



# North Rockhampton State High School

# Student Code of Conduct 2020-2023

## ***Every student succeeding***

***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

Queensland Department of Education  
State Schools Strategy 2019-2023

## Contact Information

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Postal address: PO Box 5021, Red Hill Queensland 4701

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Phone: (07) 4924 7888

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Email: [principal@northrockhamptonshs.eq.edu.au](mailto:principal@northrockhamptonshs.eq.edu.au)

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School website address: [www.northrockhamptonshs.eq.edu.au](http://www.northrockhamptonshs.eq.edu.au)

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Contact Person: Kurt Goodwin (Principal)

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## Endorsement

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Principal Name: Kurt Goodwin

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Principal Signature:

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Date:

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P/C President and-or  
School Council Chair Name: Deb White

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P/C President and-or  
School Council Chair  
Signature:

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Date:

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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 State 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 conduct 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 Address

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 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 confident, self-disciplined and kind young people.

North Rockhampton State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone 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.

The 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 the school community.

At North Rockhampton State High School we have a Charter of Expectations that sets out the following:

## Charter of School Expectations

1. Teachers believe that all students can achieve high academic results
2. Teachers believe that all students matter, everyday
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 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 & 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 standard 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 level 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

## **Student Wellbeing and 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, nurturing environment.

Students can approach any trusted school staff member at North Rockhampton State High School 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 Wellbeing and Support Network.

### **LEARNING SUPPORT**

Students who require additional learning support may be given this in class via a support teacher, teacher aide, parent volunteer or student tutor. On occasion, students are withdrawn from class to be given more individual tutoring. Courses are modified where appropriate.

### **CLASSROOM TEACHER**

Class teachers get to know their students very well over the year. They are there to assist with any class/homework/personal concerns.

### **HEADS OF DEPARTMENT**

North Rockhampton High has Heads of Department whose responsibility it is for all activities 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.

### **PRINCIPAL AND DEPUTY PRINCIPALS**

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.

### **ENGAGEMENT OFFICERS**

Engagement Officers oversee the general progress and welfare of students within a particular house. Parents with a concern about the general progress, attitude or behaviour of their child should contact the Engagement Officers in the first instance.

### **GUIDANCE OFFICER**

North Rockhampton High has the services of a full-time Guidance Officer, five days per week. The Guidance Officer assists students in the areas of educational and career planning, emotional and social support, and classroom learning guidance. She is available to meet with both students and parents and appointments can be made either directly with them or via the office or Student Services.

**YOUTH SUPPORT COORDINATORS**

Youth Support Coordinators will support students in Years 10-12 to enhance opportunities for further education and sustainable future employment.

**COMMUNITY EDUCATION COUNSELLOR**

Aboriginal and Torres Strait Islander students in our school have the support of the Community Education Counsellor who works at North Rockhampton High School. The Counsellor provides assistance to students both in and out of class and is an important contact for parents and community members.

**SCHOOL CHAPLAIN**

Our school has a part-time Chaplain. The Chaplain is active in school life and is available to provide support to students and school community members.

**SCHOOL NURSE**

A school-based Youth Health Nurse is based at the school and is active in health promotion, working with teachers and classes. They are also available for individual consultations about health matters.

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 and Senior Guidance Officers.

## Whole School Approach to Discipline

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 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 more safely, more respectfully, or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their 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
- respect the authority of members of staff and observe School rules as required
- 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 in transit to and from the School and when wearing School uniform
- be punctual and attend all classes

### Consideration of Individual Circumstances

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

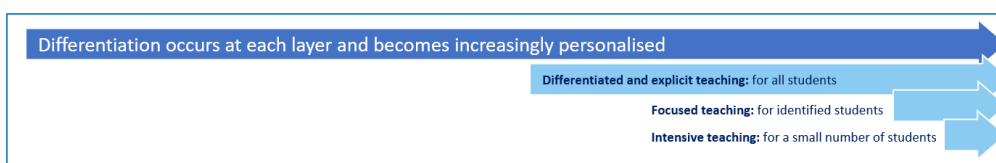


- establishing procedures for applying fair, equitable, and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and 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

## 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.



Every classroom in our school uses the School Expectations Teaching Matrix, illustrated below, 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.

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

## Minor & Major One School Category Definitions

Category Heading		Minor Examples	Major Examples
1	<p>Bullying / harassment</p> <p>Repeated or serious verbal, physical, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons. If a one-off, use item 12 (physical) or 21 (verbal).</p>	<p>No minor instances of bullying – all bullying to be treated as major. North Rockhampton has zero tolerance for Bullying.</p>	<p>Repeated instances of:</p> <p>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.</p> <p>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.</p>
2	<p>Defiant / <del>threats to adults.</del></p> <p>Use Defiant only.</p> <p>Use major only – refer to administration.</p> <p>Threats to adults:</p> <p>Item 12 (physical) or 21 (verbal)</p>	<p>No minor instances of defiance. Minor incidents - use Item 9 or 16</p>	<p>Major incident of Item 9 or 16.</p> <p>Refusing to give name or giving a false name.</p> <p>After giving support/intervention/ESCM:</p> <p>Student persistently refuses to follow staff instruction or comply with reasonable requests.</p> <p>Engagement Hub refusal.</p> <p>Repeated failure to follow instruction.</p>
3	Disruptive	<p>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.</p>	<p>Multiple students disrupting in unison to prevent teaching and learning, or unsafe conduct in non-teaching settings.</p>
4	Dress code	Continued unexplained uniform infringement (admin support intervention).	
5	IT misconduct.	<p>Non-serious, but inappropriate use of a digital device e.g:</p> <p>Playing game during class time.</p> <p>Inappropriate web surfing during class time. (e.g. any searching/activity not relating to set task).</p>	<p>Inappropriate material (illegal files/pornography) on school laptops / drives; portable drives/USBs. Misuse of passwords / hacking of systems. Stealing electronic assessment items and/or teacher resources.</p> <p>Inappropriate use of school emails/social media or other communication sites. Altering computer set up (e.g. removing</p>

			cords/mouse/keyboard/USBs to different ports).
6	Late	Unexplained or repeated explained lateness.	Repeated unexplained lateness.
7	<del>Lying</del> /cheating  For cheating only. Defiance to be use for lying.	Copying from another student's work.  Submitting another student's general class work as own.  Plagiarism on draft assessment item (requested to fix).	Copying of school exam paper/assessment piece for distribution to others. Student cheating on exam (exam conditions apply) – during session, or giving/receiving questions from others.  Plagiarism on draft assessment item (requested to fix and not). Plagiarism on assessment (e.g. student completing assessment for others or submitting other's work as their own).
8	Misconduct involving object	Use Item 12 or 15. Recorded as property misconduct or physical misconduct (minor or major).	
9	Non-compliant with routine.  Focus is on routines, procedures, following instructions in order to access the curriculum/activity.	Failure to bring or correctly use equipment necessary for class, including student diary.  Failure to report to lunchtime detention.  Failure to sit in seating plan / class lines on parades. Being out of bounds. Failure to follow reasonable instructions.	Major incident – use Item 2
10	Other	Do not use.	
11	Other conduct prejudicial to the good order and management of school	Theft/shoplifting and trespassing in school uniform– used by administration only.	
12	Physical misconduct.  Person to person contact made.	Low level contact – e.g. flicking, inappropriate touching, elbowing, general pushing and shoving of others. Spit Balls. Dangerous projectiles: paper wasps, picking up and brandishing objects.  Personal contact (e.g. hugging, holding hands, etc).	Throwing rocks, sticks, objects at others.  Threatening others with objects.  Fist fight, biting, spitting at person, punching, and kicking with force / intent to hurt.  Intimate contact (e.g. kissing or multiple minor infringement of personal contact).
13	Possess prohibited items.	Possession of banned items: Mobile Phones, electronic music devices as per policy.  Aerosol sprays, soft drink and energy drinks, chewing gum,	Repeated possession of banned items named in minor.  Possession of sharp instruments, including knives.

	As outlined in banned items and Mobile Phone policy.	skate boards, scooters, liquid paper.	Possession of fire arms and laser pointers.  Refusal to hand over electronic device.
14	Prohibited items	Refer to Item 13.	
15	Property misconduct.	Taking items from others, without return – erasers, pencil cases. Low level graffiti. Damage to school environment. Inappropriate use of equipment or treatment of property which doesn't result in damage.	Damage to school or student equipment or property. Major graffiti / vandalism of school property & vegetation.  Repeated taking of others' equipment or belongings without permission or return
16	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 – use Item 2. Recorded as defiant.
17	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).
18	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.
19	Third minor referral	Do not use.	
20	Truant/skip class	Student turns up late, leaves class or skips entire class and does not return. If student in view monitor, if student is not in view contact office. ID Attend (right click identify when student left).	Student found outside of school grounds without permission. Repeated truancy/skip class.
21	Verbal Misconduct	Low intensity or incidental use of inappropriate or offensive language in general conversation – low level swearing or name calling which causes offense. Minor teasing, rudeness.	High intensity 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.  Personal attack using inappropriate language.
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## Minor and Majors – How to respond

Always try to use logical / natural consequence to match the behaviour. Consequences should provide an opportunity to learn, rather than punish. (\* = parental contact needed)

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

## Focused 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 practise 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 focussed 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.

For students in Years 10, 11 and 12, an Intensive Support Intervention has been put in place for when students have reached a level of behaviour management where suspension of 1 to 3 days may be considered. Students will have Intensive Support instead of suspension. Students will not attend regular classes during this time but will attend the Intensive Support room which is supervised by the Head of Senior Secondary.



Students will be provided/have access to:

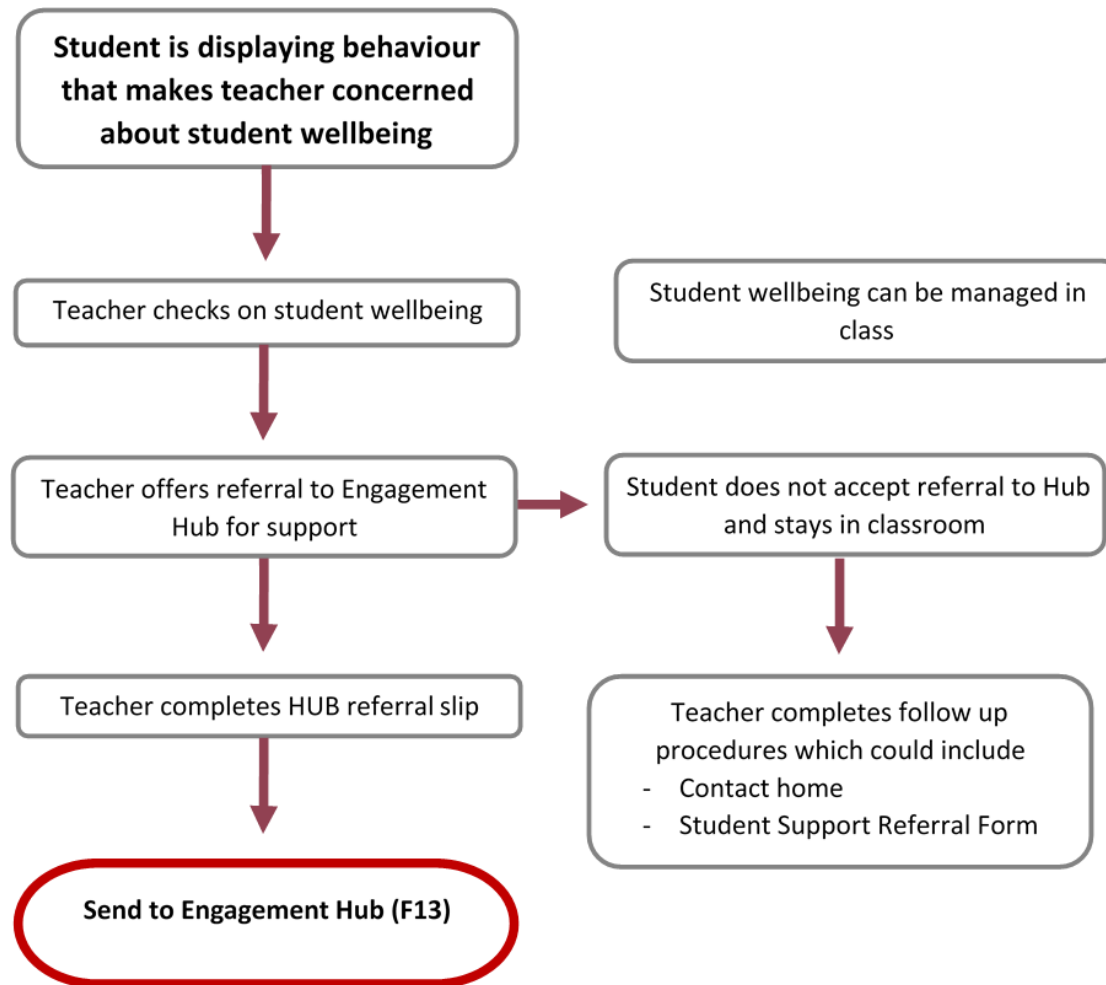
- Tutoring for all subjects in their daily timetable
- Career Education support and assistance
- Information and support for work experience
- Supervised lunch breaks on library veranda
- Youth Support Coordinator providing support for students

Upon completion of the Intensive Support Room, the student will return to regular classes. Should behaviour continue at this time, then suspension may be the next step.

## Engagement Hub

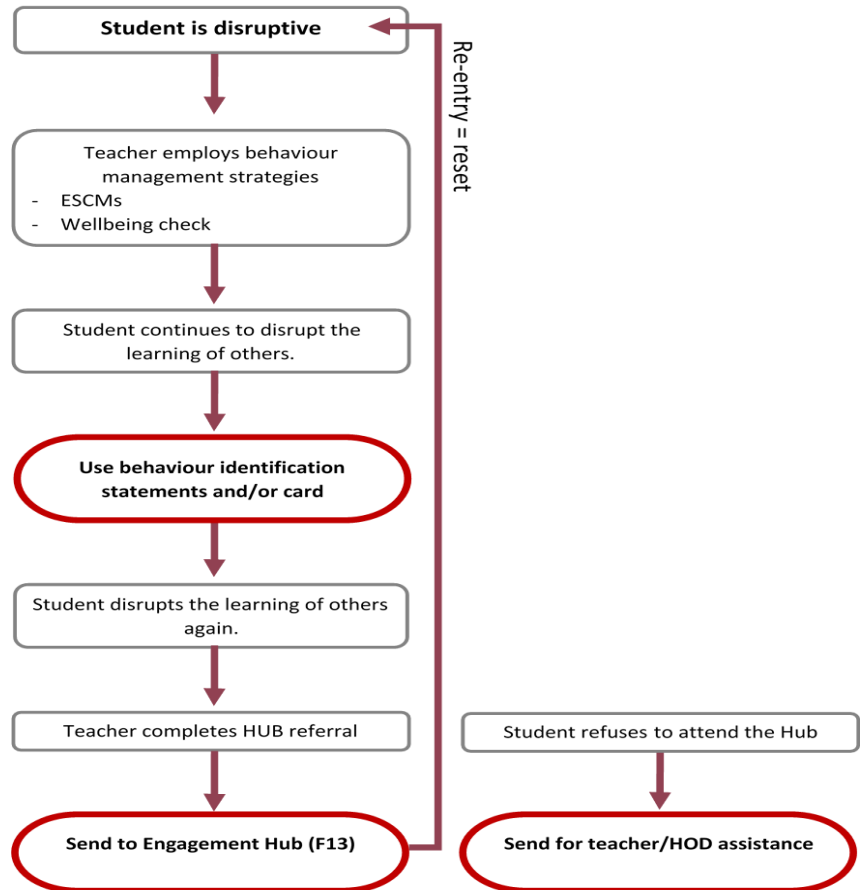
The purpose of the Engagement Hub and Engagement Officers is to primarily support and build positive relationships for learning amongst students, staff and families. The overall focus is on student welfare and engagement within the whole school community and consists of the tracking and monitoring of students and the development of action plans to support student growth.

### Wellbeing Flowchart



Teacher	Engagement Officer
<ul style="list-style-type: none"> <li>• OneSchool as a Contact (in student profile)</li> <li>• Student Support Referral Form</li> </ul>	<ul style="list-style-type: none"> <li>• Text sent home</li> <li>• Offer quiet card for agreed time</li> <li>• Monitor and manage inappropriate use of referrals</li> </ul>

## Disruption Flowchart



	Teacher	Engagement Officer	Curriculum HOD	DP/Admin
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>OneSchool incident</li> <li>Re-entry to room</li> <li>Appropriate consequence</li> </ul>	<ul style="list-style-type: none"> <li>Text sent home</li> <li>Assist with re-entry</li> </ul>		
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>OneSchool incident</li> <li>Contact parent/guardian</li> <li>Appropriate consequence</li> </ul>	<ul style="list-style-type: none"> <li>Text sent home</li> </ul>		
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>OneSchool incident</li> <li>Refer incident to Curriculum HOD</li> </ul>	<ul style="list-style-type: none"> <li>Text sent home</li> </ul>	<ul style="list-style-type: none"> <li>Contact parent/guardian</li> <li>Appropriate consequence</li> </ul>	
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>OneSchool incident</li> <li>Refer to relevant Year Level DP</li> </ul>	<ul style="list-style-type: none"> <li>Text sent home</li> </ul>		<ul style="list-style-type: none"> <li>Contact parent/ guardian</li> <li>Refer action taken to HOD and Teacher</li> </ul>

- Until intervention from DP, incident referral numbers continue to increase e.g. 5<sup>th</sup>, 6<sup>th</sup>
- After intervention from DP, OneSchool recording resets to 1<sup>st</sup> referral

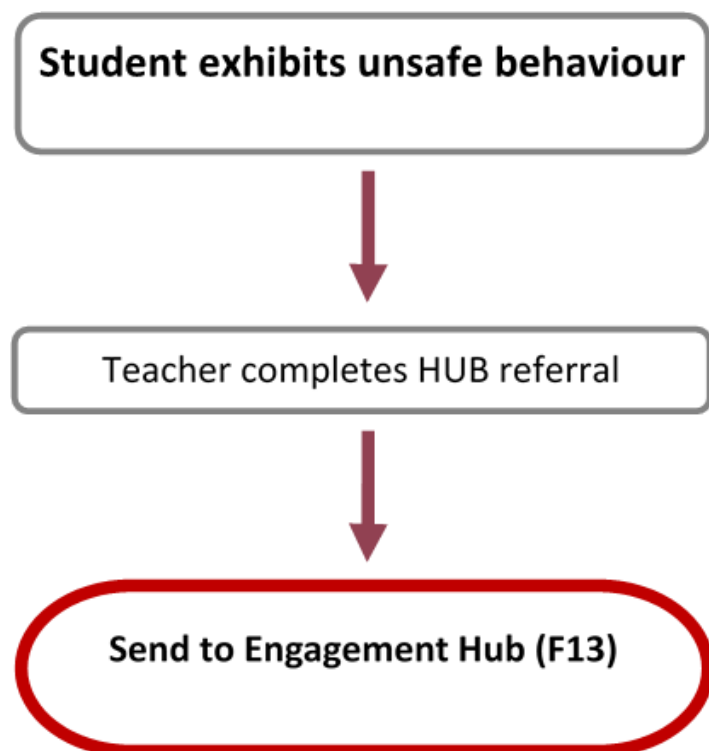
### Student refuses to leave classroom to attend the Hub:

1. send for HoD or another teacher to assist
2. Teacher OneSchool incident and contact parent/guardian
3. Curriculum HoD applies non-compliance consequence

If student refuses to attend the Engagement room after HOD/ teacher intervention, refer to Deputy.

If student does not arrive at the Engagement room, teacher to record incident and refer to Deputy.

## Safety Flowchart



	Teacher	Engagement Officer	Curriculum HOD
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• OneSchool incident</li> <li>• Contact parent/ guardian</li> <li>• Refer incident to Curriculum HOD</li> </ul>	<ul style="list-style-type: none"> <li>• Text sent home</li> <li>• Student complete safety booklet for Curriculum area</li> </ul>	
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• OneSchool incident</li> <li>• Refer incident to Curriculum HOD</li> </ul>	<ul style="list-style-type: none"> <li>• Text sent home</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parent/ guardian</li> </ul>

### Major incidents:

Refer to relevant Deputy Principal

# 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, Heads of Department, Guidance Officer, The Community Education Counsellor and HOSES (Head of Special Education Support). 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 practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed 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.

## 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
- Use of the Engagement Hub for disruption, wellbeing or safety
- Detention

## Focussed

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, an Engagement Officer, the Junior or Senior HOD or Deputies.

Supports may include:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contracts including: Discipline Improvement Plans, Behaviour Expectations Cards
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support for team based problem solving

- Stakeholder meeting with parents and external agencies

## Intensive

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.

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.



## 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.

## Enrolment procedure for at risk or excluded students

A prospective student must be enrolled at a state school if they are entitled to be enrolled at the school under the [Education \(General Provisions\) Act 2006 \(Qld\)](#) (EGPA). It is the expectation that the school Guidance officer leads the case management of all at risk or excluded enrolments.

### Enrolment process for excluded students/ violent behaviours

Activity	Purpose	Who is involved	Actions moving forward
Initial enrolment conversation	Student is identified as a student at risk or coming from another school due to exclusion or significant behaviour issues	Regional Case Manager School GO	GO to refer to Year level DP
Enrolment Meeting	Begin complex case management with Parent / Guardian and discuss transition to NRSHS  Explanation of enrolment process and plans that will be put in place to support student	DP, GO, Student, Parent/guardian  Regional case manager  External support agency	GO to timetable morning transition meeting
Initial Transition Meeting	Complete Individual student safety plan (ISSP), Behaviour risk assessment tool and escalation profile	GO & Student  Parent/Guardian if required	<ul style="list-style-type: none"> <li>• GO to outline case management support</li> <li>• GO to upload documents to OneSchool</li> </ul>
Day one of enrolment	Review support plans with student and arrange for a daily touch base	GO	<ul style="list-style-type: none"> <li>• Daily check in with student</li> <li>• GO to distribute appropriate information with staff about support plans</li> <li>• GO to record on OneSchool</li> </ul>
Day five of enrolment	Face to face Parent/Guardian meeting to review progress of transition and support plans	GO and DP  Parent/Guardian  Student	<ul style="list-style-type: none"> <li>• GO to set plans for next 5 days of school as needed</li> <li>• GO to record on OneSchool</li> </ul>
Day ten of enrolment	Face to face Parent/Guardian meeting to review progress of transition and support plans	GO and DP  Parent/Guardian  Student	<ul style="list-style-type: none"> <li>• GO to set plans for next 5 days of school as needed</li> <li>• GO to record on OneSchool</li> </ul>
Day fifteen of enrolment	Face to face Parent/Guardian meeting to review progress of transition and support plans	GO  Parent/Guardian	<ul style="list-style-type: none"> <li>• GO to set plans for next 5 days of school as needed</li> <li>• GO to record on OneSchool</li> </ul>
Day twenty of enrolment	Face to face Parent/Guardian meeting to review progress of transition and support plans  Make decision around continuation of support and appropriate timeframe for these meetings.	GO and DP  Parent/Guardian  Student	<ul style="list-style-type: none"> <li>• Review case meeting needs and set plan for following month</li> <li>• GO to record on OneSchool</li> </ul>

Post the first 20 days of enrolment all parties set an action plan moving forward to support student success.

\* At any time a discipline improvement plan or behaviour support card can be implemented by the DP.

\*\*Regional support maybe requested at any stage of this process

\*\*\* School support services such as CEC, Nurse or YSC can be included as needed to support student.

## Enrolment process for students who are at risk or have mental health concerns

Activity	Purpose	Who is involved	Actions moving forward
Initial enrolment conversation	Student is identified as a student at risk	GO and DP review student files	GO to refer to Year level DP
Enrolment Meeting	Meet with Parent / Guardian and discuss transition to NRSHS  Explanation of enrolment process and plans that will be put in place to support student	DP, GO, Student, Parent/guardian  Regional case manager  External support agency	GO to timetable morning transition meeting
Initial Transition Meeting	Complete Individual student safety plan (ISSP), escalation profile and mental health plan	GO & Student  Parent/Guardian if required	<ul style="list-style-type: none"> <li>•GO to outline case management support</li> <li>•GO to upload documents to OneSchool</li> </ul>
Day one of enrolment	Review support plans with student and arrange for a daily touch base	GO	<ul style="list-style-type: none"> <li>•Daily check in with student by GO arranged</li> <li>•GO to distribute appropriate information with staff about support plans</li> <li>•GO to record on OneSchool</li> </ul>
Day five of enrolment	Face to face Parent/Guardian meeting to review progress of transition and support plans	GO and DP  Parent/Guardian  Student	<ul style="list-style-type: none"> <li>•GO to set plans for next 5 days of school as needed</li> <li>•GO to record on OneSchool</li> </ul>
Day ten of enrolment	Face to face Parent/Guardian meeting to review progress of transition and support plans	GO and DP  Parent/Guardian  Student	<ul style="list-style-type: none"> <li>•GO to set plans for next 5 days of school as needed</li> <li>•GO to record on OneSchool</li> </ul>
Day fifteen of enrolment	Face to face Parent/Guardian meeting to review progress of transition and support plans	GO  Parent/Guardian	<ul style="list-style-type: none"> <li>•GO to touch base with Parent/guardian</li> <li>•GO to record on OneSchool</li> </ul>
Day twenty of enrolment	Face to face Parent/Guardian meeting to review progress of transition and support plans	GO and DP  Parent/Guardian  Student	<ul style="list-style-type: none"> <li>•Review case meeting needs and set plan for following month</li> <li>•GO to record on OneSchool</li> </ul>

Post the first 20 days of enrolment all parties set an action plan moving forward to support student success.

\*Regional support maybe requested at any stage of this process

\*\*School support services such as CEC, Nurse or YSC can be included as needed to support student.

## School Policies

North Rockhampton State High School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by student
- Preventing and responding to bullying
- Appropriate use of social media
- Truancy policy

### 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

## Use of mobile phones and other devices by students

### Rationale

North Rockhampton State High School acknowledges the reality of mobile phones, IPODS, IPADS and such, 21st century technological tools and technological skills are important to students' future life choices. They are also effective communication tools and provide, particularly for parents, peace of mind about the safety and security of their children, especially, for example, when normal routines of arriving to and leaving school may be varied.

North Rockhampton State High School is committed to establishing and sustaining a safe and happy environment for students that best fosters quality learning and the social development of every child. Every student has a right to privacy, integrity, to feel safe, and learn. Every teacher has a right to teach in a setting that is optimum to quality learning.

Phones, IPODS, MP3/4 players, IPADS and other technological devices can cause significant disruption to the learning and teaching rights of others. This situation has led us to put in place firm rules and boundaries around the use of recording devices, phones and other electronic devices. Boom boxes and Bluetooth speakers are banned completely from the school.

Students may not use any recording device in the school grounds. This includes:

- Transmitting images
- Taking photographs with a phone
- Taking photographs with a camera
- Using a tape recorder
- Using a Mobile phone/IPAD/IPOD on record setting
- Using an MP3/4 player on record setting
- Video recording

### Exceptions

If a teacher has approved the use of electronic device to record images for curriculum purposes.

In line with the personal property laws, phones and electronic devices will be handed back to the student or parent/caregiver at the end of the school day as per incident guidelines.

### Phone/ electronic device

1. Students are permitted to bring mobile phones and electronic devices to school and to school related activities. They must be switched off or on silent and out of sight upon entering the school grounds.
2. The school reserves the right to ban mobile phones and other electronic equipment at special events.
3. Mobile phones/electronic devices are not permitted during any formal examinations. It is considered a serious misdemeanour to have a phone/ electronic device in the exam room.
4. Students who do not require a phone/ electronic device for parent contact are discouraged from bringing phones (and like apparatus) to school. No liability will be accepted by the school in the event of loss, damage or theft. Students bring mobile phones and other electronic equipment to school at their own risk.



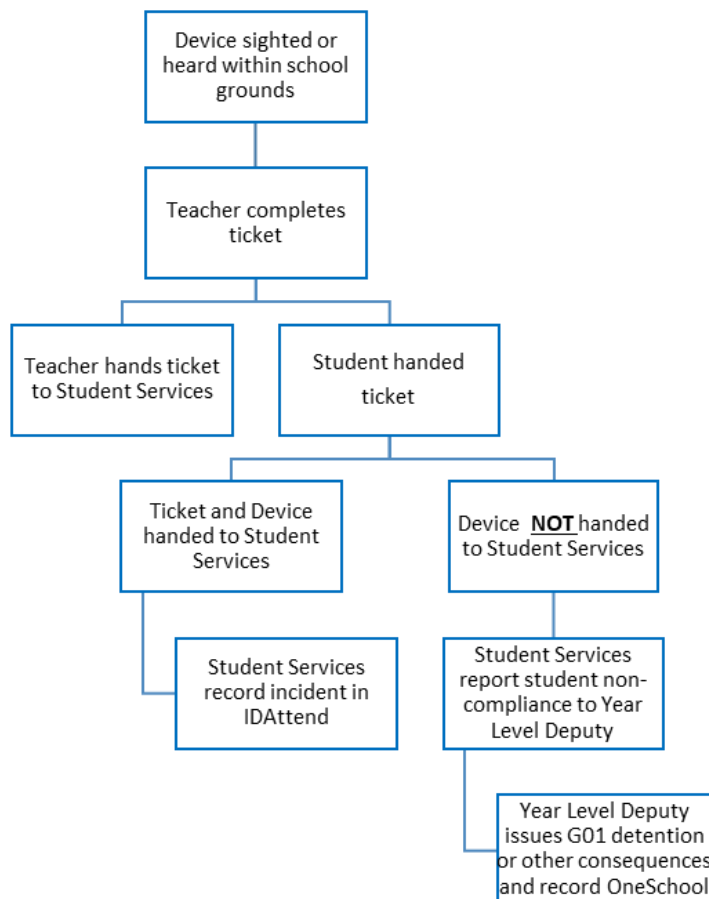
## Exceptions

1. Laptops for classroom use.
2. If a teacher has planned a unit of work which incorporates the use of the technology to achieve educational goals.
3. If the use of the device is part of a student's ISP.
4. Electronic payment requirements at the tuckshop, uniform shop or administration office.

## Consequences of Inappropriate Use

Phone or electronic device is sighted or heard within the school grounds

1. A teacher will complete a phone/electronic device ticket without entering a debate.
2. The teacher will deliver their half of the ticket to Student Services
3. The student will deliver their half of the ticket to Students Services with the device



**1st Incident:**

- Teacher issues Phone/electronic device ticket to student.
- Student takes Phone/electronic device and ticket to Student Services ASAP.
- Phone/electronic device is placed in Student Services and recorded in IDAttend.
- Phone/electronic device can be collected at end of same day by student.

**2nd Incident:**

- Teacher issues Phone/electronic device ticket to student.
- Student takes Phone/electronic device and ticket to Student Services ASAP.
- Phone/electronic device is placed in Student Services and recorded in IDAttend.
- Phone/electronic device can be collected at end of same day by parent/guardian unless otherwise negotiated.
- Parent/ Guardian informed.

**3rd Incident:**

- Teacher issues Phone/electronic device ticket to student.
- Student takes Phone/electronic device and ticket to Student Services ASAP.
- Phone/electronic device is placed in Student Services and recorded in IDAttend.
- Phone/electronic device can be collected at end of same day by parent/guardian unless otherwise negotiated.
- Parent/Guardian informed that this is the third offence and fourth offence will result in more serious consequences.

**4th Incident:**

- Teacher issues Phone/electronic device ticket to student.
- Student takes Phone/electronic device and ticket to Student Services as soon as possible.
- Consequences may include:
  - Suspension
  - Device signed in/out with year level deputy
  - Student banned from bringing device to school

## Preventing and responding to bullying (including Cyberbullying)

### 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 Engagement Officer
- 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 Engagement Officer's 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.

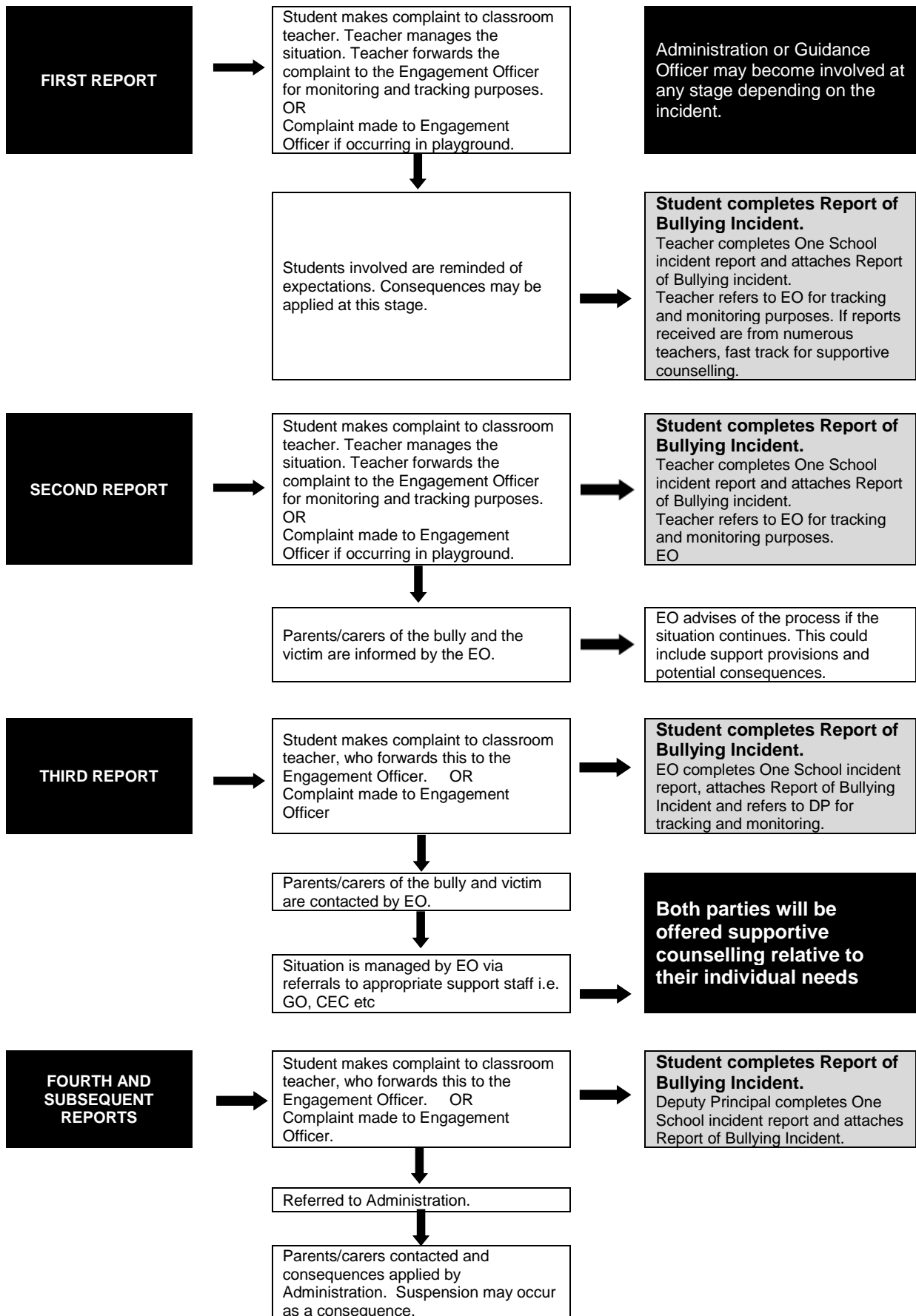
### Bullying and harassment inside the classroom

- Reports are made to the classroom teacher
- Some reports may lead to a student or students being sent to the Engagement Hub 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 the Engagement Hub 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.

## Bullying response flowchart for teachers



# Cyberbullying response flowchart for school staff

## 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](#).

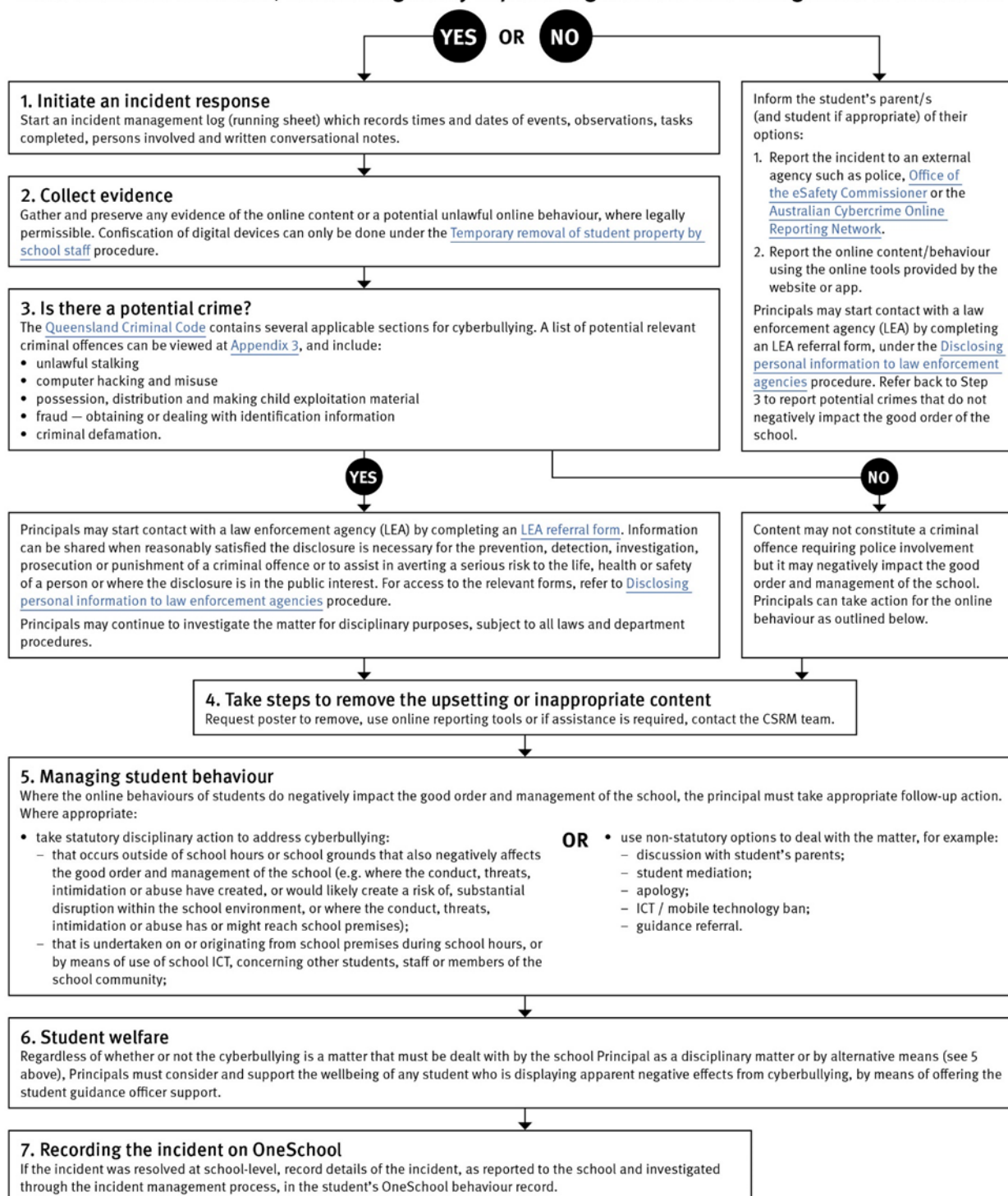
### Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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

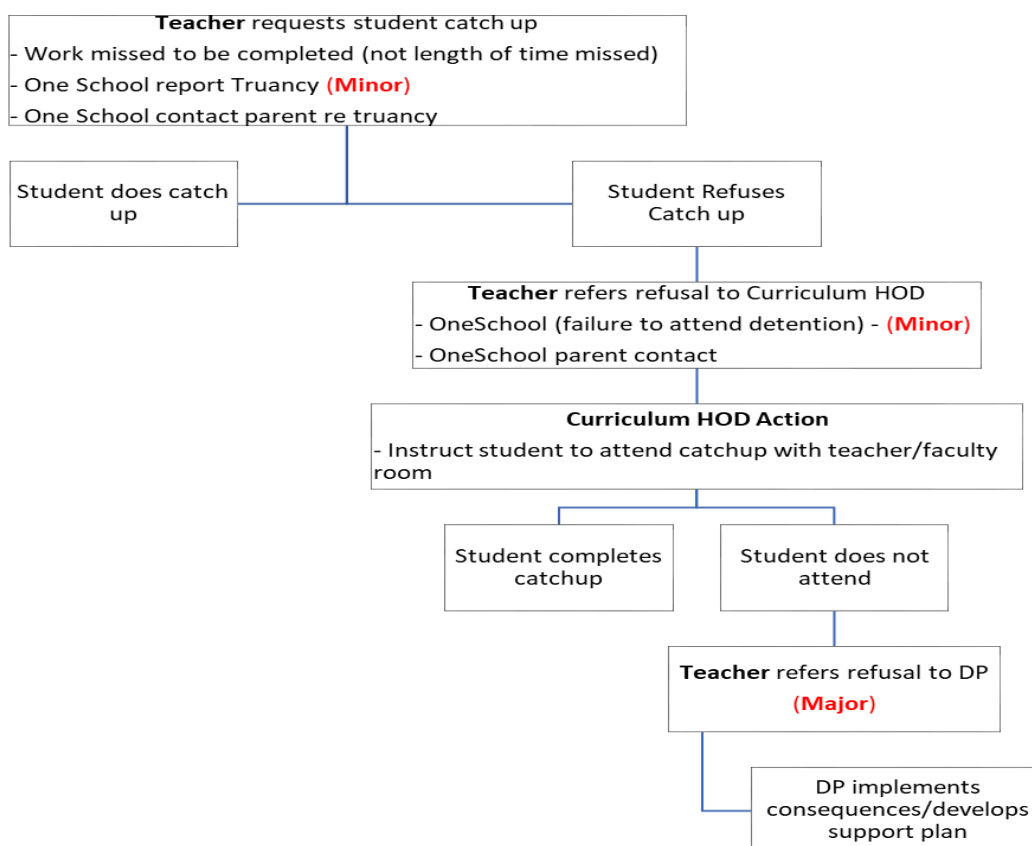
## Rationale

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



# Restrictive Practices

School staff at North Rockhampton State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

## 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.