



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have the right to and receive a quality education.

This Responsible Behaviour Plan is designed to allow North Rockhampton High School to achieve its behavioural goals for students and fulfil the goals of its school mission statement. These goals are reflected in the school's priorities in response to the school's improvement agenda.

MISSION STATEMENT

North Rockhampton High School provides a supporting, caring, stimulating environment where individuals will be assisted to realise their full potential: intellectually, physically, culturally, emotionally and socially.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe

THE SOCIAL AND BEHAVIOURAL CONTEXT OF NORTH ROCKHAMPTON SHS

North Rockhampton State High School has a student community coming from a broad range of socio-economic backgrounds.

Diversity is our strength. Our students can relate to a range of people which prepares them well for university, work and life.

The particular social and behavioural aspects of North Rockhampton High School's community which have been considered in developing this plan include:

1. North Rockhampton SHS has a typical enrolment of over 1000 students with a total staff of around 120.
2. Approximately 18 % of the student population are ATSI students. Approximately 15 % of the student population have a learning difficulty and a further 5.9% have been ascertained as having a disability.



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3. NRSHS services its surrounding communities on the north side of Rockhampton and smaller communities outside the city. Many students from other parts of Rockhampton also attend the school. The major feeder schools are Berserker, Mount Archer, Frenchville, Lakes Creek and Park Avenue.
4. Approximately 30% of our students are prepared for university studies, the remaining students are prepared for vocational pathways.

2. Consultation and data review

North Rockhampton SHS developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and meetings. The school has a Behaviour Team in place which analysed much of this collected data and also reviewed data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2015.

The plan is reviewed on a yearly basis to ensure it is responsive to current data trends.

3. Learning and behaviour statement

SCHOOL VALUES

At North Rockhampton State High School we have four values:

- **We are responsible**
- **We are respectful**
- **We are learners**
- **We strive for excellence**

SCHOOL RULES

At North Rockhampton State High School, our whole school rules are underpinned by our school values. Our whole school rules are;

- **Follow staff directions**
- **Use good manners**
- **Be committed to learning**
- **Be safe**

BELIEFS and BEHAVIOUR

- You can only control your own behaviour
- Organise the setting so that it is easier to comply
- Shared common consistent routines in every classroom
- Explicitly teach behaviour rules, classroom routines and good manners.



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- No child has the right to disrupt the learning of others.

BELIEFS around LEARNING

- Every person can learn
- Better learning outcomes are our core business
- Student attendance impacts on learning outcomes
- Quality teaching impacts on student outcomes
- Building relationships enable success
- Feedback is essential for learning and growth

PHILOSOPHY

If you coach students to look within themselves; decide the way they want to be, and deconstruct their own attitudes so that they can get what they want without disrupting the learning of others. They can only control their own behaviour so we need to explicitly teach students appropriate behaviours and create a setting that makes it easier to comply than disrupt others.

RESEARCH

Our behaviour system is modelled on a combination of the following:

Edward FORD Process (PTR) – Ask questions that align with expectations and student choices to go to another space

William GLASSER Choice theory – you can only control your own behaviour

School Wide Positive Behaviour – data analysis, community consultation and explicitly teaching behaviours.

SENIOR STUDENTS

Students in years 11 and 12 have special responsibilities towards themselves and their school. Year 11 and 12 students are role models for younger students in the school. Most importantly, senior students are to take responsibility for their own behaviours.

- Senior students should be familiar with and adopt and promote this Code of Behaviour
- Students must fulfil their attendance responsibilities
- Students should be familiar with and abide by the various school policies
- Full use should be made of Tutorial opportunities
- Senior students should use their own initiative in solving problems or seeking advice in a responsible manner
- Students should find opportunities to develop their leadership skills
- Students should model the spirit of the school motto.



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NRSHS believes that all students have the right to attend school in a safe environment. All students and staff should respect each other and exhibit a sense of pride and identity with their school.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

• Universal behaviour support

- Regular meeting of School's Behaviour Team to interrogate, respond and feedback behaviour data to school community stakeholders.
- Comprehensive induction program in the North Rockhampton SHS Responsible Behaviour Plan for students delivered to new students as well as new and relief staff. Specific anti-bullying programs are built into the curriculum (evident in HAWKS Program)
- All year levels participate in lessons relating to values, relationships and safe behaviours.
- Year 9 and 10 students train as Peer Helpers – These students are available to assist other students as Peer Helpers.
- The Senior Hawks Program examines a range of social and relationship issues.
- Individual student plans attempt to resolve issues in a responsible manner and encourage students to choose more responsible behaviours in the future. The school's Guidance Officer counsels students who have a continued pattern of behaviour.

RECOGNISING STUDENT ACHIEVEMENT

At North Rockhampton High School we believe that it is of utmost importance to recognise the many and varied achievements of our students. We like to publicly acknowledge positive activities within the school in these ways:

- Assemblies – sporting/academic and cultural pursuits and citizenship successes are recognised regularly
- Press coverage – successful students are included in local newspapers
- Newsletters – student achievements are noted in the school's fortnightly newsletter
- Awards nights – academic/cultural/citizenship and sporting excellence is recognised on these evenings each year
- Reports and certificates
- Membership of student bodies and input into the running of the school
- Appointment of the positions of Senior Leader, House Captain, School Captain, School Vice Captain and Student Council
- Classroom feedback, awards and personal letters to individuals

• Targeted behaviour support

- Partner Teacher System data is supplied to HODs every 5 weeks to look for patterns and issues. These are discussed at Curriculum Area meetings



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(CAMs). The school Support Staff also meet weekly to monitor and discuss students of general concern.

- Case Managed Students – If a student has a Case Manager, classroom teachers need to contact that Case Manager any time they send that student to the Partner class or whenever they have a general concern about the student.
- Classroom teachers are required to contact parents when they send a student to the Partner Classroom for the second time within a school term and for any frequent Partner Classroom visits from their subject following that occasion. This can be done by phone call, e-mail, SMS or via a proforma letter. It is the teacher's responsibility to ensure that this procedure is followed. This is a vital step in teacher-parent communication and will help ensure that parents understand and support the process.
- Classroom teachers also need to contact parents when they have a concern about lack of class work, homework or other non compliance.
- When a student has been sent to Partner Teacher Classroom for a third (and consequent) time, the relevant HOD will be informed by the classroom teacher and the Partner Teacher Referral System data report. It then becomes the responsibility of the HOD to intervene in the situation and try to achieve a positive educational outcome. Strategies that may be considered by the HOD include but are not limited to:
 - Parent interviews
 - Student/teacher mediations
 - Assisting the negotiation process
 - Subject monitoring forms
 - Change of classes or teachers
 - Withdrawal from class to complete separate program.
- Year Co-ordinators will monitor student referrals across subject areas and inform parents when a pattern begins to occur. Year Co-ordinators may try a number of strategies to support the student. Strategies that may be considered by the Year Co-ordinator include but are not limited to:
 - Conducting teacher meetings
 - Running progress checks
 - Student counselling
 - Parent interviews/contact
 - Monitoring sheets
 - Organising counselling for student
 - Assisting negotiation processes
- Case Managers will be contacted by Deputy Principals when a pattern becomes evident for a particular student. Case Managers may try a number of strategies to support the student. Strategies that may be considered by the Case Manager include but are not limited to:



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- Modifying timetables
- Adding in class support
- Organising tutorials
- Parent interviews
- Advice to teachers/teacher meetings
- Alternate programs

Students identified as requiring targeted support may require a collaboratively developed Behaviour Support Plan. These support plans may be for a single subject area or may respond to whole school concerns.

- Subject Area Behaviour Monitoring: - Issued by Heads of Department to address concerns raised by a particular teacher in a single subject area. These are monitored by the teacher and HOD and feedback to the parent.
- Whole School Monitoring: - Issued by Deputy Principal or Year Coordinators when concerns have been raised by teachers, administration or parents regarding issues displayed across a range of subject areas/non-curriculum areas.

The purpose of this monitoring is to:-

- Have students recognise and own their behaviour
- List corrective actions and positive goals to be achieved
- Monitor and support improvements in daily behaviour.

• Intensive behaviour support

Frequent flyers to the Partner Teacher Referral System will be identified using the available data.

At times it may be necessary at this point, to call a **Student Assistance Meeting (SAM)**.

Such meetings will:

- Be chaired by the relevant Administration member for the student's year level or their nominated representative.
- In the case of special needs students, the meetings will be chaired by the HOSE with the presence of the relevant Administration member or their nominated representative. The student's Case Manager should also be in attendance.
- Parents either need to attend the meeting in person or be available for telephone interaction during the interview. Students do not attend the meeting.
- All relevant or interested teaching and support staff are invited to attend the meeting. Classroom teachers of the student are strongly urged to attend. If this is not possible, information is to be forwarded in writing in advance of the meeting if it is relevant to the situation.
- Year Co-ordinators need to collect information from the student and the Partner Teacher/s prior to the meeting and report to the student following the meeting regarding outcomes.
- The focus of such meetings is to make a plan of support strategies that will be offered to the student following the meeting. It is not to try to control the student's behaviour – rather the aim is to determine what the people in attendance can offer that is within their own control.



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- A future meeting date is determined at the conclusion of the meeting to review the success of the plan.
- A copy of all paperwork associated with such meetings is to be placed in the student's file.
- One person is elected as the student's Case Manager during the course of the SAM. This person's job is to ensure that strategies determined in the meeting are offered to the student. The Case Manager also needs to put a summary of the meeting out to all teachers, support staff present and into the student's file.
- Strategies which might be employed as part of SAMs include but are not limited to:
 - counselling (inside and out of school)
 - modified timetables
 - change of subjects
 - reduced timetables (Earn Alls)
 - organising quality time
 - alternate programs
 - Student/teacher mediations
 - Student/student mediations
 - Arranging tutoring
 - Arranging work placement
 - Using peer mentors to assist student
 - Arranging social skilling programs
 - Arranging anger management programs
 - Incentive programs
 - Adjustments to teaching styles
 - Time-out pass
 - Resilience programs
 - Explicit teaching of social skills
 - Reasonable adjustments

On other occasions, a smaller **Intervention Team** may be called together to assist the student. This team may consist of members of the teaching and support staff. The team meets and tries to resolve the student's issues or formulate strategies to assist the student.

The Intervention Team includes either the school Guidance Officer or the Youth Worker. The Chair of the team is responsible for compiling a report to document strategies implemented to assist the student and for organising a follow up review to check on the student's progress.

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.



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Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally)

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda acknowledge cooperation, withdraw if the situation escalates)

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour)

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations)

Physical Intervention

Staff may make legitimate use of physical intervention if non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others

Appropriate physical intervention may be used to ensure that North Rockhampton High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only



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considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve that desired result, and
- take into account the age, disability, understanding and gender of the student

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Health and Safety incident record



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6. Consequences for unacceptable behaviour

Determining the Level of Behaviour

Disruptive behaviours in the classroom are dealt with by the teacher who uses a range of skills and techniques to manage the behaviour. Persistent behaviours that are identified as being detrimental to the learning of others can result in the students being referred through the Partner Teacher System or to the relevant HOD.

These may include:

- Talking while teacher is talking
- Talking while a student is speaking to the class
- Talking disrespectfully
- Bothering others
- Interrupting, calling out
- Out of seat
- Arguing with teacher regarding an instruction or a rule
- Throwing things
- Yelling / use of inappropriate language
- Refusal to follow seating plan
- Refusal to line up

Non-compliant (without disruption) classroom behaviours, which do not disrupt others, are dealt with by the classroom teacher with the assistance of the relevant HOD.

These may include:

- Incomplete homework
- Incomplete class work
- Lack of attention in class
- Bullying (which is not causing obvious disruption)
- Incomplete assessment
- Classroom talk and inappropriate language
- Writing notes in class
- Classroom littering
- Careless misuse of property or equipment
- Workplace Health and Safety Issues

Serious misbehaviours are to be dealt with by the school administration team. Teachers need to refer students to the administration team by completing the serious misconduct form or referring through OneSchool.

These may include:

- Verbal or physical abuse of teacher and/or student
- Physical violence
- Inappropriate sexual behaviour
- Persistent/dangerous Workplace Health and Safety Issues
- Smoking
- Vandalism
- Illegal drugs



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- Refusing to go to the Partner Teacher Class
- Gross defiance
- Cyber harassment of staff
- Serial cyber bullying of students
- Spitting on someone
- Possession/misuse of knives or any form of weapon
- Threatening and intimidating a staff member

CATEGORIES OF BEHAVIOUR

The following table deals with the most common behavioural issues. It shows how these behaviours are dealt with across the school.

CLASSROOM NON-COMPLIANCE (without disruption)		CLASSROOM DISRUPTION	SERIOUS MISCONDUCT
Classroom Teacher Issues	HOD to assist	PTR Issues	Administration Issues
Homework or class work incomplete	Persistent homework issues or persistent lack of class work	Not a PTR issue.	Can become an Administration issue – Behaviour Management Referral process
Assessment incomplete	Assessment issues as per school assessment policy	Not a PTR issue.	
Inattentiveness in class	Persistent inattentiveness in class	Not a PTR issue.	
Late to class	Persistent and disruptive lateness to class where a pattern has been observed.		
Leaving class without permission	Persistent leaving class without permission, lack of co-operation in resolving this issue		Persistently leaving the classroom/ school grounds without permission.
Swearing or use of bad language in a non-aggressive and non-disruptive manner		Swearing or use of bad language in a manner which disrupts the class or a class member	Verbal abuse directed at a teacher
Misusing school equipment or careless damage to property	Persistent misuse of school equipment or careless damage to school property	Damaging the property of another student or the teacher in a disruptive manner	
Workplace Health and Safety issues	Workplace health and safety issues	Situations where health and safety issues create a classroom disruption	Serious/dangerous workplace health and safety issues



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CLASSROOM NON-COMPLIANCE (without disruption)		CLASSROOM DISRUPTION	SERIOUS MISCONDUCT
Writing notes in class in a non-disruptive manner		Writing notes in class that create a classroom disruption for others	
Not following a rule or procedure (school or classroom rule or procedure)		Arguing with teacher about rule or procedure in a manner which disrupts others – this does not mean that all student challenges/questions are classed as “arguments”.	Persistent and/or serious uniform issues
Bullying or harassment of others		Harassment which creates a classroom disruption	Persistent bullying and harassment as per Bullying Policy.
Classroom littering	Persistent issues	Not a PTR issue.	
Deliberately misleading a staff member	Deliberately misleading a staff member	Arguing with teacher in a disruptive manner	
Classroom attendance & truancy	Detentions issued as per policy.		Student consistently truants class and does not attend assigned detentions in G01 for truancy.
Physical violence		Pushing, shoving or “play fighting” in a manner which creates disruption	Physical violence towards student or teacher
Drugs and Smoking			Use of illegal substances including smoking
Inappropriate behaviour during excursions	Inappropriate behaviour during school excursion		Serious misbehaviour during school excursions
Sexual Harassment			Inappropriate sexual behaviour
Lack of proper equipment	Persistent lack of equipment		
Chewing gum, spitting, eating in class	Persistent problems	Arguing with teacher about instructions relating to chewing gum, spitting or eating in class and thereby creating a classroom disruption	
Use of electronic devices in class	Persistent issues with electronic devices	Arguing with teacher about instructions relating to use of electronic devices and thereby creating a disruption	
			Possession/use of knives/weapons



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ON-LINE BEHAVIOUR

At School:-

On enrolment all students will sign an Internet Declaration form which states that the student will while accessing the internet:

1. Use it only for educational purposes;
2. Not look for anything that is illegal, dangerous or offensive;
3. If they accidentally come across something that is illegal, dangerous or offensive, they will a) clear any offensive pictures or information from their screen and b) immediately, quietly, inform their teacher;
4. Not reveal home address or phone numbers – theirs or anyone else's;
5. Not use the internet to annoy or offend anyone else;
6. Understand that, if the school decides they have broken these rules, appropriate action will be taken. This may include loss of Internet access for some time.

Away from School:-

- The use of the internet outside of school which presents material which is defamatory towards student/staff, could incite violence, contravenes the school's bullying policy or affects the good order and management of the school will be classified as a serious misconduct.

ROLE OF STUDENT YEAR CO-ORDINATORS IN MANAGING BEHAVIOUR

The role of the Year Coordinators is to:

- Liaise with teachers, HODs and Administration team to identify High Flyers or students showing signs for concerns across multiple subject areas.
- Assist teachers/Administration by investigating issues and offering proactive strategies or programs for the student/students involved.
- Work with support staff to implement support structures, proactive strategies, counselling or other assistive measures.
- Collect and collate information on student performance and behaviour in preparation for Student Assistance Meeting.

Year Co-ordinators may implement a number of strategies to support the student. Strategies that may be considered by the Year Co-ordinator include but are not limited to:

- Conducting teacher meetings
- Running progress checks
- Student counselling
- Parent interviews/contact
- Monitoring sheets
- Organising counselling for student
- Assisting negotiation processes
- Placing student in G01 for lunch time sessions to complete a plan relevant to a classroom situation, lunch time misbehaviours or bullying issues



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- Completion of a formal apology by student to relevant teacher
- Placing student on period report
- Arranging for class/timetable changes

ROLE OF HEAD OF DEPARTMENT IN MANAGING BEHAVIOUR

Heads of Department are responsible for assisting teachers with the management of curriculum related issues. It is the responsibility of the HOD to assist teachers in addressing persistent disruptive behaviours identified by the Partner Teacher System.

Student Level

- Meet with student to discuss behavioural issues – issue consequence
- Counsel student
- Contact parents
- Monitor student progress
- Document behaviour and refer to Administration team

Grievance

If the student has a grievance in regards to the referral process:

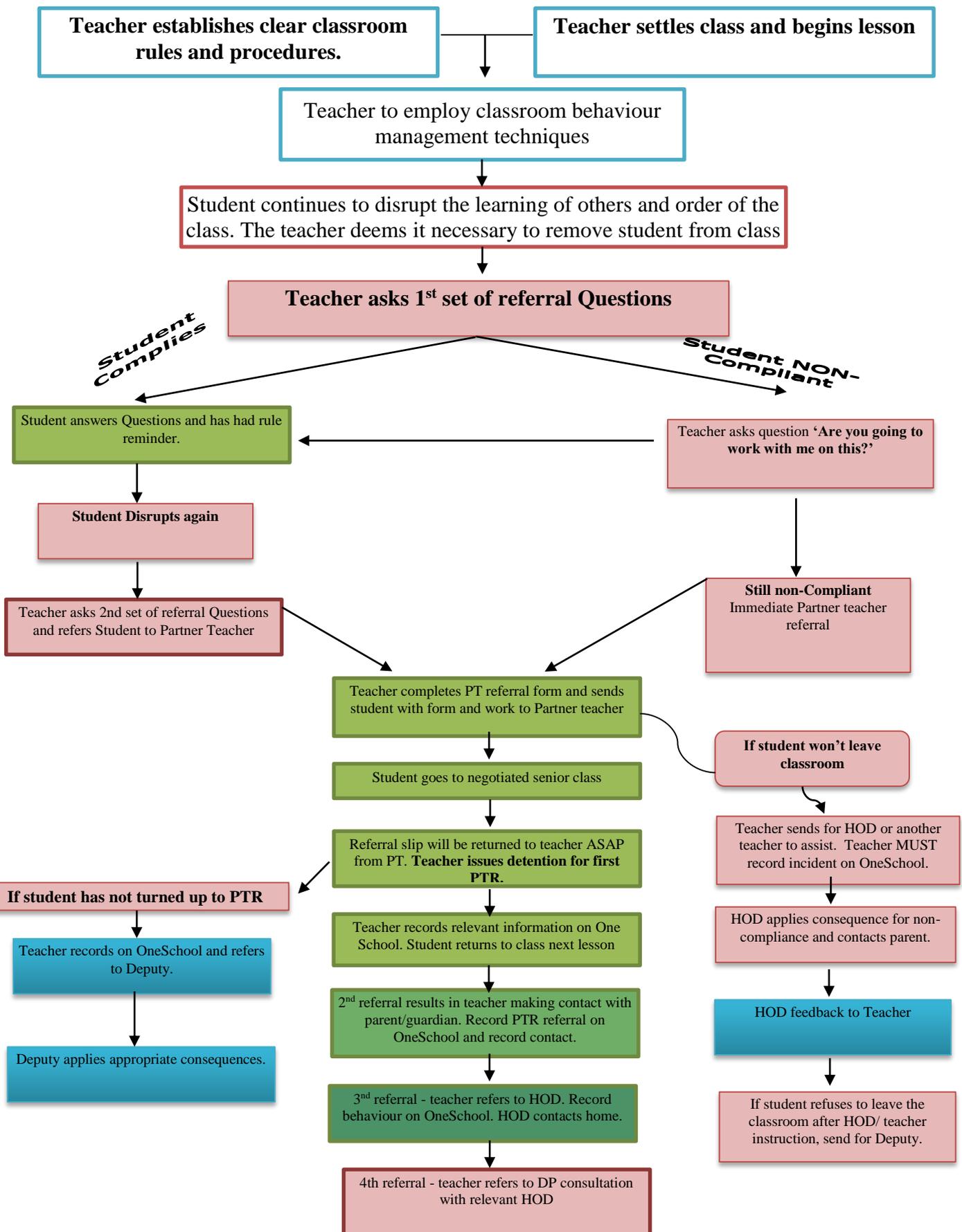
- Issue the student a grievance form
- Read and discuss issue with student
- If their concerns are valid, address concerns with the teacher from the student perspective

Teacher Level

- Teacher support
- Feedback to teacher of strategies and/or appropriate consequences applied
- Discuss identified persistent classroom behaviours
- Offer suggestions of behaviour management strategies to teacher
- Organise/seek behaviour management professional development for teacher up-skilling



The Partner Teacher Referral Process – Junior Secondary



Dealing with Classroom Disruption

The North Rockhampton SHS expectations are essential to this process

- Each individual has the right to learn in a non-disruptive environment and each teacher has the right to teach in such an environment
- We are all responsible for our own behaviours
- Each individual has the right to an education so long as their behaviours do not impinge upon the rights of others
- All members of the school community must demonstrate respect for others
- Students who cannot behave without disrupting others need to be removed from the classroom and supported with individual assistance as they develop their social skills

Establishing classroom rules, expectations and practice

This process is developed by each class teacher with the class. These operational procedures need to be clearly communicated and explicitly taught to the students of your class. All classroom rules and practice must align with the broader school expectations and rules.

- All electronic devices need to be in students' bags and set to silent
- Ensure a quiet and orderly entry to and exit from the classroom. (All Year 8,9 and 10 students are to line up for entry)
- Student seating within the classroom (seating plan for all Years 8 and 9 students)
- Removal of hats before entering classroom
- Placement of student bags
- Access to water during lessons
- Leaving of the classroom during the lesson. (Using leave pass)

Based on NRSHS adopting the Explicit Teaching Model all classes require:

- Warm ups – settling activity
- Introduction to lesson

Teachers will need to develop operational procedures which suit their particular subject areas and classroom environments.

When a student disrupts the class, the teacher is to use their behavioural management skills and techniques to redirect the student back to the desired educational outcome. When persistent detrimental behaviours occur after the teacher has employed their skills and techniques, the teacher then may ask the student the Partner Teacher referral questions.

- What are you doing?
- What happens when you break the rules?
- What will happen if you disrupt again?

If the student refuses to go to the Partner Class

- Inform the student the incident will be referred to administration
- Fill out a serious misconduct form and send another student to administration with it
- OneSchool all details of the incident and refer to relevant Deputy

TRUANCY ISSUES

LEAVE PASS

Teachers each have **one leave pass** to use with students who need to leave the classroom for a legitimate reason. Teachers give the pass to students as they leave and ensure it is returned to the teacher as the students return. This means that only one person can leave the classroom at a time. The only exception to this procedure occurs when teachers wish to send a small group of students to work on a computer in another class. In that instance teachers need to send a note with their leave pass along with the students.

The leave passes mean that it is relatively simple for any staff member who is walking around the school during lessons to monitor whether or not a student has a legitimate reason for being out of class.

Should a staff member find a student out of class without a leave pass, that staff member needs to escort the student to their class. If the student is unco-operative, the staff member needs to report the matter to Administration.

ATTENDANCE CHECKS

Teachers are required to complete attendance/truancy checks whenever a student is marked present on the rolls but not in class. This is done by checking ID Attend. If a student claims to have seen a support staff member, the teacher should have received an appointment slip. If they have not, the teacher needs to check with the support staff member. If relevant, teachers need to check excursion lists. If a student has truanted a lesson, the teacher needs to follow the truancy procedures.

WHOLE DAY TRUANCY

Students who truant whole days will be dealt with by the Administration. Persistent truants will receive counselling/ detentions / parental contact / suspension and if necessary, police notification.

STUDENTS TIMETABLED FOR STUDY

In the junior school it will be unusual for students to have study sessions timetabled but often senior students may have study periods in their timetable. Such students are required to carry a Timetable with them to illustrate that they are on a study lesson.

Students on spares should be working in the library unless they have made other arrangements. A roll will be marked.

PLAYGROUND BEHAVIOURS

All playground teachers are equipped with two-way radios for communications. A “hot spot” teacher is also available for support in any area.

A “disruption” in the playground is seen as any behaviour which breaches the school rules or creates a general disruption to the good order of the playground.

The rules which apply to the playground are the general set of school rules. These rules are:

- 1. Follow staff directions**
- 2. Use good manners**
- 3. Be committed to learning**
- 4. Be safe**

PLAYGROUND LITTER

North Rockhampton High School upholds a litter free environment as part of our Workplace Health and Safety Policy. All students are responsible for properly disposing of their own litter.

SERIOUS MISCONDUCT

Students who have behaved in a matter which is classified as Serious Misconduct, are referred immediately to the Administration team using the Serious Misconduct Referral. Students who have refused to go to the Partner Teacher Class or who have disrupted in the Detention Room have also committed a Serious Misconduct.

STRATEGIES USED BY ADMINISTRATION TEAM

Strategies which may be employed include but are not restricted to:

- Requiring student to attend counselling
- Placing student in detention room for lunch time sessions to complete a plan relevant to a classroom situation, lunch time misbehaviours or bullying issues.
- Requiring student to complete a formal apology
- Calling a parent interview
- Placing student on period report
- Arranging for class/timetable changes
- Arranging modified or alternate programs
- Arranging for a Student Assistance Meeting or Intervention meeting to occur
- Organising restitution in terms of time and/or money
- Suspension, Cancellation of Enrolment, Behaviour Improvement Condition or Proposal to Exclude/Recommendation to exclude

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

The school will attempt to work through situations to arrive at the most positive outcome for all students. In some instances though, serious anti-social actions will result in consequences as reflected below.

Unacceptable Behaviour	Possible Consequence
Serious truancy issues	Suspension / Cancellation of enrolment for post-compulsory students / Behaviour Improvement Condition / Exclusion
Smoking	Detention / Suspension
Verbal abuse	Detention / Suspension / Behaviour Improvement Condition
Physical violence	Suspension / Exclusion / Behaviour Improvement Condition
Being involved with illicit substances	Suspension / Behaviour Improvement Condition / Proposal/Recommendation to Exclude
Inappropriate sexual behaviour	Suspension / Behaviour Improvement Condition / Proposal/Recommendation to Exclude
Vandalism	Detention / Restitution / Suspension / Behaviour Improvement Condition / Proposal/Recommendation to Exclude
Serious bullying	Suspension / Behaviour Improvement Condition / Proposal/Recommendation to Exclude
Gross defiance	Suspension / Behaviour Improvement Condition / Proposal/Recommendation to Exclude
Possession or use of	Suspension / Proposal/Recommendation to Exclude

weapons	
Theft	Restitution / Suspension / Proposal/Recommendation to Exclude
Online misbehaviour (defamatory/inciting violence/serious bullying)	Suspension / Behaviour Improvement Condition / Proposal/Recommendation to Exclude

In instances of unacceptable behaviour a range of support staff may be involved in counselling, prioritising actions and liaising with parents and outside agencies.

RE-ENTRY FROM SUSPENSION

Whenever a student is suspended from school (whether it be for a Partner Teacher associated incident or for Serious Misconduct), a Re-entry Process will be followed.

Students will be required to attend a re-entry meeting with their parents with the respective member of the Administration responsible for their year level. If parents cannot attend in person, occasionally a phone interview may be arranged.

Where it is appropriate, Administration members may require students to complete a re-entry plan for their behaviours. This would be completed while the students are on suspension.

BEHAVIOUR IMPROVEMENT CONDITION

A Behaviour Improvement Condition is an option which may be used only when a student's behaviour warrants grounds for exclusion i.e. If the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school is inadequate to deal with the behaviour.

A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:

- Reasonably appropriate to the challenging behaviour
- Conducted by an appropriately qualified person
- Designed to help the student not to re-engage in the challenging behaviour.

Parents are well informed when a Behaviour Improvement Condition is applied. A time frame is set for the student to show improvement. A Case Manager is appointed. Continuing attendance at the school is dependent upon the improvement required.

7. Network of student support

The Network of Student Support

Students at North Rockhampton High School can access a broad range of personnel for assistance.

CLASSROOM TEACHER

Class teachers get to know their students very well over the year. Please ask them to assist with any class/homework/personal concerns.

TEACHERS OF STUDENTS WITH A DISABILITY AND CASE MANAGERS

These teachers teach students with a disability in the areas of modified English and Maths, modified SOSE and Science and in alternate programs such as Life Skills, Leisure Skills and Work Readiness and other alternate programs according to individual students' particular needs.

YEAR CO-ORDINATOR

Year Co-ordinators manage issues relating to students in their year level and co-ordinate year level activities. They are available for individual assistance.

HEAD OF DEPARTMENT (HOD)

Heads of Department have expertise especially concerning curriculum and teaching-learning aspects of their subject area.

HEAD OF SPECIAL EDUCATION

The Head of Special Education organises programs for students with special needs and learning difficulties and teacher aides to support these students.

HEAD OF DEPARTMENT (SENIOR SCHOOLING)

This particular Head of Department can support senior students by arranging alternate pathways, traineeships and apprenticeships for students.

COMMUNITY EDUCATION COUNSELLOR

Our CEC supports students of Aboriginal or Torres Strait Islander backgrounds and works closely with their families.

PRINCIPAL AND DEPUTY PRINCIPALS

The Administration team will assist you in both personal and academic areas. They are responsible for the day to day organisation of the school and policy direction.

GUIDANCE OFFICER

The guidance officer is a trained counsellor. He/she also plays an important role in advising students on subject selection and career choices and study skills.

YOUTH HEALTH NURSE

Our youth health nurse can assist any students with health related matters.

CHAPLAIN

Our Chaplain can provide assistance with personal and family matters.

SCHOOL BASED POLICE OFFICER

Our school-based police officer can assist with any individual matters relating to potentially risky behaviours and the law.

YOUTH WORKER

Our school youth worker will assist students with counselling, mediations and anger and conflict management.

8. Consideration of individual circumstances

In any response to inappropriate behaviour, consideration must be given to the principles of natural justice.

The particular situation and context, the individual circumstances and actions of the student and the needs and rights of the school community members need to be taken into account.

When deciding what action to take in a particular circumstance, NRSHS aims to determine how best to assist the student to deal with the situation in a responsible manner.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- North Rockhampton SHS Bullying Policy
- North Rockhampton SHS ICT Policy