability including undertaking homework and revision as required.</li> <li>Allow my teachers to teach and fellow students to learn by actively engaging and contributing to lessons and avoiding disruptive behaviour.</li> <li>Be ready for learning, having all my books and equipment ready and being punctual to class.</li> <li>Ensure that all work I produce is mine and is not plagiarised, copied from others, or created by artificial intelligence (unless expressly allowed by the teacher).</li> </ul>

<p>Belong to, have a valued voice in, and contribute positively to, the school community.</p>	<ul style="list-style-type: none"> <li>• Behave and speak in a manner that supports the positive reputation of the School/College.</li> <li>• Demonstrate respect for the Christian character and practices of the School/College, along with the beliefs of others.</li> <li>• Show appreciation to those I learn from and learn with, valuing ideas and contributions that promote good discussion.</li> <li>• Abide by the School's/College's uniform policy, wearing the correct uniform consistently and being neat in my personal appearance, aware that I am representing the School/College whenever in uniform, on and off-site.</li> <li>• Give my time and effort in assisting those in need.</li> </ul>
<p>Have others respect my privacy, personal boundaries, and property.</p>	<ul style="list-style-type: none"> <li>• Be a responsible user of the internet and social media, abiding by the signed ICT User Agreement, and following rules concerning the use of mobile phones and other devices.</li> <li>• At no time share sensitive information about others that is personal with anyone else without their permission, respecting their privacy and confidentiality.</li> <li>• At no time engage, or give the appearance to engage, with other students in a sexual way or in inappropriate physical displays of affection while on School/College grounds, at School/College-related events, or wearing the School's/College's uniform.</li> <li>• At no time supply, use or support the use of harmful or illegal substances, including tobacco, drugs, e-cigarettes/vapes or alcohol while on School/College grounds, at School/College-related events, or wearing the School's/College's uniform.</li> <li>• Demonstrate care for my personal property, the property of others, the property of the School/College and that of the surrounding neighbourhood, with no deliberate damaging, vandalising or destroying of property.</li> </ul>

## At the time of Enrolment

### PARENTS/CARERS

After reading this agreement and discussing it with your child, please sign below, and return it to School/College.

I have discussed the Agreement with my child, and I believe my child will do his/her best to follow the Agreement. I have also reinforced the need to speak with a trusted adult, (e.g., parent or teacher) to seek advice on how to deal with a problem.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 3. The Student Community Agreement Essentials

<b>THE ESSENTIALS</b> <b>SCEA Primary Student Community Agreement</b>
We learn and play in a safe and helpful environment.
We treat each other with respect, fairness, and honesty.
We work with our teachers so we can learn and be helped well.
We belong to a school where what we say and do is appreciated.
We respect others' privacy, personal boundaries, and property.

<b>THE ESSENTIALS</b> <b>SCEA Secondary Student Community Agreement</b>
We learn in a safe, secure, and supportive environment.
We treat each other fairly, with respect, courtesy, and dignity.
We work with our teachers so that we can learn and be supported effectively.
We belong to, have a valued voice in, and contribute positively to, the school community.
We respect others' privacy, personal boundaries, and property.

## Appendix 4. Induction Program Outline

Date/Time	Target Audience	Contact and Contents	Responsibility
At Enrolment	Parent(s) and student(s)	At the time of Enrolment, all students joining at Year 4 or above are required to sign the relevant Agreement (Appendix 1 or 2); along with their parent(s)/guardian(s) countersigning. For students entering in younger primary levels, the parent(s)/guardian(s) will sign on the student's behalf	Enrolment Officer/Principal

Week 1 Term 1	Address at assembly/ies	Briefly mention the Agreement as 'expected behaviours' (positive emphasised rather than what students 'can't do').	Principal or designated Senior Leader
Week 1 Term 1	PC classes	Go through the relevant Agreement in detail with students.  Make the Agreement (Appendix 1 or 2) and/or Essentials (Appendix 3) visually available in the classroom.	PC Teacher
Week 1 Semester 2	Address at assembly/ies	Briefly mention the Agreement as 'expected behaviours' (positive emphasised rather than what students 'can't do').	Principal or designated Senior Leader
During the year	New enrolments and parents	Go through the relevant Agreement in detail with students.	PC Teacher
During the year	Groups of students/year groups	The policy and relevant Agreement are referred to in the context of teaching, monitoring and addressing behaviour.  Students are reminded of how to raise a concern, make a complaint, or report abuse of another student.	Senior Leaders and Classroom teachers
At least Annually	Parents & Carers	A copy of the Agreement is published via a standard newsletter or a notice highlighting where it can be accessed on the website or parent portal.	Principal / Administration

# Appendix 5. Telling Someone

(Courtesy: Commissioner for Children and Young People, W.A.)

## Top tips for making a complaint

**1 Get support**

Talk to a parent, carer, friend or someone you trust and ask them to help you. They can even be with you when you complain. You can also use an interpreter if you need to.

**2 Find out how**

Sometimes it is tricky to know how to make a complaint. It is usually best to talk to the organisation you are dealing with first.

- Talk to someone in the organisation you feel comfortable with or check out the website to find out about their complaints system.
- Find out who is the person responsible for complaints. This will save you from having to tell lots of people your full story.
- What are the different ways you can make a complaint (face-to-face, by phone, in writing - letter, email, any others)?

If you are not safe or do not want to talk to someone in the organisation there are other agencies that can help you. Check out our website [ccyp.wa.gov.au](http://ccyp.wa.gov.au)

**3 Plan what you want to say**

Write down what you are not happy about and how this has affected you. Also decide what you think should be done.

This will help you when you have to talk about it. You



Commissioner for

## 4 Be calm and ask questions

When you make your complaint, try to be calm and polite even if you feel upset. Staff of the organisation should also treat you with respect.

Ask as many questions as you like. You may want to know:

- How they will keep your complaint private?
- What will happen next?
- Who will get back to you and your support person?
- When will they get back to you?
- If you're not happy about the result of your complaint what is the next step - who will review your complaint then?



## 5 Keep notes

Write down who you speak or write to, the dates, anything they promise they will do and the date they say they will get back to you. This will help you keep track of things. You can also write down how you feel about the complaint process, this may be useful later.

## 6 Keep at it

Don't be afraid to complain further if you are still not safe or feel the matter has not been resolved fairly.



From the Commissioner for Children and Young People WA