

CODE OF CONDUCT POLICY – FOR ALL STUDENTS



1. Purpose

Hale School (Hale/the School) is a community that inspires the authentic development of every boy, and it is this purpose that underpins all that we do. We believe that if every boy develops good character, with empathy and compassion, and is committed to lifelong learning, they will contribute in many ways to the betterment of our society now and in the future.

Hale School is committed to ensuring a respectful learning environment that is safe, positive, and supportive for the entire Hale community, one which safeguards students from all forms of abuse and promotes practices which provide for their safety and well-being. This commitment is clearly articulated in the School's *Child Safe Policy*. Hale School explicitly forbids the use of any form of child abuse, corporal punishment, or other degrading punishment.

All students enrolled at Hale School are bound by the provisions of this Student Code of Conduct (the Code).

2. Scope

The Code

- Applies the principles and values articulated in the School's *Code of Ethics and Child Safe Policy*.
- Outlines the specific rights, duties and responsibilities of all boys to act in accordance with expressed standards and uphold the School's core values at all times.
- Specifies the conduct expectations of all boys whilst at school, engaging in school related activities or representing the School.
- Requires that the actions of boys do not bring the School into disrepute at any time regardless of whether the action occurs within or out of school activities.
- Provides guidance to students on raising matters of concern and reporting breaches of the Code
- Sets out the School's response to and potential consequences of breaches of this Code.

3. Definitions

Child refers to a person who is less than 18 years of age. Young people aged 18 and over are adults and are not covered by this Policy or the *Children and Community Services Act 2004*. Nevertheless, the school still owes a

duty of care to any student at the school. Police should be informed of any assault or crime against a young person.

Child Abuse includes any form of physical abuse, sexual abuse, emotional, psychological abuse, and neglect. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver. It may also be the result of putting a child at risk of being injured. Some examples are, hitting, shaking, punching, burning, and scolding.

Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level. It includes sexual behavior in circumstances where:

- The child is the subject of bribery, coercion, threat, exploitation, or violence
- The child has less power than another person involved in the behavior
- There is significant disparity in the development function or maturity of the child and another person involved in the behavior.

Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings. Examples of emotional abuse are humiliating and shaming a child or exposing a child to domestic violence.

Psychological abuse is repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development, and intelligence. Examples include constantly belittling or shaming a child, constantly ignoring a child.

Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care, or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic, or chronic. Some examples are leaving a child alone without adequate supervision, not providing medical help to a child when it is required.

Child Maltreatment refers to any non-accidental behaviour by adults or children that is outside the norms of conduct and entails a substantial risk of harm to a child or young person. It may be the result of action or inaction on the part of a person who has responsibility to care for a child

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resulting in harm or injury to the child. The maltreatment is normally described in the categories of physical, sexual, emotional including psychological, neglect, family, and domestic violence.

Corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.

Degrading punishment is any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares, or ridicules the child.

4. Principles

4.1. Our boys have a right to:

- Feel safe within the School (day and boarding).
- Learn in an environment which challenges them to achieve to the best of their ability.
- Be treated with respect by other students, teachers and other staff
- Be valued as individuals and to be listened to respectfully.

4.2. Our boys have a duty to:

- Always strive to be the finest version of themselves by working individually and collectively to give their personal best and to make the most of each opportunity.
- Aspire to be true to who they are and who they want to become, to be honest, trustworthy respectful and consistent in their interaction with others.
- Respect the privacy and human dignity of all other students and staff
- Support each other and encourage confidence and self-belief to try, to fail and to try again.
- Be creative and to seek to embrace divergent, insightful, purposeful ideas and solutions to problems.
- Demonstrate the strength, commitment, and confidence to embrace new challenges and the opportunities that these provide.
- Serve themselves and the community with compassion and empathy.

4.3. Our boys have a responsibility to:

- Accept School policies regarding positive behavior.
- Act and work co-operatively with other students and teachers.
- Respect the learning needs of all students.
- Take progressive responsibility for their own learning, to work consistently and to complete tasks as required.
- Take responsibility for their own actions and have the care and courage to guide others.
- Celebrate diversity and be accepting of differences such as race, culture, and sexual orientation.
- Behave with courtesy, kindness, and consideration for others.
- Refrain from all forms of bullying and harassment including engaging in any form of cyber bullying or cyber abuse.
- Be punctual and regular in attendance.
- Remain at school during the School hours and in the boarding house during the evenings and on weekends unless authorised to depart.
- Participate in the wider co-curricular programmes of the School. For example, sport, music and drama, physical education, outdoor education (including, but not limited to, compulsory camps/tours and excursions) and service learning.
- Discuss with parents their educational progress to ensure that all school communication is effectively delivered.

4.4. Our boys will never

- Possess or smoke cigarettes (or e-cigarettes), possess or use (supply or trade), or be under the influence of alcohol, non-prescribed drugs or other illicit substances harmful to their health or the health of others at school (or in the boarding house), on school excursions, in transit between school and home or otherwise while representing Hale School.
- Furthermore, a boy's behaviour is required to be lawfully safe at all times for all concerned, considerate of others and a good reflection on himself, his family and the School.
- Send inappropriate, offensive, or explicit text messages, photos, or videos.

Reporting breaches of the Code

Our boys are encouraged to be always positive upstanders. It is expected that all students will report any

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cases to a teacher or senior staff member (in confidence) of unlawful behaviour or behaviour in breach of the Code which may have been observed or reported to them. Appendix A provides guidance on raising matters of concern.

Consequences of breaches of the Code

Boys who breach the Code may be sanctioned by the observing teacher, Pastoral Care Leader, Assistant Head of House, or Head of House as deemed appropriate given the nature of breach and the age of the boy.

Students who repeatedly breach the Code will be interviewed by the relevant Head of School or Year. Appropriate action, which may include restorative practices, behavioural contracts, detention, mediation, or suspension is at the discretion of the relevant Head of School or Year.

The relevant Head of School or Year may refer the matter to the Headmaster, who has full discretion to take action including suspension, probation or removal from School as deemed appropriate.

If the Headmaster considers that a student:

- is guilty of a serious breach of the School's guidelines
- has otherwise engaged in conduct which is prejudicial to the School or its students or staff

the Headmaster may exclude the student permanently or temporarily from the School at his discretion and no remission of fees will be granted.

In accordance with applicable legislation and the School's *Child Safety Policy* and the *Child Protection and Mandatory Reporting Policy*, the Police and/or Department of Communities and/or WA Ombudsman will be informed as appropriate, of any unlawful breaches of this Code.

Relevant Legislation

- Children and Community Services Act 2004
- Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008
- Criminal Code Act 1913
- Criminal Code Amendment Section 204B (Cyber Predators) Bill 2005
- Reportable Conduct Scheme

Related Policies

- Code of Ethics

- Child Safety Policy
- Child Protection and Mandatory Reporting Policy
- Misuse of Drugs Policy
- Information and Communications Technology Policy
- Student Bullying Policy
- Student Behaviour Management Policy

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Version
4
Changes Made
Inclusion of reporting to the WA Ombudsman of breaches of the Code and minor refinements to wording.

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Appendix A

STUDENT MATTERS OF CONCERN

The School would like to hear from you.

