

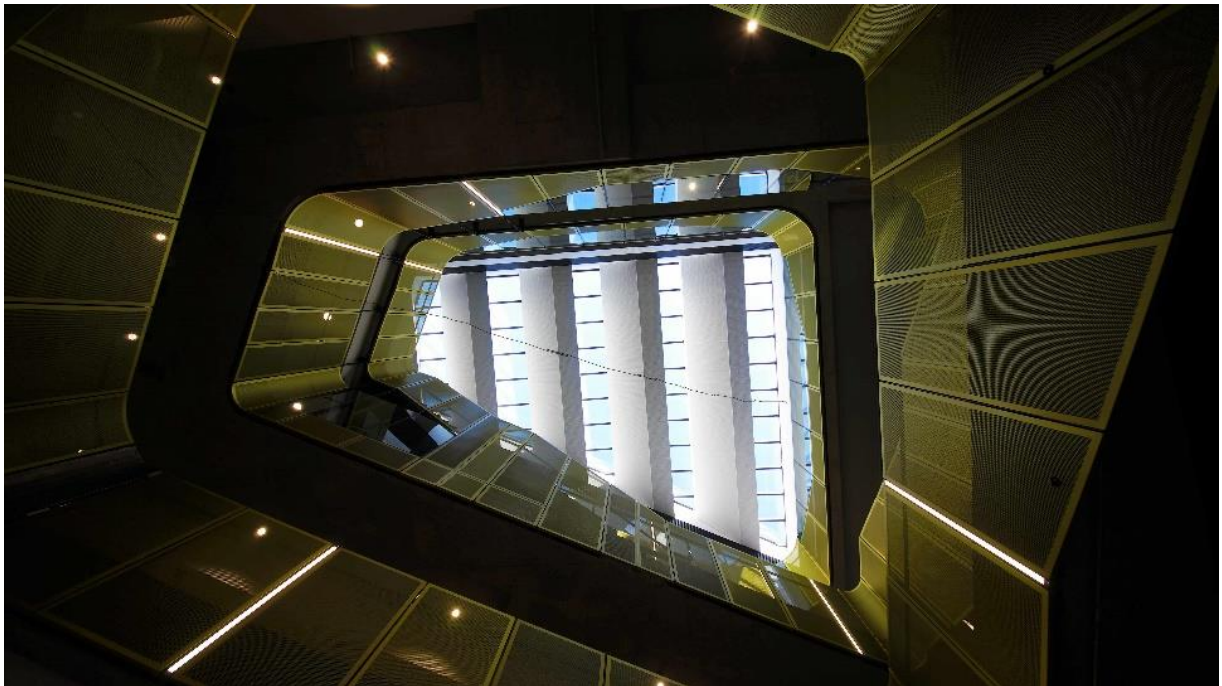


Richmond
High School
Make a difference.

CHARTER OF RESPECT

STUDENT VERSION

2023



Education
and Training



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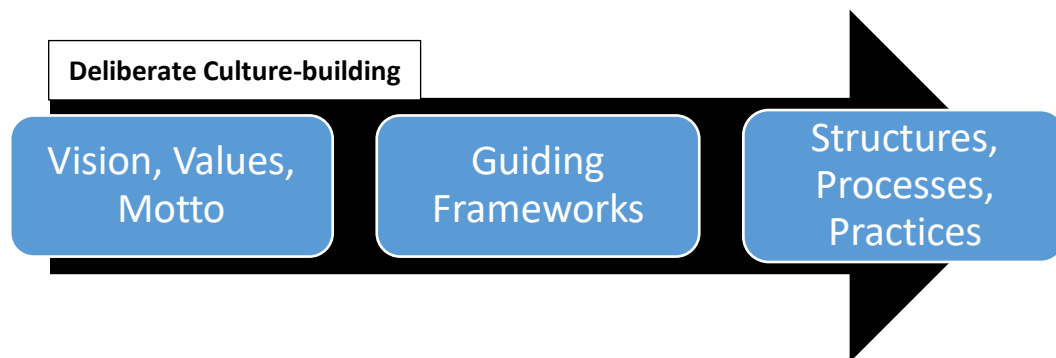
Acknowledgement of Country



We would like to begin by acknowledging the Traditional Owners of the Land on which we meet, the Wurundjeri People of the Kulin Nation, and pay our respects to Elders past and present.

An Acknowledgement of Country is an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander Peoples to Country. It can be given by both non-Indigenous People and Aboriginal and Torres Strait Islander People.

Introduction - The Purpose of CoR



“Progress is the realisation of utopias”
Oscar Wilde

The Charter of Respect (CoR) provides guidelines for all members of our school community with regard to our expected beliefs and behaviours. We believe that with a clear understanding and a consistent application of these guidelines, from all members of our school community, we will sustainably build and maintain a safe, inclusive, positive and engaging learning environment for all. The CoR exists to support all school community members with their ongoing commitment to and embodiment of our school vision, values and ethos.

The CoR respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school community. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

School Vision, Values, and Motto

Founding Vision

Richmond High School is an innovative, inclusive and joyful school that matches high expectations with high care. We strive to be the school of choice for our local community and a beacon of high quality public coeducation and school leadership within the Victorian education system. Our students are creative thinkers, passionate life-long learners, and entrepreneurial leaders. Our students possess great resilience and a deep compassion for others. Richmond High School strives to make a positive and profound difference in the lives of all students so that they can be a force for good in the world in the endeavours of their choice.

Values

Creativity

Young people need to be forever creative in an ever-changing world. We believe education should foster creativity and adaptability.

Intelligence

We aim to develop intellect, inspire imagination and encourage original thinking. We hope to instill a thirst for knowledge and learning for life.

Expectation

We have high expectations of our students. We expect them to work hard, set high standards for themselves and strive to be their best. We also set high expectations for ourselves.

Diversity

We emphasise and are strongly committed to inclusion and respect for all, embracing difference and diversity in all its forms, including gender, neurodiversity, and ideas.

Motto: *Make a Difference*

We hope to make a positive and profound difference in young people's lives - to model and mentor positive attitudes and actions. We want school life to be a rewarding, challenging and enjoyable experience. Our ultimate aspiration for our students is that they be a force for good in the world in the endeavours of their choice.

School Crest

Our Crest

Crest Design Inspiration

Our crest blends five distinct elements into one stylish design. Our crest already resonates with our community and has been embraced strongly. At the heart of the design is the desire for Richmond High School to blend the best of school traditions in a contemporary context. *Blending the traditional with the future.*



Nature, represented by the shapes of leaves. While Richmond has always been an interesting mix of industry and homes, it has the beautiful Yarra River* running at its boundary between Kew, Hawthorn and Prahran. The Birrarung as the Kulin People call it. This river and surrounds has always been a sanctuary for wildlife and open space for the community. Generations of Richmond residents have benefited from the river and for the Kulin Nation, it sustained them for millennia. *The river is our respite from city life.*



Community, symbolised by a circular mandala. Communal activities and support for each other has been a hallmark of Richmond. Whether this is the colony, the growth of the city and boomtime of the gold rush, the struggle town era, the waves of migrants or clever young people out of home for the first time and middle class families. The notion of shared, public and collective use and appreciation of the area has spanned the generations. *This is a proud and cohesive community in all its parts.*



Learning, portrayed by an open book. It goes without saying our school is passionate about learning; one of our key values is intelligence, but also diversity. We come together to learn, develop and grow. The book sits in a prominent part of the crest, highlighting this importance but also the importance of a school to a community. This is represented in our statistics that children in our area will excel and prosper. *Our history shows us that when schools are missing the area is bereft and loses much.*



Innovation, suggested by an outline in the crest, a place of manufacturing heritage, creative start-ups and tech agencies. Richmond has always been the home of innovation and entrepreneurship. From the early settlers, small and large businesses, waves of immigration and migrant productivity, to the success of recent technology start-ups. This has always been one of the most creative centres in the country. If you look closely at our crest you can see the saw toothed roofs of old factories, many of which are now contemporary living spaces. Richmond has also been home to film and production companies, contemporary art galleries and fine furniture stores. *Innovation is in the soul of this area.*



A stylised 'R' for Richmond completes the overall design, a contemporary rendition of a classic shield. The pride that people have for this area is huge, for its history, its sport, football team and the rebirth of the school from the ashes of Richmond Secondary College. The R could easily stand for rebirth, representing the hard fought community campaign for the return of its co-educational school. *Richmond pride lives in our school, it is deep and rich.*

* Our former building sits proudly on the Birrarung.

Teaching and Student Learning - Staffing Structure

“The collective efficacy of teachers and consistently high quality teaching is the most important in-school factor for improving student learning and wellbeing (second only to student peer effect/student culture).”

Teachers	Integration Aides
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<p><u>Faculty Leaders</u></p> <p>Drama: <i>Ms Burridge</i> English: <i>Ms Barton</i> Humanities: <i>Ms Souter</i> Languages: <i>Mr Wang</i> Life Cycle: <i>Mr Vlahos</i> Maths: <i>Ms Fazzino</i> Music: <i>Mr Williams</i> Science: <i>Mr Norman</i> Visual Arts & Technology: <i>Ms Gallenti-Smith</i></p>	<p>Student Support Team Leader:</p> <p><i>Mr Livingston</i></p>
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<p><u>Leading Teachers</u></p> <p>Head of Years 7-8: <i>Ms Hayes</i></p> <p>Head of Year 9 & The Projects: <i>Ms Spain & Ms Withers</i></p> <p>Head of Years 10-11: <i>Mr Mann</i></p> <p>Head of Year 12: <i>Ms Bruce</i></p>	<p><u>Learning Specialists</u></p> <p><i>Ms Braine & Mr Alaimo</i></p>
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<p>Assistant Principal (Teaching and Learning): <i>Ms Triantafyllou</i></p>

<p>Principal: <i>Dr Andersson</i></p>

Curriculum Structure - Years 7 - 12

“A high quality education is a fundamental human right for all.”

Senior School Curriculum (Years 10 - 12)

Year 12 (2023)

VCE Units 3 & 4 Electives; Make a Difference Project; CHES, VSL, and VET options.

Year 11

VCE Units 1 - 4 Electives; VSL and VET options.

Year 10

Core Yr10 English, Maths, Science, Health; VCE Units 1 & 2 Electives (with breadth parameters); Physical Activity Passport; VSL and VET options.

Junior School Curriculum (Years 7 - 9)

Year 9

The Projects (i.e. project/challenge-based, interdisciplinary, community-focused learning) in Form Groups:

- The Inspiration Project (English/Humanities)
- The Universe Project (Maths/Science/Technology)
- The Imagination Project (range of semesterised Art and Technology subjects)
 - The Life Project (Health and PE)
- The Cultural Project (Mainstream Chinese, Enhanced Chinese, Cultural Elective, or VSL)
- The Entrepreneurial Project (year-long, team-based, community-focussed project as homework).

Year 8

Core Subjects in Form Groups; Mainstream Chinese or Cultural Elective or VSL or Enhanced Chinese Program (inc. Bilingual Humanities).

Year 7

Core Subjects in Form Groups; Mainstream Chinese and Spanish or VSL or Enhanced Chinese Program (inc. Bilingual Humanities).

Student Support and Culture - Staffing Structure

“The most powerful in-school factor that impacts upon student learning and wellbeing is student peer effect; in other words, a positive student culture”

Kind, Intelligent, and Passionate Teachers

Sub-school Staff			
Head of Years 7-8: <i>Ms Hayes</i>	Head of Year 9: <i>Ms Spain & Ms Withers</i>	Head of Years 10-11: <i>Mr Mann</i>	Head of Year 12: <i>Ms Bruce</i>
Year 7 Coordinator: <i>Ms Gabron-Uhe</i>	Year 9 Coordinator: <i>Mr Croft</i>	Year 10 Coordinator: <i>Mr Eley</i>	Year 12 Coordinator: <i>Mr Russell</i>
Year 8 Coordinator: <i>Mr Kavanagh</i>		Year 11 Coordinator: <i>Ms Carroll</i>	Student Pathways Coordinator: <i>Ms Alevizos</i>

Student Support Staff

Student Support Team Leader: *Mr Livingston*
 Integration Aides: *Ms Jackson, Ms Williams, Mr Gardiner, & Mr Beltran*
 Social Worker: *Ms Grant*
 Student Counsellor: *Ms Vardis*
 Youth Worker: *Mr Wales*
 Family & Community Liaison: *Mr Mussabehe*

Assistant Principal (Student Support and Culture): *Mr Taylor*

Principal: *Dr Andersson*

RHS Classroom Climate Norms

“Culture is a choice: design it or let it emerge. Culture is never neutral: it drives or it drains people”

- Teachers will be punctual to class and, where possible, will set up the classroom prior to the lesson.
- Students are not permitted to enter the classroom until directed by their teacher.
- A clear Learning Intention will be on the board for each lesson.
- A step-approach to behaviour management will be fairly, consistently and calmly implemented.
- Where required, teachers will collaboratively develop and consistently implement seating plans to improve class behaviour.
- Year 7 - 9 students are required to line-up quietly before entering the classroom, and quietly and calmly get set-up for learning.
- Teachers will carefully manage student movement within the classroom.
- Teachers will limit student movement out of the classroom (i.e. no drink breaks; limit toilet breaks; no trips to lockers during class-time).
- Teachers will implement effective lesson summary/reflection tasks at the end of each lesson.
- Students are required to help the teacher pack-up/clean-up classrooms at the end of each lesson, and wait to be dismissed by their teacher.

CoR Expectations

“Culture is a shared responsibility”

The CoR aims to make explicit, to all members of our school community, the beliefs and behaviours required for us to achieve our preferred future as one of the best public schools in Victoria, both for our students and for the public education system. **The following list of CoR Expectations apply to all Richmond High School students, staff, school leaders, and parents/carers.** These responsibilities are referred back to when the school enacts our positive student behaviour management processes and practices.

- ① Treat yourself, others, and the school environment with respect.

- ② Contribute to maintaining a safe, orderly, supportive, inclusive, and stimulating school environment.

- ③ Contribute to a school environment free from bullying, harassment, violence, abuse, discrimination, and intimidation.

- ④ Model and reinforce positive behaviour, and strive to embody our Vision, Values, and Ethos each day.

- ⑤ Participate fully in all of the school’s educational programs and promote their importance.

- ⑥ Active and compassionate listening with respectful, honest, and regular communication.

- ⑦ Focused, effortful, conscientious, and collaborative learning.

- ⑧ Put student learning and wellbeing at the centre of all decision-making and action.

- ⑨ Comply with all school policies, frameworks, processes, and instructions.

- ⑩ Take responsibility for your behaviour and its impact on self and others.

Sub-school and House Structures

To ensure that every student in our school is seen and supported - in terms of their learning, behaviour and wellbeing - we have a 'horizontal' Sub-school Structure with four Sub-schools (i.e. one Sub-school Coordinator manages one Year Level of students; Year 7/8, Year 9, Year 10/11, and Year 12 Sub-schools). To bolster our students' connectedness to and pride in our school, we have a 'vertical' House Structure with four Houses (i.e. a mixture of students from Years 7 - 12; gather at various times during the year to participate in a broad range of House Events; symbolic in nature rather than pastoral care). Our Houses are named after our School Values and have been translated into local First Nation's language with permission from elders and in collaboration with our indigenous students and staff.

	Sub-school	Booeegigat (Creativity)	Djerring (Diversity)	Dharrndun (Expectation)	Yurlendj (Intelligence)
12	Head of Year 12 Year 12 Coordinator				
11	Head of Year 10 & 11 Year 11 Coordinator				
10	Year 10 Coordinator				
9	Head of Year 9 Year 9 Coordinator				
8	Head of Year 7 & 8 Year 8 Coordinator				
7	Year 7 Coordinator				

Form & House Points System

Students can earn points for their Form Group (Years 7 - 9) and their House (Years 7 - 12) each week via: Positive Behaviour Points from staff; participation in student clubs and committees; participation and achievement in extra-curricular activities; wearing the correct uniform; being punctual to class; keeping the school environment clean and tidy; and demonstrated learning growth. There are prizes for students from the Form Groups and Houses with the most points at the end of each term and a trophy for the Form Group and House with the most points across the year. Weekly Positive Behaviour Points from staff are published via Compass Chronicle with a Green Flag (viewable by staff, student and their parents/carers).

Support Strategies

A cornerstone belief at Richmond High School is that every student can exceed their own expectations provided that their learning environment provides a culture of high expectations *with high care*. In order to holistically support students, the following learning and wellbeing support strategies will be implemented by the Sub-school Teams, Student Wellbeing Team, and/or the Integration Aide Team where appropriate:

- Confidential Learner Profiles
- Learning Improvement Plans
- Attendance / Behaviour Improvement Plans
- Student Support / Safety Plans
- Access to DET SSSO, KESO and/or Visiting Teacher services
- Access to the school's wellbeing and support staff
- Student Support Group Meetings
- Literacy and Numeracy Support Program (Years 7 - 10)
- Literacy and Numeracy Extension Program (Years 7 - 10)
- Modified Learning Program and/or Timetable
- VCE special consideration support strategies for SACs, SATs, and Examinations
- RHS Student Scholarships
- Special Entry Access Scheme (SEAS).

Transition to Year 7

The step from Grade 6 to Year 7 is often one of the most challenging, for students and their parents alike. To ensure all students and their parents make a smooth transition from primary school to Richmond High School, we provide the following:

- Various school connection opportunities throughout the year prior to enrolment (e.g. information evenings, school tours, opportunities for primary school students to attend afternoon 'master-classes' with school and faculty leaders, and opportunities for parents to attend our Tuning into Teens parent workshops)
- Thorough collection, collation, and sharing of relevant student medical, familial, learning and wellbeing information during Term 4 of the year prior to enrolment
- Thoughtful construction of our Year 7 Form Groups in consultation with the student, their parents, and the primary school
- Our Grade 6 Orientation Day led by school and student leaders in December
- Year 7 Transition Camp in February
- Family BBQ evening in Term 1.

Assemblies and Awards

In order to support all students in their embodiment of our Vision, Values, and Ethos, we run Whole-school Assemblies at the start and end of each school year, End of Term Sub-school Assemblies (organised and led by students), and our official Student Awards Ceremony (November). In 2023, once Unit 3/4 Exams have concluded, we will celebrate the graduation of our Foundation Students at the school's inaugural Valedictory Dinner. These assemblies and ceremonies provide a platform to celebrate student performance and growth in broad terms, and cultivate a school culture of pride, gratitude, and optimism.

Annual student awards include:

- ****The Principal's Award: *An exemplary RHS Student (Years 7 - 12), as selected by the Principal.***
- ****School Values Award: *A student (Years 7 - 12) that has thoroughly and consistently embodied RHS Values, as selected by the school's Leadership Team.***
- ****School Social Responsibility Award: *A student (Years 7 - 12) that has significantly contributed to the local community, as selected by the school's Leadership Team.***
- **Subject Awards (Lead Learner and Learning Growth Awards): *Students that have demonstrated outstanding learning performance or learning growth in a particular subject, as selected by Faculty Leaders. Two awards per subject, per year level (Years 7 - 12).***
- ****Senior Academic Award: *A Senior School Student (Years 10-12) that has demonstrated consistently outstanding learning performance across all of their subjects, as selected by the school's Leadership Team.***
- ****Senior All-rounder Award (Year 10-12 only): *A Senior School Student (Years 10-12) that has demonstrated consistently outstanding learning performance and/or growth, embodiment of RHS Values, and extra-curricular achievement, as selected by the school's Leadership Team.***
- ****Dux: *The Year 12 Student with the highest ATAR Score.***
- ****Senior Chinese Award: *The Senior School Student (Years 10-12) with the highest level of learning performance and co-curricular achievement.***

****Award-winners will have their name placed on our School Honour Boards.**

Student Leadership

“Leadership means making people and situations better”

Leadership development, for staff and students alike, is a key part of our ethos at Richmond High School. We are committed to developing and ‘scaling up’ a co-construction culture between staff and students (i.e. genuine opportunities for students and staff to build and improve the school together). As such, we provide a range of leadership opportunities and plenty of support and encouragement for all students. It is worth pointing out that quality leaders can emerge and grow from a diverse range of dispositions (e.g. extroversion AND introversion).

The following student leadership opportunities are available:

- **School Co-Captains
- Student Representatives on School Council
- Student representatives on the School Improvement Team
- House Captains and Vice Captains (Years 10, 11, and 12)
- Form Co-Captains (Year 7, 8, and 9)
- Subject Captains
- Musical Production Leaders
- Student Representatives on all staff interview panels
- Student focus groups for analysing school data and developing improvement initiatives
- School Ambassadors (e.g. lead school tours)
- Year 9/10 Mentors for Year 7 students
- Principal’s Advisory Group representatives (i.e. a small group of students with a rotational membership that meet regularly with the Principal to discuss opportunities and challenges for the school).

**School Captains will have their name placed on our Honour Boards.

Extra-Curricular Opportunities

Our students will have the opportunity to participate in a range of co-curricular (e.g. incursions, excursions, camps and study tours) and extra-curricular activities (e.g. clubs, inter-school sports, House events) as they move up the school from Year 7 to Year 12.

In 2019, we produced our first ever school musical (Seussical Jnr) and initiated our Instrumental and Ensemble Music Programs. We are committed to providing these performing arts opportunities every year. With the initiation of our House Structure in 2021, we now offer a broad range of House Events and Competitions. Additionally, we are a member of the Inner North Division for the state's inter-school sports competition and the Debaters Association of Victoria.

Staff and/or students are encouraged to establish and run clubs during before-school, lunch-times and after school. We view student clubs as an important element of the school culture as they create spaces for student to lead, discover passions, develop proficiency and purpose, build relationships with like-minded students and staff, and feel connected to the school community.

The following clubs emerged and have been popular during our first three years of operation:

- Students Making a Difference (SMAD)
- Running Club
- Book Club
- Chess/Table-top Games Club
- Study Club
- Basketball Club
- Futsal Club
- Lunch-time Sports (Mon - Fri)
- Lunch-time Music (Mon - Fri)
- Performing Arts Club
- AFL and AFL Umpiring Clubs
- Enviro Club
- Computer Game Club
- Art and Design Club
- Feminist Collective

Camps and Study Tours

Cohort Camps

- Year 7: Transition Camp, The Summit (Term 1)
- Year 8: Farm Camp, Kangarooobie (Term 2)
- Year 9: City Experience (Term 1)
- Year 10: Tasmania (Term 4)

Specialist Camps and Study Tours

All Year 9 students have the opportunity to sign-up for one additional small group camp during the year (e.g. Term-long Leadership Program; Young Leaders in China Program; World Challenge to Nepal).

The following study tours are open to all students in Years 10 - 12, provided they are currently studying subjects from the relevant subject domain. Where a student wants to go on one of these but the family does not have the financial means, the school will support the student in fundraising for their tour. These study tours will be available on a rotational basis (i.e. year on, year off), commencing in 2024.

- The Arts: New York
- Chinese: Young Leaders to China Program and VCE/VET Chinese Study Tour
- English: Europe
- Humanities: Central Australia
- Maths and Science: NASA, USA
- Sport and Health: Europe

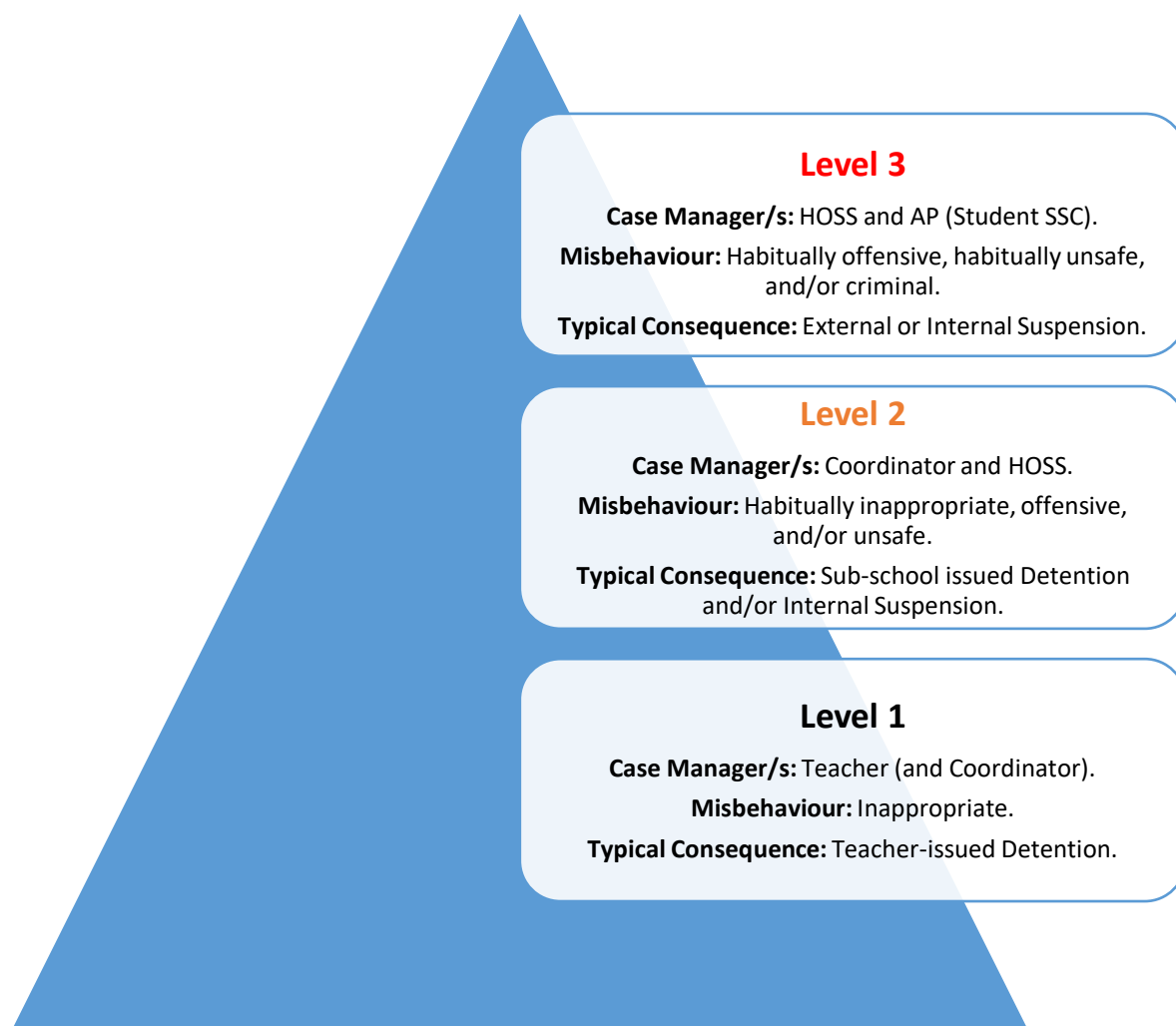
Positive Student Behaviour Management Guide

Introduction

The following positive behaviour management guidelines provide samples of inappropriate behaviours, the particular CoR Expectation (CoRE) that has been breached, and the likely school-based consequences and support strategies. As a guiding document only, individuals and individual circumstances should be taken into account when managing student behaviour. If you have any questions or concerns, please seek advice from the relevant Year Level Coordinator or Head of Sub-school.

The three levels of behaviour and the corresponding levels of consequence reflect the increasing seriousness of unsafe, inappropriate, or offensive behaviour. All school expectations and consequences apply while students are at school, engaged in school activities, and on the way to and from school. Inappropriate behaviour that takes place outside of school but has an impact on those within the school will also be addressed by the school. When addressing inappropriate behaviour, the honesty and cooperation of all members of the school's community is assumed and highly valued.

Please refer to the Appendix for relevant student conduct procedures (pp. 24 -27).



Level 1 - Managing Minor Breaches of the CoR

Misbehaviour deemed to be a minor breach of the Charter can be understood as *inappropriate behaviour* that falls below our agreed-upon standards and has a negative impact on the student's learning/wellbeing, the learning/wellbeing of others, and/or hinders the quality of teaching. Behaviour that may or does lead to students or staff feeling unsafe will be assessed as Level 2 or 3 breaches.

The teacher is in charge of the situation and manages any problems using a step-approach to behaviour management (i.e. remain calm, first warning/reminder of expected behaviour, second warning/reminder with provision of choices, move/isolate the student, and then the teacher issues an after-class consequence/restorative session).

After-class consequences/restorative sessions can take place during recess and lunch (provided students have at least 10 minutes for their recess and lunch breaks), and after-school (provided they are not held back for more than 10 minutes). **No flag or comment will be made on Compass Chronicle for Level 1 offences.**

If the minor misbehaviour continues during class-time despite the four steps outlined above, the teacher will send a reliable student to notify the relevant Year Level Coordinator or Head of Sub-School and they will collect the student from the classroom. At this stage, the student's behaviour will be deemed a Level 2 offence with associated consequences and restorative practices.

Example of Misbehaviour	CoRE	Consequences
Not following instructions from staff.	9	Step-approach to behaviour management with teacher-issued after class consequence/restorative session.

Level 2 - Managing Major Breaches of the CoR

Misbehaviour deemed to be a major breach of the CoR can be understood as *habitually inappropriate behaviour* (i.e. regular minor breaches) and/or behaviour that is *offensive and/or unsafe*.

The teacher assists with the management of any problems with the involvement of the relevant Year Level Coordinator or Head of Sub-School. Major breaches of the CoR may result in Subschool-led Detentions and/or Internal Suspensions.

Example of Misbehaviour	CoRE	Consequences
Ongoing minor breaches despite a teacher's step approach to behaviour management. Student referred to Year Level Coordinator or Head of Sub-school.	2	<p>Students that habitually engage in behaviour deemed to be a minor breach of the Charter will be required to attend a Behaviour/Attendance/Learning Improvement Meeting with the relevant Year Level Coordinator or Head of Sub-school and their parents.</p> <p>The student will also be placed on a Behaviour/Attendance/Learning Improvement Plan for the remainder of Term.</p> <p>Relevant teacher(s) may be invited to attend this meeting. Relevant teacher(s) to be informed of consequences/follow-up.</p> <p>The student will also be required to attend a Sub-school issued detention and/or an internal suspension.</p>

Level 3 - Managing Severe Breaches of the CoR

Misbehaviour deemed to be a severe breach of the CoR can be understood as *habitually offensive and/or unsafe behaviour* (i.e. regular major breaches) and/or behaviour that is *dangerous or criminal* and that has a significant negative impact on other members of the school community.

The Head of Sub-school assists with the management of any problems with the involvement of the Assistant Principal (Student Services, Support, and Culture) and the Principal as appropriate. Severe breaches of the CoR may result in 1-5 days of External Suspension. Where required, the Assistant Principal (or another member of the Principal Team) will contact Richmond Police.

Example of Misbehaviour	CoRE	Consequences
Any form of bullying, harassment, and/or discrimination (inc. online offences).	3	<p>The Head of Sub-school and relevant Year Level Coordinator will immediately investigate and gather evidence.</p> <p>The offending student will be placed on an internal suspension for the remainder of the school day.</p> <p>The Head of Sub-school will liaise with the Assistant Principal in charge of Student Services (or another member of the Principal Team) with regard to initiating an external suspension.</p> <p>The Head of Sub-school will contact parents regarding the incident, conditions of the external suspension (i.e. effective next school day, number of days), and arrange a post-suspension meeting with the parents and the student.</p> <p>The Head of Sub-school to contact parents of students impacted by the offending student's behaviour the same day of the incident.</p> <p>The student will also be placed on a Behaviour Improvement Plan for the remainder of the Term.</p> <p>Students that have been impacted by this behaviour may require a Student Safety Plan.</p>

Consequences & Restorative Practices - Detentions

Detention (Level 1 and 2 Consequence)

Teacher-issued detentions can be initiated provided the teacher has first implemented a step-approach to managing the student's behaviour (e.g. 2 warnings/reminders then moved). Teacher-issued detentions can occur during recess (10 minutes max.), during lunch (15 minutes max.), and/or after-school (10 minutes max.). Teachers are not required to notify parents, but they will inform the relevant Year Level Coordinator. If students do not attend their teacher-issued detention, the teacher will inform the relevant Year Level Coordinator and a Sub-school issued detention will be implemented. Sub-school issued detentions are 30 minutes in duration and are held after school (3:10 - 3:40pm). Parents will be informed of the detention no less than the day before. Year Level Coordinators will add a comment to Compass Chronicle with an Amber Flag (only viewable by staff). Detentions must adhere to our agreed-upon school culture frameworks (i.e. the student is provided the opportunity and guidance to reflect on their behaviour and develop strategies to improve their behaviour and/or repair any damage caused). Sub-schools will have Detention Reflection Task sheets available to facilitate this restorative practice. Once the student has completed this sheet, it will be added to the student's file.

School Service (Level 1 - 3 Consequence)

Where a student has deliberately or accidentally (through negligence) caused damage to school property, staff can issue logical and reasonable school service consequences. For example, a teacher on Yard Duty can instruct a student to clean up litter if they have observed the student littering.

Consequences & Restorative Practices - Suspensions

Teacher Issued Detention (Level 1)

Teacher-issued detentions can be initiated provided the teacher has first implemented a step-approach to managing the student's behaviour (e.g. 2 warnings/reminders then moved). Teacher-issued detentions can occur during recess (10 minutes max.), during lunch (15 minutes max.), and/or after-school (10 minutes max.). Teachers are not required to notify parents, but they will inform the relevant Year Level Coordinator. If students do not attend their teacher-issued detention, the teacher will inform the relevant Year Level Coordinator and a Sub-school issued detention will be implemented.

Sub-school Issued Detention (Level 2)

Sub-school issued lunchtime detentions are 25 minutes in duration and are held in Room 121 on every school day from 12:20pm - 12:45pm. Parents and students will be informed of the detention via an email from Compass. Parents will also be able to view the Compass Chronicle entry of the lunchtime detention.

Sub-school issued after-school detentions are 50 minutes in duration and are held after school (2.40 – 3.30pm for Year 7-9 and 3.30 - 4.20pm for Year 10-12). Parents and students will be informed of the detention and date through an email from Compass. Parents will also be able to view to Compass Chronicle entry of the afterschool detention.

Detentions must adhere to our agreed-upon school culture frameworks (i.e. the student is provided the opportunity and guidance to reflect on their behaviour and develop strategies to improve their behaviour and/or repair any damage caused). Sub-schools may have detention reflection tasks available to facilitate this restorative practice, or issue school service tasks during this time. Where a student has deliberately or accidentally (through negligence) caused damage to school property, students may complete school service consequences. For example, a teacher on Yard Duty can instruct a student to clean up litter if they have observed the student littering.

Appendix - Student Conduct Procedures

Mobile Phones

Mobile phone storage during school hours

Mobile phones are expected to be switched off, and locked inside a students' locker between school hours:

- Years 7 - 9: 9:10am - 3:10pm
- Years 10 - 12: 10:00am - 4:05pm

All Richmond High School students are supplied with a combination lock upon enrolment. If a student loses their lock, or it breaks, a new lock can be supplied to the student and their family invoiced. It is a student's responsibility to keep their lock, lock their locker, and notify sub-school staff if they require a new lock.

If a student needs to contact their parents or family at any point during the school day, they will be allowed to use the school phones within their sub-school office at break times. If parents or families need to contact their child during a school day, they can call the main office and leave a message to be relayed to their child by Richmond High School staff.

Consequences of phone use during school hours

Mobile phones can distract from learning within the classroom and impact student wellbeing through misuse; this is why we have the expectation that all mobile phones will remain in lockers through the school day.

If a student is found using their mobile phone during school hours, Richmond High School teaching staff will follow a confiscation protocol to ensure that the particular student can remain focused on their learning throughout the school day:

1. The student will be asked to surrender their mobile phone device to their classroom teacher.
2. The staff member will collect the phone and place it in an envelope. They will label it with the student's name, form group, current condition (e.g. screen cracked) and time of confiscation.
3. The envelope will be placed in a pencil case where the staff member can store the mobile phone device until they have the opportunity to deliver the phone to the front office.
4. The classroom teacher will post a Compass chronicle to the student's profile to indicate that their mobile device has been confiscated.
5. The front office will keep the mobile phone device securely locked away for the remainder of the school day.
6. The student will be able to collect the mobile phone device from the front office at the end of the school day.
7. If a student's phone is confiscated on more than three occasions in a single Term, the student's parent/guardian will be notified and the sub-school will follow up with an appropriate consequence which could involve the parents coming in to collect the phone from the office after school, or a before/after school detention.

Refusal to surrender mobile phone

If there is a situation where a student refuses to surrender their mobile phone, Richmond High School staff will:

- Remind the student that they are now refusing to follow teacher/staff instruction and that there will be further sub-school issued consequences to follow because of this.
- Notify sub-school staff of the refusal to surrender the phone and the ignoring of instruction so the relevant staff can follow up with the student.

If sub-school staff are required to intervene, they will:

- Catch up with the student and ask them once again to surrender the mobile phone due to using it within the school day.
- If the student surrenders the phone, contact with the students' parent/carer to inform of the incident and an after school detention will be issued for ignoring teacher instruction.
- If the student chooses not to surrender the phone, the students' parent/carer will be contacted and an internal suspension will be issued for the continued refusal of teacher instruction.

Exemptions for mobile phone use

Where a mobile phone may be required or useful for learning activities such as: filming, photography, voice memo recording, etc. there are exemptions to these procedures in place if:

- The exemption is pre-arranged. (e.g. In Session 6 today, we will be filming, you will be allowed to use your mobile phone device to do this or e.g. On Tuesday next week we will be taking photos around the school, you will be allowed to bring your mobile phone device to class for this purpose.)
- The exemption is actively supervised.
- Students are using the mobile phone device for the purpose of the exemption only.
- The mobile phone device is locked in the students' locker before and after the exemption period.

Uniform

Rationale

Wearing our uniform correctly fosters and communicates pride in our school community. It also helps students feel that they are equal among peers and belong within our community, with no student feeling left out due to the clothes they choose or are able to wear. Pride, equity, and belonging are important pre-conditions for optimal learning and wellbeing.

Responsibility

Students will . . .

Wear correct and full school uniform each school day and obtain a uniform pass from their Sub-school if they are unable to wear correct uniform on a particular day.

Parents/Carers will . . .

Ensure that their child leaves for school in correct and full uniform each school day and notify their child's Sub-school if they are unable to wear correct uniform on a particular day.

Teachers will . . .

Implement the school's policy and shared approach to student uniform with consistency and kindness.

Sub-school Staff will . . .

Lead the implementation of the school's policy and shared approach to student uniform with consistency and kindness.

Principal Class and Business Manager will . . .

Support Sub-school Staff in their leadership and lead the review of the Uniform Policy with School Council.

Classroom Exit Pass

At Richmond High School, we aim to create and maintain a calm, orderly, and focused learning environment. As such, it is our expectation that all students remain within classrooms throughout all classes. This is so that students have as much exposure to learning time as possible during the school day.

As such, we always encourage our students to visit the bathroom, fill up drink bottles, and do any other duties during their Recess and Lunch breaks so they are able to remain in class during class times. We also expect that all students will bring all equipment required for classes so that they do not need to exit class to gather equipment from their lockers during learning time.

To support us to maintain a focused learning environment, Richmond High School will implement an Exit Pass Policy for students who wish to leave class for sickbay, bathroom, or sub-school purposes.

How exit passes work

1. If a student must attend sick bay, go to the bathroom, or visit sub-school for any reason during class time, they must request an exit pass from their classroom teacher.
2. The classroom teacher will fill out an exit pass that details the student's name, the time of departure, and reason for departure from class.
3. The student must keep the exit pass on their person throughout the time they are absent from class.
4. The student will return the exit pass to the teacher upon returning to class.

Whilst students are out of class...

- Staff members will ask students out of class to see their exit passes as permission to be out of class.
- Students who present a valid exit pass will be permitted to conduct their activities.
- If a student does not present a valid exit pass, that staff member will notify sub-school staff that the student is out of class without permission via a Compass Chronicle Entry. The student will be directed to return to class immediately.

Consequences of being out of class without a valid exit pass

- Students who are out of class without a valid exit pass will be instructed to return to class immediately.
- Sub-school will be notified that the student has been out of class without permission.
- If a student refuses to return to class, sub-school will be informed and consequences will follow for refusing staff instruction.
- If a student is found to be out of class without permission **two or more times in one week**, a detention consequence will be issued.
- If a student is consistently and habitually out of class without permission, further consequences will follow as discussed with sub-school.

Exemptions from exit passes

We know that sometimes, students must leave class for circumstances beyond the realms of the exit pass, or may not have an exit pass with them in extenuating circumstances. Teacher discretion will be used on some occasions where a staff member will use their judgement to determine whether follow up is required for a student who is out of class without an exit pass in these circumstances.