



EST. 1956

NORTH ROCKHAMPTON
STATE HIGH SCHOOL

STUDENT CODE OF CONDUCT 2024-2025

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RESPECT EXCELLENCE LEARNING RESPONSIBILITY

Equity and Excellence. Realising the potential of every student.


Equity and Excellence is the shared vision of Queensland state schools. Our vision for a progressive, high performing education system realising the potential of every student. *Equity and Excellence: realising the potential of every student* is our plan for every state school student, focusing on educational achievement, wellbeing and engagement, and culture and inclusion.


Queensland Department of Education

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Principal Signature: 
Date: 22/10/2024

School P&C President: Deborah White
P&C President Signature: 
Date: 22/10/2024

**North Rockhampton State High School acknowledges the Darumbal
People as the traditional custodians of Rockhampton.**



North Rockhampton SHS Code of Conduct 2024-2025

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Purpose

North Rockhampton State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/caregivers and visitors.

The North Rockhampton High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. It is the intention of North Rockhampton State High School to provide clear guidelines to all students regarding the conducted expected of them whilst at school, engaging in school related activities or representing the school. Students are expected to uphold the school's core values at all times.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

The vision of our North Rockhampton State High School is to achieve the highest possible quality educational outcomes for each student. We believe positive relationships between all members of our school and the community are the foundation to supporting the success of all students. At North Rockhampton State High School, we believe that the capacity for:

- Respect (of ourselves, others and the environment)
- Excellence (high standards)
- Responsibility (teamwork and leadership)
- Learning (critical, creative and reflective thought)

are uniquely human attributes for young people. These values have been used in the development of this *Student Code of Conduct*, with the aim of helping shape and build the skills of all our students to be resilient, resourceful, reflective and connected young individuals.

North Rockhampton State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities to learn. Central to our behavioural processes is a belief that enhancing student engagement will improve behavioural and academic outcomes for students.

Our *Student Code of Conduct* provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours.

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The *Student Code of Conduct* also details the process of re-engaging students in their learning in a supportive and safe environment. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this North Rockhampton State High School *Student Code of Conduct* together.



Learning and Behaviour Statement

All areas of North Rockhampton State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning, as well as a means of maximising academic success and support for all members of our school community.

At North Rockhampton State High School, we have a *Charter of Expectations* that establishes the following:

Charter of School Expectations

1. Teachers believe all students can achieve high academic results.
2. Teachers believe all students matter, every day.
3. Teachers share collective accountability for all student outcomes – we all own the data.
4. Curriculum delivery is underpinned by research-based pedagogy.
5. We have a school culture of high expectations:
 - A clear teacher and student commitment to high academic performance
 - High Standards of student behaviour
 - Emphasis on student values and a high level of respect
 - High attendance >90% and punctuality expectations
 - High student engagement
 - Feedback for learning is valued and practiced at all levels
 - Teachers consistently and constantly employ 'Checking for Understanding' strategies
 - Emphasis on uniform code
 - School leaders actively coach and support teachers in their skill development
 - Commit to developing assessment capable learners.



Charter of Teacher Expectations

School Wide Pedagogy

- Build strong, respectful relationships with every student
- Be accountable for the learning of every student
- Develop assessment capable learners by having students talk about their learning frequently
- Use data effectively to inform teaching and monitor student learning
- Learning Intention and Success Criteria are identified for all lessons
- Use differentiation strategies to eliminate the tail and cater for high achievers

Learning Environment

- Have high expectations of every child
- Focus on high standards of presentation
- Regularly correct student work and give timely, clear feedback to each student
- Ensure high standards of classroom display that is relevant, educationally engaging and contain high quality student work, exemplars and skill information
- Provide a positive classroom tone by setting clear behavioural and curriculum expectations, ensuring all students are aware of the positive and negative consequences that follow behavioural choices and following through

Student Engagement

- Provide students with work at their ability and supportively challenge them when necessary
- Support all students to have friends at school and model positive interactions with others
- Engage each student in their progress towards their learning goals to encourage ownership of their learning
- Value students' cultural identity
- Ensure all students feel respected and valued



Consideration of Individual Circumstances - Learning

Staff at North Rockhampton State High School take into consideration students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students may need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our Teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Multi-Tiered Systems of Support for Students

At North Rockhampton State High school, our approach shapes, supports and recognises appropriate behaviours in all students. We follow a tiered support approach.

Tier 1 – Whole School

All students are provided with Tier 1 interventions. Expectations are explicitly taught and are used to encourage all students to want to continue these behaviours.

Tier 2 – Targeted Support

At North Rockhampton State High school, we use data to provide specifically targeted support and/or programs for students who require additional adjustments or interventions.

Tier 3 – Intensive Support

Flexible Learning options are available to assist students who need intensive support with highly challenging and complex behaviours.



Student Wellbeing

North Rockhampton State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [Student and Wellbeing Framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

As part of the whole school's curriculum at North Rockhampton State High School, we provide age-appropriate education that reinforces health, wellbeing and respectful relationships.

Policy and Expectations

Within the school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

North Rockhampton State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

North Rockhampton State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, staff are aware of the student's medical condition and an appropriate number of staff have been trained to support the student's health condition.



Medications

North Rockhampton State High School requires parents consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school Form](#) signed by the prescribing health practitioner.

North Rockhampton State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental Health

North Rockhampton State High School implements early intervention measures and treatments for students where there is reasonable belief a student has a mental health difficulty. This includes facilitating the development and implementation and periodic review of a [Student Plan](#).



Student Support Network

North Rockhampton State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive environment.

Students can approach any trusted school staff member to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What they do
Learning Support	<ul style="list-style-type: none"> • Students who require additional learning may be given this support in class via a support teacher, teacher aide, parent volunteer or student tutor. • Students may be withdrawn from class to be provided individual support and/or tutoring. • Courses are modified where appropriate
Classroom Teacher	<ul style="list-style-type: none"> • Class teachers get to know their students over the year • Class teachers are there to assist with any class/homework/personal concerns
Heads of Department – Curriculum	<ul style="list-style-type: none"> • Heads of Department Curriculum are responsible for all activities, content and assessment pertaining to their subject area. • Heads of Department should be contacted by parents if there are any concerns regarding their child’s progress in that subject area.
Guidance Officer	<ul style="list-style-type: none"> • Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. • Assists students with specific difficulties, acting as a mediator or providing information on other life skills. • Assists students in the areas of educational and career planning, emotional and social support, and classroom learning guidance. • Education Support Plans for students in out of home care. • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Community Education Counsellor	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Chaplain	<ul style="list-style-type: none"> • Monitors the social and emotional wellbeing of students • Enhances awareness and appreciation of the unique spiritual lifestyle in schools and communities



	<ul style="list-style-type: none"> • Provides support to families
Head of Department Junior Secondary	<ul style="list-style-type: none"> • Coordinate transition to secondary for students moving from Year 6 to Year 7. • Coordinates transition moving from Year 8 to Year 9 • Monitors student engagement data for students in Years 7 & 8 and arranges appropriate support.
Head of Department Middle Secondary	<ul style="list-style-type: none"> • Coordinates transition with the Head of Department Junior Secondary for students moving from Year 8 to Year 9 • Coordinates transition with the Head of Department Senior Secondary for students moving from Year 10 to Year 11. • Monitors student engagement data for students in Years 9 & 10 and arranges appropriate support
Head of Department Senior Secondary	<ul style="list-style-type: none"> • Coordinates transition with the Head of Department Middle Secondary for students moving from Year 10 to Year 11 • Coordinates transition from senior school to external agencies as required • Monitors student engagement data for students in Years 11 & 12 and arranges appropriate support
School Based Youth Health Nurse	<ul style="list-style-type: none"> • Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> • Healthy eating and exercise • Relationships • Personal and family issues • Feeling sad, worried and/or angry • Sexual health • Smoking, alcohol and other drugs education
School Based Police Officers	<ul style="list-style-type: none"> • Provides education programs to students on: cyber safety, smoking, alcohol and other drugs, Blue Edge, family and individual support, student protection.
Year Level Coordinators	<ul style="list-style-type: none"> • Responsible for student welfare at each year level • Provides continuity of contact for students and their families through the six years of schooling. • Ensures students feel safe and comfortable and want to come to school • Nurtures a sense of belonging to the year level and school
Youth Support Coordinator	<ul style="list-style-type: none"> • Support students in Years 10-12 to enhance opportunities for further education and sustainable future employment
School Based Psychologist	<ul style="list-style-type: none"> •
Principal and Deputy Principals	<ul style="list-style-type: none"> • The Administration Team will assist in personal and academic areas. • They are responsible for the day-to-day organisation of the school and policy direction.



It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network.

These include:

- Principal Advisor Student Protection
- Mental Health Coach
- Autism Coach
- Inclusion Coach
- Success Coach
- Advisory Visiting Teachers
- Senior Guidance Officers

Support is also available through the following government and community agencies including:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Services
- Rockhampton Regional Council
- Yeppoon Regional Council
- Mount Morgan Regional Council
- Community Solutions
- IFYS – Integrated Family and Youth Services
- Reconnect
- Smith Family
- Other external support agencies



Whole School Approach to Discipline

All areas of North Rockhampton are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning, as well as a means of maximising academic success and support for all members of the school community.

Our preferred way of re-directing low-level problem behaviour is to employ a range of strategies, such as redirection, that are part of the Essential Skills for Classroom Management (ESCM) skill set. Essentially, to ask students to be responsible for their own behaviour by thinking and verbalising how they might act safely, respectfully and responsibly. This encourages students to reflect on their own behaviour could be modified to align with the expectations of our school community.

Essential skills for Classroom Management (ESCM) is a set of effective management practices, proven through research and used by our quality teaching staff to effectively manage the classroom environment for enhanced learning and effective behaviour management.

It is expected that every student will:

- Uphold the School's core values at all times:
 - We are Learners
 - We are Respectful
 - We are Responsible
 - We seek Excellence
- Behave in a manner that does not endanger the health, safety and wellbeing of themselves or others.
- Ensure that their actions do not bring the school into disrepute
- Adhere to the School's Policies and Procedures as required
- Behave with courtesy and consideration for others. In particular, students must refrain from all forms of bullying and harassment.
- Refrain from behaviour which would interrupt the work of any class or hinder the learning opportunities of other students.
- Uphold the reputation of the school by observing an appropriate standard of behaviour and transit to and from the school and when wearing School uniform
- Be punctual and attend all classes



Consideration of Individual Circumstances – Behaviour

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

North Rockhampton State High School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students.
- Establishing procedures for applying fair, equitable, and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state.
- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - Receive adjustments appropriate to their learning and/or impairment needs.
- Our staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student may have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect parents and students will respect the privacy of other students and families.
- If you have concerns about the behaviour of another student at our school or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.



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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At North Rockhampton State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students, designed to prevent problem behaviour, and provide a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

School Expectations Teaching Matrix						
	ALL SETTINGS	THE LEARNING ENVIRONMENT	TRANSITION	PARADE	COMMUNITY	ASSESSMENT/EXAMS
RESPONSIBLE	<ul style="list-style-type: none"> Follow staff instructions Follow all policies and procedures Be responsible for decisions/choices 	<ul style="list-style-type: none"> Listen and be ready to learn Bring equipment Follow instructions Use school equipment appropriately Keep classroom clean 	<ul style="list-style-type: none"> Be on time Orderly entry Stay left on pathways Wait quietly for your teacher 	<ul style="list-style-type: none"> Sit in allocated class Bags on laps Wait patiently and quietly 	<ul style="list-style-type: none"> Keep lunch area clean Place rubbish in appropriate bin Travel to and from school safely Assist others Engage in safe behaviour 	<ul style="list-style-type: none"> Attend exams prepared Be aware when assessment is due Submit drafts on time Attempt all tasks to the best of your ability Manage time effectively Maintain academic integrity
RESPECTFUL	<ul style="list-style-type: none"> Greet people politely Use appropriate language Follow staff instructions Respect school property Respect other people's personal space and property Maintain a hygienic environment Respect the differences in others 	<ul style="list-style-type: none"> Respect the right to learn Listen to speaker Raise hand Return borrowed equipment Hats and hoodies off 	<ul style="list-style-type: none"> Wait to be dismissed by teacher Move quietly through school 	<ul style="list-style-type: none"> Listen quietly to presenters Clap respectfully when appropriate Stand quietly for anthem Hats/hoodies off Celebrate others' successes 	<ul style="list-style-type: none"> Wear full uniform with pride Greet people politely Represent the school with pride 	<ul style="list-style-type: none"> Allow everyone the opportunity to succeed
LEARNERS	<ul style="list-style-type: none"> Be open to learning Develop a GROWTH mindset Active listening 	<ul style="list-style-type: none"> Engage in all learning to the best of your ability Ask for help Accept feedback Meet assessment deadlines 	<ul style="list-style-type: none"> Be ready to learn when you arrive to class 	<ul style="list-style-type: none"> Participate No shame 	<ul style="list-style-type: none"> Take opportunities to learn and grow Attend all classes 	<ul style="list-style-type: none"> Set SMART goals Develop study habits Act on feedback Use class time productively Submit full drafts and assessment on time Accept support
EXCELLENCE	<ul style="list-style-type: none"> Lead by example Assist others to strive for excellence Take opportunities 	<ul style="list-style-type: none"> Provide peer assistance Seek and action feedback Challenge yourself to improve 	<ul style="list-style-type: none"> Encourage others to move to class 	<ul style="list-style-type: none"> Engage in opportunities to present 	<ul style="list-style-type: none"> Be involved in school activities and events Assist others Volunteer 	<ul style="list-style-type: none"> Work to your highest standard Seek and action feedback Access extra support as required

Minor & Major One School Category Definitions

Category Heading		Minor Examples	Major Examples
1	Abusive Language Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> - Incidental use of inappropriate or offensive language in general conversation - low level swearing or name calling which causes offense. 	High frequency use of inappropriate language including verbal threats/aggression, swearing, use of offensive or discriminatory language and name calling directed at staff, students and other persons. Swearing directly at staff or a student – intentional.
	Academic Misconduct Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism	<ul style="list-style-type: none"> - Copying from another student's work. - Submitting another student's general class work as own. - Plagiarism on draft assessment item 	
	Bomb Threat / False Alarm		Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
	Bullying Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	No minor instances of bullying – all bullying to be treated as major. North Rockhampton has zero tolerance for Bullying.	Repeated instances of: Making unwanted sexual, racial, disability or religious comments either in person, written on online, by phone. Using large numbers/groups/positions of people to intimidate or cause harm. Using physical intimidation or contact. Inappropriate use of object in a degrading or sexual manner. Cyberbullying: inappropriate language/jokes/threats made about students online/social media (e.g. Facebook, snap chat) or by using phones or other electronic devices. Spreading of inappropriate images.
	Defiance	Student refuses to follow directions given by school staff. Refusal to participate in program of instruction Non-compliance with school/classroom routines Failure to report to lunchtime detention Refusal to leave classroom (PTR)	Student persistently refuses to follow staff instruction or comply with reasonable requests. Repeated failure to follow instruction. Repeated minor behaviours Student persistently refuses to follow staff instruction or comply with reasonable requests.
	Disrespect	Low intensity; inappropriate behaviour that disrupts learning and/or teaching.	Student intentionally delivers socially rude or dismissive messages to adults or students
	Disruption Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour	Low intensity, inappropriate behaviour that disrupts learning and/or teaching. Loud calling out /shouting; inappropriate language and sounds; back chatting; out of seat, tapping to annoy. Running; playing chasing games; throwing food, rubbish.	Multiple students disrupting in unison to prevent teaching and learning, or unsafe conduct in non-teaching settings.
	Dress code Student wears clothing that is not within the dress code guidelines defined by the school.	Continued unexplained uniform infringement (admin support intervention).	
	Falsifying documents		Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission
	Fighting		Major incident Student is involved in mutual participation in an incident involving physical violence
	Harassment	Refer to YLC Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Student continues to engage in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.

Other charge related suspension Principal Only - Major	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student attendance on the basis that they pose an unacceptable risk to other students or staff.	
Other conduct prejudicial to the good order and management of school	Theft/shoplifting and trespassing in school uniform– used by administration only.	
Physical Aggression		Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna
Property Damage		Damage to school or student equipment or property. Major graffiti / vandalism of school property & vegetation.
Property misuse causing risk to others		Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.
Refusal to participate in program of instruction. Focus is on teaching and learning – engagement with curriculum content.	Refusal to participate or complete in set task, class activity, draft assessment work, assessment or homework. Deliberate resistance to complete task.	Major incident. Recorded as defiance.
Substance misconduct involving illicit substance. For majors only – refer to administration.		Observe possession, distribution or use of illicit drugs, utensils or chemicals (bongs, pipes, cone holders).
Substance misconduct involving tobacco and other legal substances. For majors only – refer to administration.		Observe possession, distribution or use of tobacco, or items used in the creation or smoking tobacco (papers, lighters) Observe possession, distribution or use of alcohol, medication or other intoxicating substances.
Technology Violation	Not complying with teacher instruction. All electronic devices have been seen and put away upon request.	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.
Theft	Taking items from others, without return – erasers, pencil cases.	Being in possession of, having passed on, or being responsible for moving school or someone else's property.
Truancy out of class	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason.	Repeated truancy/out of class.
Truancy out of school		Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason.
Use/possession of combustibles		Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Use/possession of weapons		Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.



Minor and Major – How to respond

Always try to use logical/natural consequences to match the behaviour. Consequences should provide an ***opportunity to learn***, rather than punch.

(* parental contact needed)

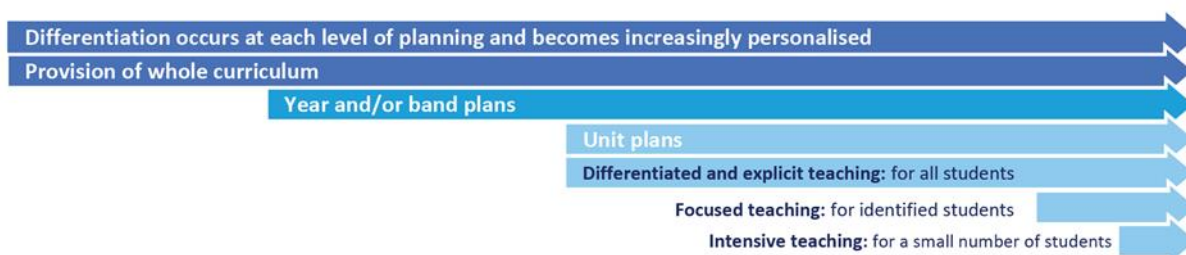
Level	Definition	Examples of strategies	Procedures to Respond
MINOR	<p><i>Behaviours that</i></p> <ul style="list-style-type: none"> • are dealt with 'in situ', by the adult present (<u>playground or classroom</u>) • do not require administrator involvement • do not significantly violate the rights of others • do not put others at risk of harm • are not chronic. 	<p>More than one strategy can be used. List is least to most intrusive.</p> <ul style="list-style-type: none"> • Seating Plan • Cueing with parallel acknowledgement • Selective attending • Non-verbal cue use • Non-verbal redirection • Rule reminder • Questioning to redirect • Verbal direction • Discussion about effects • Give a choice • Allow a Take 10 – Cool Off (depending on context – with admin discussion) • Move student in the room • Restorative conversations – student/teacher conference • *Use of PTR (contact parents) • Loss of lunchtime/Make up time – to make up work missed • Loss of privilege (eg free time) • Referral to faculty HOD • Use of Monitor sheet • Contact Parent 	<ol style="list-style-type: none"> 1. Remind student of the school expectation to follow 2. Describe expected behaviour 3. Continued minor behaviour displayed 4. Use ESCM 5. Give choice –consequence options allow take up time 6. Follow through - deliver consequence 7. Entry to OneSchool by end of day. 8. Each session/lesson is with a clean slate <p><i>Minor behaviours can be OneSchooled however they are for recording purposes only.</i></p> <p><i>Continued minor referrals should be discussed with HOD who will assist in working with the student/staff member.</i></p> <p><i>Minor OneSchool referrals for non-classroom behaviour should be made to HOD of Junior/Middle/Senior Secondary.</i></p>
MAJOR	<p><i>Behaviours that require</i></p> <ul style="list-style-type: none"> • administrator involvement • violate the rights of others • put others at risk of harm • are chronic. 	<p>More than one consequence can be used. List is least to most intrusive.</p> <ul style="list-style-type: none"> • Admin to contact parent • *Withdrawal from class –Admin • Withdrawal from playground • After school detention • Restorative conversations – facilitated • Referral to Student Support Services • DP/ Sub-School HOD Monitoring • Change of timetable • Program Management • Complex Case Management • Short-term Suspension • Long-term Suspension • Disciplinary Improvement Plan • Cancellation • Exclusion 	<ol style="list-style-type: none"> 1. Remind student of the school expectation to follow (Reactive rule referral). 2. Describe expected behaviour 3. Complete OneSchool behaviour incident as soon as possible – timely reporting = timely action 4. Refer to Admin (DP), Case Manager (SWD), for classroom and non-classroom settings 5. Administrator to determine consequences and call parent 6. Administrator to document contact and consequence in OneSchool with referral to referring staff. <p><i>Students who display continued inappropriate behaviour will be recommended for further support and intervention.</i></p>

Differentiated and Explicit Teaching

North Rockhampton State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at North Rockhampton State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



Every classroom in our school uses the *School Expectations Teaching Matrix*, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and across the school. The completed matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focussed Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides



students with more opportunities to practice skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning language or development, work collaboratively with class teachers at North Rockhampton State High School to provide focused teaching. Student progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing focused teaching
- Require intensive teaching

North Rockhampton State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Students will be provided/have access to:

- Tutoring for subjects in their daily timetable
- Career Education support and assistance
- Information and support for work experience
- Supervised lunch breaks
- Youth Support Coordinator providing support for students



Legislative Delegations

Legislation

In this section of the North Rockhampton State High School Student Code of Conduct are links to relevant legislation that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)



Disciplinary Consequences

The disciplinary consequences model used at North Rockhampton State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

There are a number of levels of behavioural support at North Rockhampton State High School. Students can be identified through data, referred by staff or identified through an incident report. Students may also self-refer (usually because of personal and social issues). We recognise that unusual patterns in behaviour, or long-term patterns of unacceptable behaviour are almost always linked to social or emotional dysfunction and as such, students requiring higher levels of support than can be offered in the classroom are directed toward the Student Support Team. The team consists of the Principal, Deputy Principals, Guidance Officer, Heads of Department (Junior, Middle and Senior) and HOSES (Head of Special Education Support), Year Level Coordinators, School Based Psychologists, School Based Youth Health Nurse. Each member of the team offers a different type of specialist support, but collectively, students are supported both reactively (as the need arises) and also proactively through programs. Once identified, students are monitored and intensively case managed as appropriate. We support the Student / Teacher / Parent Relationship by asking classroom teachers to make contact with parents if significant issues arise.

Some students will need additional support, time and opportunities to practice expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to



warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Phases of Behaviour

Tier 1 – all staff 100% of the time - Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction
- Non-verbal and visual cues
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback
- Rule reminders
- Explicit behavioural instructions
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences
- Detention
- Language of Expectations
- Issuing consequences
- Following up on behavioural consequences and contact home regarding behaviour consequences.



Tier 1: Curriculum HOD

For students where behavioural issues are more clearly identified, they are incrementally supported as their need increases through tracking on the basis of OneSchool data. Class teachers are supported by other school-based staff to address in-class problem behaviour. This may include intervention by a curriculum HOD, the Junior, Middle or Senior HOD or Deputy Principals.

Note: If students is with YLC/Sub-School HOD/DP, teacher consequences are to be applied by classroom teacher and recorded on OneSchool. Curriculum HOD referrals to continue.

- Individual student behaviour support strategies (e.g. Student Behaviour Plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contracts – including Behaviour Expectation Cards
- Counselling and guidance support
- Self-monitoring Plan
- Check in – Check out strategy
- Teacher coaching and debriefing
- Trauma Aware Practice
- Language of Expectations
- Visible Learning
- Essential Skills for Classroom Management
- Issuing consequences
- Following up on behavioural consequences and contact home regarding behaviour consequences. Record contact and consequences on OneSchool.
- Referral to Student Support for team based problem solving
- Stakeholder meeting with parents and external agencies
- Support for classroom teacher as required.

Tier 2: Year Coordinator- Identified Support (minimum 1 week)

Note: If students is with YLC/Sub-School HOD/DP, teacher consequences are to be applied by classroom teacher and recorded on OneSchool. Curriculum HOD referrals to continue.

- Identification of areas of support using [Student Interview](#) and communicate to relevant stakeholders (all teachers email)
- Co-construct [goals](#) with student
- Phone contact with parent outlining the support process
- Issue a [Behaviour Expectations Card](#) and monitor student progress using a lunchtime [Check In Check Out](#) process
- Review progress and make recommendation to stop or continue with student
- Individual student behaviour support strategies (e.g. Student Behaviour Plan)
- Detention
- Behavioural contracts – including Behaviour Expectation Cards



- Counselling and guidance support
- Self-monitoring Plan
- Check in – Check out strategy
- Teacher coaching and debriefing
- Trauma Aware Practice
- Language of Expectations
- Visible Learning
- Essential Skills for Classroom Management
- Issuing consequences
- Following up on behavioural consequences and contact home regarding behaviour consequences. Record contact and consequences on OneSchool.
- Referral to Student Support for team based problem solving
- Stakeholder meeting with parents and external agencies
- **Support for classroom teacher as required.**

Tier 2: Year Coordinator- Targeted Support (minimum 1 week)

Note: If students is with YLC/Sub-School HOD/DP, teacher consequences are to be applied by classroom teacher and recorded on OneSchool. Curriculum HOD referrals to continue.

- Identification of areas of support using [Problem Behaviour Questionnaire](#) with staff and student and communicate to relevant stakeholder
- Parent/carer meeting to outline issues and co-construct [goals](#) with student and parent/carer
- Distribute [Support Plan](#) to stakeholders
- Issue a [Behaviour Expectations Card](#) and monitor student progress using a before, lunchtime and after school [Check In Check Out](#) process.
- [Review](#) progress and make recommendation to move to **focussed** Support or Back to beginning of Tier 2 (Use Problem Behaviour Questionnaire to determine which HOD to refer to)

Tier 2: Head of Department (Curriculum HOD & Sub-School HOD – depending on scope of concern) - Focussed Support (minimum 2 weeks)

Note: If students is with YLC/Sub-school HOD/DP, teacher consequences are to be applied by classroom teacher and recorded on OneSchool. Curriculum HOD referrals to continue.

For students referred from Targeted support, return from SDA and support for at risk students in Senior School

- Week 1- Beginning - Parent/carer meeting to outline issues, support already in place and agreed consequences for non-compliance moving forward and communicate to relevant stakeholders
- Issue a [Behaviour Expectations Card](#) and [Monitor](#) student progress using both lunchtimes and afterschool [Check In Check Out](#) process



- Issue detentions, lunch and or after school, for ongoing non-compliance with behavioural goals as required
- During detention support student to reflect on behavioural choices and or complete school work
- Week 2- End - Parent/carer meeting to outline issues, support already in place and agreed consequences for non-compliance moving forward.
- [Review](#) progress and make recommendation to move to Tier 3 or Back to **Targeted Support**
- HOD to make referrals via Student Support Referral to appropriate NRSHS support staff, e.g. GO, CEC, Nurse, Chaplain

Tier 3: Intensive Support- Deputy Principal (minimum 2 weeks) (HOD Sub-School as required)

Note: If students is with YLC/Sub-School HOD/DP, teacher consequences are to be applied by classroom teacher and recorded on OneSchool. Curriculum HOD referrals to continue.

North Rockhampton State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Intensive behaviour support is provided by a team involving an individual case manager. There is a process of regular weekly meetings of the behaviour support team with the capacity for additional contact where necessary.

Following referral, a team member contacts parents and any relevant staff members to begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and behavioural support staff.

Process:

- Week 1- Beginning - Parent/carer meeting to construct a Discipline Improvement Plan (DIP)/ Risk Assessment management Plan
- Establish a schedule of parent meetings to review progress
- Support Plan (DIP/RAMP):
 - Consequences for non-compliance
 - Rewards for compliance
 - Restrictive play areas/ movement
 - Alternative lunch time programs
 - Referral to internal and external supports
 - Regional office support as needed
 - Review of access (remove / add) to school programs
 - Support plan for return to school students – including return to Sub school HOD for Tier 2 focussed support.



- Distribute Discipline Improvement Plan to stakeholders
- Issue a [Behaviour Expectations Card](#) and [Monitor](#) student progress against agreed actions/ Behaviours outlined on the DIP using both lunchtimes and afterschool [Check In Check Out](#) process
- [Review](#) progress and make recommendation to move to Tier 3 or Back to **Targeted Support**
- Celebrate successes with family and stakeholders or refer to Principal

Supports may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.



Case Management – Student Engagement – Student Support

Junior School		Middle School		Senior School	
Role	Priority	Role	Priority	Role	Priority
Deputy Year 7 & 8	Tier 3 – complex case management	Deputy Year 9 & 10	Tier 3 –complex case management	Deputy Year 11 & 12	Tier 3 – complex case management
HOD Junior School	Tier 2 Lead case management, case management co-ordinator	HOD Middle School	Tier 2 Lead case management, case management co-ordinator	HOD Senior School	Tier 2 Lead case management, case management co-ordinator
Year Level Co – Yr. 7	Tier 2 support case management	Year Level Co – Yr. 9	Tier 2 support case management	Year Level Co – Yr. 11	Tier 2 support case management
Year Level Co – Yr. 8	Tier 2 support case management	Year Level Co – Yr. 10	Tier 2 support case management	Year Level Co – Yr. 12	Tier 2 support case management
Guidance Officer	Case management of all Out of Home Care Students	BM Teacher	Tier 2 & 3 targeted support student & teacher	Guidance Officer	Case management of all Out of Home Care Students
CEC	Case management of Tier 2 Support of case management tiers all tiers	CEC	Transition / relationships	CEC	QCE Alternative programs
BM Teacher	Tier 2 & 3 targeted support student & teacher	YSC – Tau & Penny	Wellbeing & engagement Referrals, connections	YSC Penny	Wellbeing and engagement Referrals, connections
HOSEs	Tier 2 & 3 SWD case management	HOSEs	Tier 2 & 3 SWD case management	HOSEs	QCIA student complex management
Inclusion Case managers	Tier 1 & 2 SWD case management	Inclusion Case Managers	Tier 1 & 2 SWD case management	Inclusion Case Managers	Tier 1 & 2 SWD case management
		Guidance Officer	Case management of all Out of Home Care Students		

Layers of Support Across School Years 7 – 12

Curriculum Heads of Department	Sub School Heads of Department	School Based Psychologist	School Based Youth Health Nurse	School Based Police Officer	SS AO (10-12) Work experience / external providers/QCAA -Penny
Class Teachers	Guidance Officer Teacher Aide Tau	Speech Pathologist (JS only) One day fortnight	Nurse Practitioner (GP in schools) One day week TBA	School Based Chaplain	VET Head of Department Data manager – oversee 10-12 Offline enrolments in NRSHS scope course management
QCE Mentors	HOSES (Head of Department Special Education)	Behaviour Management Teacher	Guidance Officer	Inclusion Case Managers	Flexi Space External connections, pathways



Discipline Improvement Plans

A Discipline Improvement Plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour. A Discipline Improvement Plan is generally initiated by the Principal with the support of staff in partnership with the parents and the student. A parent may also approach the school to request the process be initiated if they are concerned about their child's behaviour.

School Disciplinary Absences

North Rockhampton State High School makes systematic efforts to prevent problem behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Oneschool is the central point of collection of recording of minor, major and extreme incidents as well as the process of referral.

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At North Rockhampton State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from North Rockhampton State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting, however it is highly suggested as it may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting should follow a set agenda. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcomed back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. Guidance Officer)
- Develop plans and processes where appropriate to support the student (DIP, BSP, BEC)
- Set a date for follow-up
- Thank student and parent/s for attending

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services



or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.



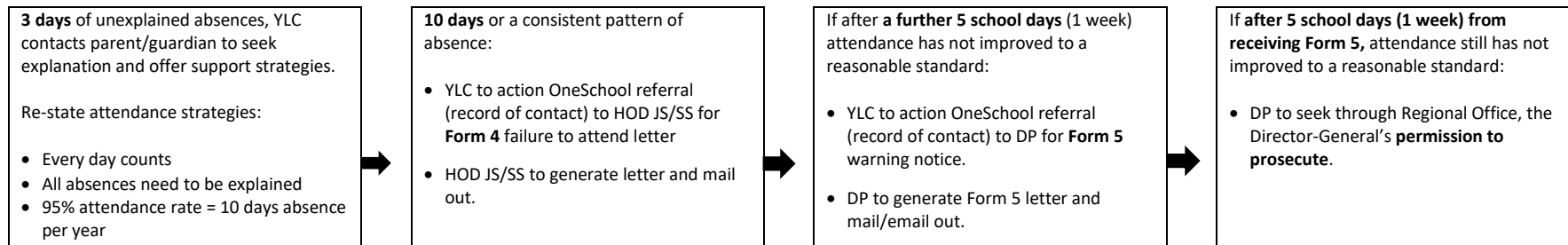
School Policies

Attendance Strategy Flowchart

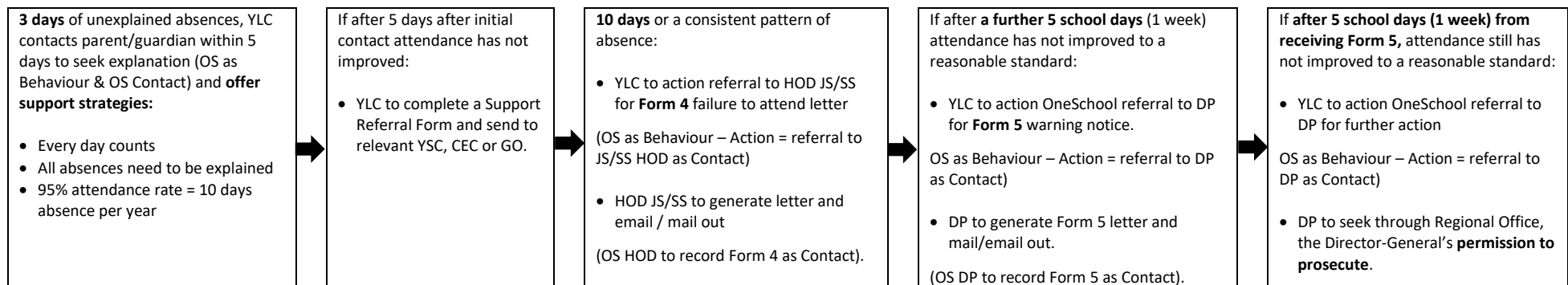
Attendance Strategy – Unexplained Absences – Year 7 to Year 12

- Absences must be explained on the day the absence occurs
- If your child is in the “post-compulsory participation phase” (once a child reaches 16 years of age or completes Year 10), please expect contact by HOD of Senior School. If attendance still does not improve to a reasonable standard, the “at risk of cancellation” process may begin (Appendix 8 Cancellation of Enrolment Process).
- If no parent/guardian contact can be made or there are concerns around the student’s safety, YLC referral to Student Support Team (JS or SS).

Overview - Follow up full day absences



FLOWCHART for Staff involved in process – YLCs, HODs, DPs



* AO to run report on OS on attendance % every 4 weeks – then, refer to Step 1

Temporary Removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at North Rockhampton State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- * No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

- ** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

State school staff at North Rockhampton State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent/caregiver to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents/caregivers (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents/caregivers should be called to make such a determination.

Parents/Caregivers of students at North Rockhampton State High School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the North Rockhampton State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of North Rockhampton State High School:



- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the North Rockhampton State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection

Mobile Phones and Other Devices policy

'Away for the day' – mobile phones and wearable devices

Queensland state school students are required to keep mobile phones switched off and 'away for the day' during school hours and while attending school activities, such as representative school sport, excursions and camps.

Wearable devices, such as smartwatches, can be worn to school but notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received.

Your child can continue to bring their phone to school to communicate with you, their friends and employers outside of school hours.

'Away for the day' supports schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

1. providing optimal learning and teaching environments
2. encouraging increased face-to-face social interactions between students
3. promoting the health and wellbeing of students through increased social interaction and physical activity
4. reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

As a parent or carer, you play an important role in supporting your child to engage with technology in safe and respectful ways. Parents can support schools to implement the 'away for the day' approach by:



- talking with your child about the requirement to have their phone switched off and away for the day, and/or notifications disabled on wearable devices
- using the school's preferred communication method to contact your child during the day, such as phoning the school office
- encouraging your child to report to a staff member in the first instance if they become unwell or experience an issue during the school day
- raising questions about the school's local implementation approach with school staff
- establishing routines at home to help your child balance their use of devices and screen time.

Setting up for success

Prepare for phone-free days at school with these steps to help your child adjust:

1. Save the school phone number into your contacts.
2. Don't text your child through the day – contact the school if you need to pass on a message.
3. If your child needs to contact you through the day, remind them to let their teacher or school office staff know.
4. Make sure your child knows how and where their phone will be stored during the day.
5. Share some ideas with your child about what they can do during breaks. Are there lunch time activities they can join? Maybe they could pack a game or other activities for entertainment.

For some young people, being without their phone can be challenging, especially after school holidays. However, a bit of basic planning can help reduce the impact as they put their phones away for the school day.



Preventing and responding to bullying

Philosophy

North Rockhampton State High School will not tolerate bullying or harassment. This includes name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

We believe that all students have a right to feel safe and that it is the responsibility of all members of the school community to ensure that students are free to learn in a safe environment. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Rationale

This policy has been developed as a whole school approach towards developing responsible social behaviour and good interpersonal relationships within the school. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

It aims to significantly reduce any occurrence of bullying and/or harassment within the school. The policy outlines clear steps and procedures to be followed if any such events occur. It also outlines the various methods, which will be used to support individuals in developing better interpersonal relationships. It outlines the rights and responsibilities of all those involved.

Bullying and harassment outside the classroom

- Reports are made to the teacher, Head of Department, Year Level Coordinator
- Reports are completed individually. One person can complete more than one report if several students were involved.
- To complete a report, a student needs to be willing to sign his or her own name to it and to agree that the incident does meet the definition of bullying.
- It is the teacher, Head of Department, Year Level Coordinator responsibility to deal with the situation appropriately at the time and ensure that all reports are adequately

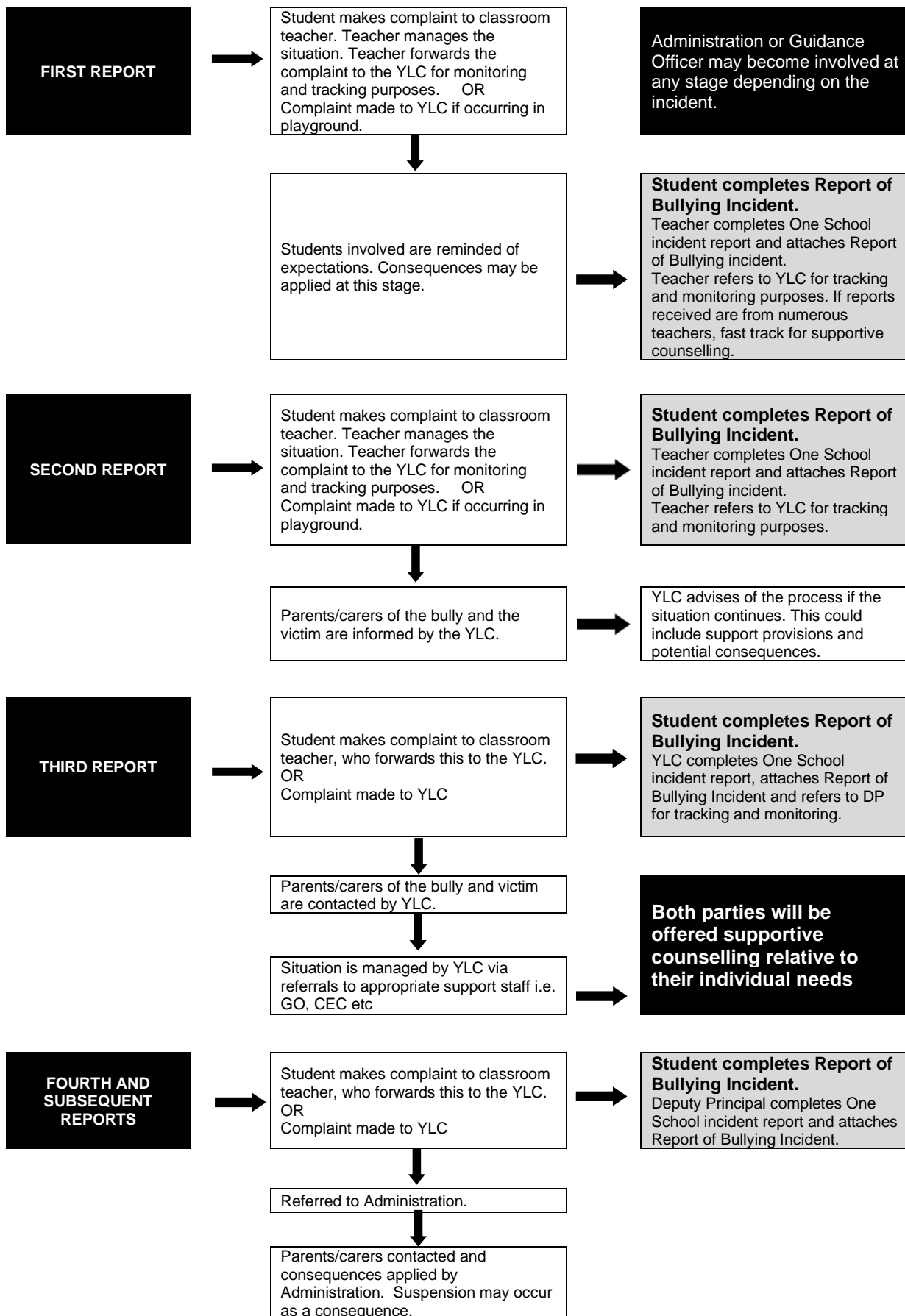


handled. Student may be referred to the Guidance Officer for more support as required.

Bullying and harassment inside the classroom

- Reports are made to the classroom teacher
- Some reports may lead to a student or students being sent to the Year Level Coordinator as some incidents of bullying in the classroom will be evident as classroom disruptions. If the bullying event does disrupt the class, the teacher is to follow Partner Teacher Referral procedures. The student who has been bullied still has the right to file a written report about the bullying incident.
- If the bullying has occurred in the classroom, but the event has not caused a disruption to the class, the student has the right to inform their teacher and to file a written report about the incident. Their teacher still needs to deal with the situation in an appropriate manner and speak to all students who are involved in the incident.
- All classroom teachers are to be involved in the process if events occur within their room.
- Reports are completed individually. One person can complete more than one report if several students were involved. To complete a report, a student needs to be willing to sign his or her own name to it and to agree that the incident does meet the definition of bullying.
- Consequences that are applied to bullying situations increase with the severity of incidents and the frequency of reports. Students' parents are involved if there is more than one report lodged about a student or if reports are serious. Counselling is required if a student is reported for several bullying incidents. Students who repeatedly bully other students are dealt with by members of the Administration team.
- The following flowchart explains the actions North Rockhampton State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s





Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At North Rockhampton State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Cyberbullying

Cyberbullying is treated at North Rockhampton State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher. There is also a dedicated Year Level Coordinator, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring



during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at North Rockhampton State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.



How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

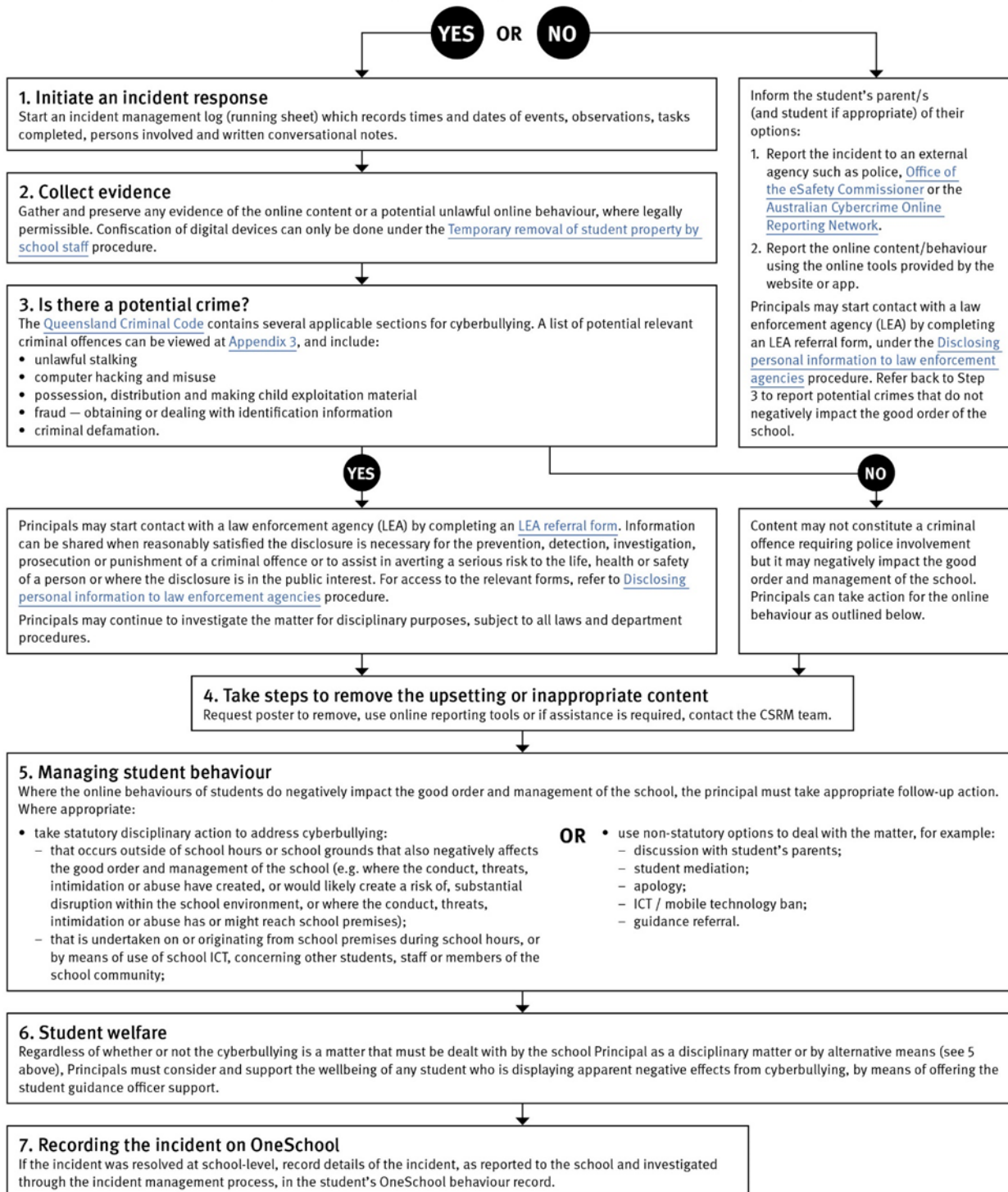
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

North Rockhampton State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at North Rockhampton State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



Appropriate Use of Social Media

North Rockhampton State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities. When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

North Rockhampton State High School is committed to promoting the responsible and positive use of social media sites and apps. No student of North Rockhampton State High School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within North Rockhampton State High School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of North Rockhampton State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at North Rockhampton State High School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.



Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of North Rockhampton State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of North Rockhampton State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

North Rockhampton State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.



Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal defamation

There are significant penalties for these offences.

North Rockhampton State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, North Rockhampton State High School expects its students to engage in positive online behaviours.



Truancy and late Policy

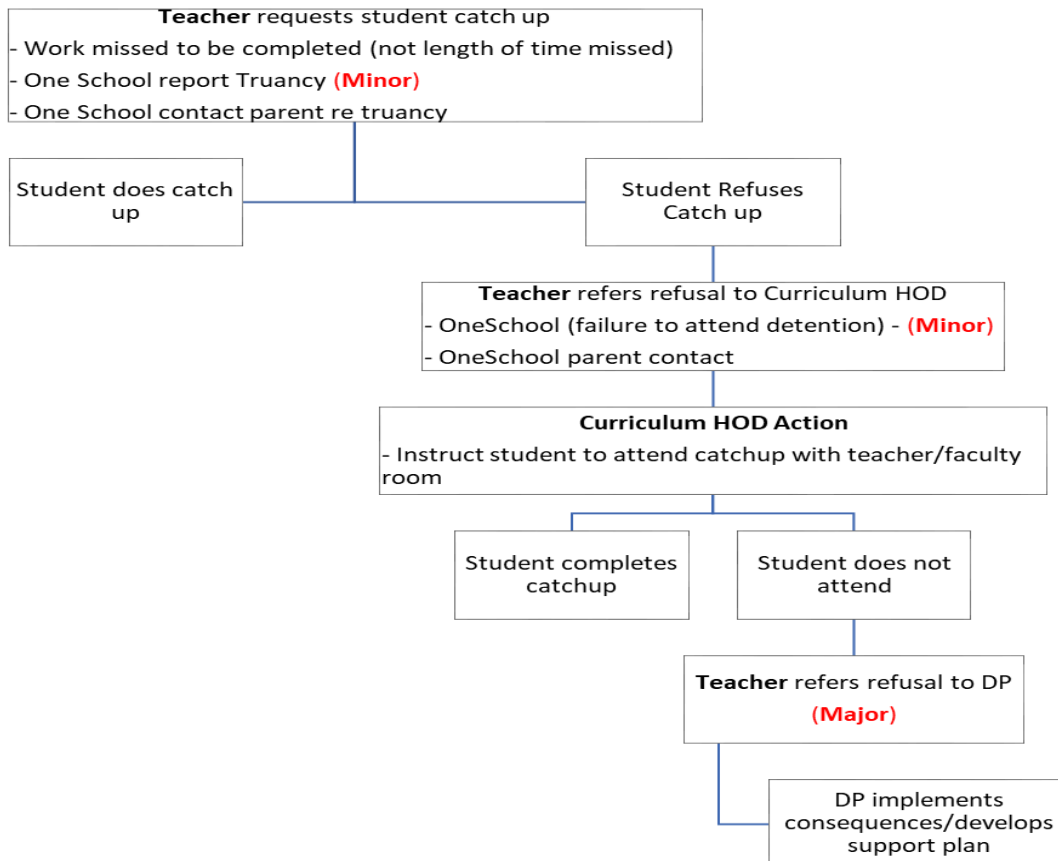
Rationale

As a school we are concerned about students truanting classes. This not only has a negative impact on their learning but is also a serious safety issue. Together, families and the school have a shared responsibility to get and keep students at school.

Process

1. Period 1 will be marked and a text message will go out to parents of students that are not at school/ in Period 1.
2. If a parent replies to the Period 1 message with an absence reason, they will not receive further messages for the day.
3. At the end of every lesson, an absence report will be run and a text message will go out to all parents of students that are not present in that period.
4. Students identified as being truant will be issued a detention by the Head of Department
5. If a student does not attend the first detention, they will be issued with another detention by the Head of Department
6. If a student does not attend the second detention, they will be issued with an after school detention with the year level Deputy.

Late Flowchart



Detention Guidelines

North Rockhampton State High School Detention Guidelines

Rationale

At North Rockhampton State High School we require a safe, secure and well ordered learning environment that allows students to reach their potential. Along with rewarding student for positive behaviours there are a range of measures aimed at holding students to account for and deterring misbehaviours.

The Principal has the flexibility and autonomy to apply detention as a meaningful consequence for inappropriate student behaviour and as an alternative to suspension.

At North Rockhampton State High School detentions can be applied:

- During school hours
- Before school on a school day
- After school on a school day

The purpose of this document is to clearly outline the detention policy so students and staff will know how it is applied at North Rockhampton State High School.

Class Teacher Detentions – Issued and supervised by the teacher giving detention.

Detentions may be issued by teachers or Heads of Department for breaches of the Responsible Behaviour Plan for Students. These detentions may be imposed at a break such as morning tea or lunch (20 minutes). The person giving the detention is directly responsible for the supervision of the student during the detention period. Students will complete set tasks and discuss appropriate strategies they will use to prevent a reoccurrence of the inappropriate behaviour.

Partner Teacher Referral Detentions

Issued and supervised by the teacher giving the detention. Students who fail to respond to the PTR and therefore do not achieve an effective level of self-management and on-task behaviour are withdrawn from class and placed in a same subject but different year level class. The withdrawal from class and placement in a non-peer class environment is designed to encourage the student to value his/her class and relieve the class and teacher from the negative influences of the student's disruptive behaviour.

Withdrawal from specified class

- Parents to be notified as soon as practicable and OneSchool incident completed and referred to the relevant HOD
- Student is provided with set tasks to be completed in an independent learning setting within the buddy class



Before / After School Detentions

Issued by HODs and Administration Detentions after-school hours will be issued on a week day for a maximum of 30 to 60 minutes duration. During the detention, students will be fully supervised and will be required to complete set tasks. (In exceptional circumstances, a parent may negotiate with a Deputy Principal for these detentions to be completed at lunch time.)

The completion of afterschool detentions is taken very seriously at North Rockhampton State High School. Once given they are expected to be completed in a safe, calm and disciplined fashion.

Protocols for Before / After School Detentions

If the detention is to be undertaken outside of school hours the following procedures will apply:

- a risk assessment will be completed and a risk management plan developed
- parents will be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- Parents will be consulted about suitable times for the detention to be completed within the parameters set by North Rockhampton State High School.
- Parents will be informed of:
 - location, times and duration of the detention
 - their responsibility to arrange travel/ supervision to and from the detention, where appropriate
 - Before / After school detentions will be recorded in OneSchool (keeping records in OneSchool enables them to be used as evidence in the future)



Uniform policy

Student Dress Code

North Rockhampton State High School is a uniform school because the Parents' and Citizens' Association, representing the parents of this school, has decided at the outset to support the wearing of a school uniform. The dress code has been developed in consultation with parents, students and staff. Parents are required to ensure that correct school uniform is worn to school by their student.

Wearing the uniform is our expectation, and we urge all parents to support the accepted standard of dress as detailed below by ensuring that their students wear the correct and appropriate North Rockhampton State High School uniform. Students out of uniform will be asked to report to Student Services to change into the correct school uniform.

The North Rockhampton State High School Uniform can only be purchased from the school uniform shop.

Footwear

Education Department and Workplace Health and Safety instructions clearly state that students' footwear must provide adequate protection and cover the entire feet. The ONLY acceptable footwear is fully enclosed shoes.

Footwear such as thongs, sandals and open work shoes shall NOT be worn. Students who do not comply will be required to change footwear in order to gain access to these specialist rooms. It is also important for safety requirements in the school grounds.

The wearing of incorrect footwear, e.g. slides, crocs, slippers, parents will be contacted to collect the student or to deliver appropriate footwear to school.

Headwear

Students are strongly encouraged to wear a hat at all times.

Out of Uniform

Report to the Student Services before the commencement of first lesson. Provide a note from home explaining the variation to uniform and period for which this condition will exist.

Students consistently out of uniform without a note will be issued with a detention.

Exchange the incorrect uniform article for the correct uniform. The student's own article of clothing will be held until the exchanged article is returned at the end of the day. Where the article of clothing is unavailable the student will be issued with a Uniform Pass outlining that they have followed protocols and that the uniform was unavailable. If all of the protocols are followed by the student, then no other action is necessary.



Noncompliance with dress code (Education (General Provisions) Act 2006).

If a student of North Rockhampton State High School does not comply with a dress code for the school's students, developed under section 360, the school's principal may impose one of the following sanctions;

- Detention of the student for a period mentioned in section 283(3);
- Prevent the student from attending, or participating in, any activity for which the student would have been representing the school;
- Prevent the student from attending, or participating in, any school activity that, in the reasonable opinion of the school's principal, is not part of the essential educational program of the school.

Any reasonable religious or cultural grounds or other reasonable ground for non-compliance with the student dress code is to be considered on a case by-case basis.

Students with physical impairments will be addressed according to current Student Dress Code Policy.

Students wearing make-up (other than skin toned sunscreen or medicated products) will be asked to remove it.



Restrictive practices

Physical Restraint

Physical restraint means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Physical restraint is implemented to prevent the risk of foreseeable harm to the student themselves and other people.

Physical restraint will usually be implemented in a dynamic situation when despite attempts by school staff to respond to and de-escalate the behaviour, there continues to be foreseeable risk of harm to the student themselves or others.

There are some students who have a pattern of behaviour that presents foreseeable harm to themselves or others. In circumstances where there is foreseeable risk presented by a particular behaviour of a student, the principal and school staff might plan for the use of physical restraint. In situations where there is a known risk it is safer for students and staff to plan a response to manage that risk in advance. The Individual Behaviour Support Plan (IBSP) will detail positive approaches for preventing and responding to the behaviour and describe de-escalation strategies. The school will involve the student's parents when planning to use physical restraint and the planned use of physical restraint will be detailed in the student's Individual Student Safety Plan (ISSP). The ISSP will detail how the planned use of physical restraint with the student will be reduced. Parent/s will be asked to sign the ISSP.

A physical restraint must not be used where it has the effect of:

- a) covering the student's mouth or nose, or in any way restricts breathing
- b) taking the student to the ground into the prone or supine position
- c) causing hyperextension or hyperflexion of joints
- d) applying pressure to the neck, back, chest or joints
- e) deliberately applying pain to gain compliance
- f) causing the student to fall, or
- g) having a staff member sitting or kneeling on the student

State school staff should ensure the type of seclusion or physical restraint that is used is consistent with a student's individual needs and circumstances, including:

- a) the age and size of the student
- b) the past behaviours of the student
- c) any impairment/disability/condition that the student may have e.g. obesity, hypermobility, sickle cell anaemia, asthma, pregnancy
- d) any history of trauma (including physical and sexual abuse), and
- e) the environment in which the restraint is taking place



In every instance where seclusion or physical restraint is used, the student must be carefully and continuously monitored to ensure that the seclusion or physical restraint is being used appropriately, and that the student and all other persons involved are safe.

Mechanical Restraint

Mechanical restraint is the restraint of a student by application of a device to the student's body or limb of the student to restrict the student's movement. Mechanical restraint is implemented to respond to serious repetitive behaviours of self-injury, that causes foreseeable harm to the student; self-injury occurs as the result of a phenotype behaviour associated with a known condition e.g. Retts Syndrome. Mechanical restraint will always be planned in advance and detailed in the student's ISSP, the device used will be prescribed to respond to a specific behaviour and parents will be consulted as part of the plan. The ISSP will detail how the planned use of mechanical restraint will be reduced

Mechanical restraint can be used as a planned restrictive practice for reducing or controlling a student's serious and repetitive self-injurious behaviour. Mechanical restraint should only be implemented when:

- a) there is a foreseeable risk of harm to the student through self-injurious behaviour
- b) the advice of an appropriately qualified health professional has been sought about the use of the device within the school or educational setting and they have prescribed the use of the device for responding to a specific behaviour
- c) other less restrictive approaches have been tried or considered for managing the risk of the behaviour and found to be ineffective at reducing risk
- d) parents have approved the use of mechanical restraint
- e) there is a plan for the use of the mechanical restraint that has been prepared in consultation with an appropriately qualified health professional and included in the student's Individual Student Safety Plan, and
- f) state school staff have received training in how to use the prescribed device from an appropriately qualified health professional or person/organisation nominated by the health professional

Chemical Restraint

Chemical restraint is the use of medication to control or subdue a student's behaviour. Chemical restraint is prohibited in all state schools, including special schools.

Clinical holding

Clinical holding is a planned restrictive practice that occurs when staff employ, when necessary, pre-arranged strategies and methods (of physical restraint) that are necessary and in the best interests of the student, based upon an assessed need and agreed in advance in order to provide essential healthcare or personal care.



Clinical holding occurs in very rare circumstances and is used to provide necessary care to a student who has additional and complex healthcare needs. Clinical holding is always planned in advance and a lot of information will be gathered to help inform the decision that it is necessary to use clinical holding. Sometimes planned clinical holding is only required for a short period of time, e.g. to provide essential healthcare to a student who is recovering following surgery who is well enough to return to school.

Clinical holding must not be used on a student unless:

- a) it is used in accordance with a Clinical Holding Plan that has been developed for the student
- b) there are no other alternatives that will enable state school staff to provide the necessary care to the student
- c) the use of clinical holding is appropriate and reasonable in the circumstances, and
- d) the state school staff potentially involved in the clinical holding have been trained by an appropriately qualified health professional or someone who the professional recommends to do the clinical holding in accordance with the Clinical Holding Plan.

A Clinical Holding Plan must:

- a) be developed by an appropriately qualified health professional in consultation with the principal and relevant state school staff
- b) outline the specific circumstances in which clinical holding may be used on the student
- c) outline the way in which clinical holding is to be applied to the student
- d) be readily available in OneSchool, and
- e) be approved by the student's parents.

Clinical holding must not be used in circumstances where there are less restrictive practices that would enable staff to provide the necessary care to the student

Clinical holding must not be used:

- a) as a behaviour support strategy
- b) to enforce the compliance of a student in undertaking personal care that is non-urgent and does not present risk to the student, or
- c) to punish a student

Containment

Containment is a planned restrictive practice that involves a single student being in a room or area for the purpose of engaging in learning. The room is secured by a fob or similar system and the student's free exit is impeded. The student is always accompanied in the room, by at least one adult and the student is not left alone in that room or area at any time.



Containment occurs in a room that is designated for the purpose and has been assessed as providing a safe and secure environment, for the student and staff, in line with workplace health and safety legislation.

Containment occurs:

- as a planned approach for supporting an individual student;
- when the student spends all or some of their school day in the room as outlined in their Individual Student Safety Plan which parent/s will be asked to sign;
- when there is a staff member in the room with the student at all times;
- when staff who are with the student have access to a fob or similar system which enables everyone to exit the room in an emergency;
- when the student is only able to leave the room if staff enable them to do so

Seclusion

Seclusion is the solitary confinement of a student in a room or area from which their exit is prevented (by a barrier or another person). Seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area, even if it physically possible.

Seclusion can only be used in an emergency and must be discontinued as soon as the risk abates. Schools will not have designated seclusion rooms or areas.

Seclusion occurs:

- when the student is taken and put in a room or area that they are unable to leave or believe they cannot leave;
- if there is no adult in the room or area with the student who is secluded;
- when staff are observing the student from outside of the room or area;
- if the student is only able to leave the room or area when staff permit them to do so.



Critical incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. **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.
2. **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.
3. **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.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct 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.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, 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.



Resources

Below are links to government resources that may assist school staff, students and parents in the area of student behaviour and wellbeing.

- [Queensland Department of Education *Equity and Excellence*](#)
- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and Community Engagement Framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing HUB](#)
- [Student Learning and Wellbeing Framework](#)
- [Queensland Department of Education – *Away for the Day Policy*](#)
- [Preparing your child for high school](#)

Legislative Delegations

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)

