

Responsible Behaviour Plan for Students



north high
we strive for the best

2013 – 2015

(based on the Code of School Behaviour)

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1. Purpose

Mackay North State High School is committed to its motto – ‘*We Strive for the Best*’. To meet this goal, we will endeavour to provide a safe, supportive and disciplined school environment where academic and social learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; school practices are proactive rather than reactive; and appropriate, respectful language and behaviours are defined, modelled and reinforced.

The Responsible Behaviour Plan for Students is the document which sets out how we will establish and maintain a supportive school environment.

2. Consultation and Data Review

Mackay North State High School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012, undertaken as part of the Quadrennial School Review process, also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in October 2012, and will be reviewed in 2014 as required in legislation.

3. Learning and Behaviour Statement

At Mackay North State High School, we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. Our Responsible Behaviour Plan is based on Education Queensland’s Code of School Behaviour and the shared beliefs of the school community. Surveys of staff, students and parents consistently show a strong pride in the school, with family and community support over a number of generations. Students show clearly that they value quality teaching and the effective management of behaviour in their classes. They appreciate the wide range of opportunities in subject areas and in extra-curricular activities which they are offered here.

Our school community believes that social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. We value the desire to learn and the pursuit of excellence, coupled with a sincere effort and positive attitude.

Staff and students at Mackay North State High School have the right to work to their potential, free from disruption, abuse or threat in a safe and cooperative environment. To enable productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviour needs to be taught, modeled, encouraged and developed. To facilitate this, we use the **4ways4respect** slogan to encapsulate our values and beliefs about learning and responsible behaviour. This is presented in the students’ diaries and in posters around the school and is supplemented by individual classroom rules and procedures which are appropriate for the year level and the subject areas being studied.

4WAYS4RESPECT

TO BE THE BEST SCHOOL THAT WE CAN BE, YOU ARE PROVIDED WITH -

- A wide range of subjects and extra-curricular activities.
- A dedicated staff that can provide you with the learning and support that you need.
- An attractive learning environment – we work together to improve it all the time.

TO BE THE BEST THAT YOU CAN BE, EACH STUDENT MUST -

RESPECT YOURSELF

Don't let yourself down, make sure that you -

- Do your best with full attendance and participation.
- Be on time and ready for work.
- Obey all classroom and playground rules and routines.
- Speak with courtesy at all times.
- Obey our school rules concerning tobacco, alcohol and illicit drugs.
- Wear your North High uniform with pride – remember 0% tolerance of uniform and jewellery infringements.

RESPECT OTHER STUDENTS

- Don't interrupt others' learning.
- Treat other students with fairness, tolerance and courtesy.
- Don't take part in any physical or verbal abuse of your peers.
- Respect the property of others.

RESPECT STAFF

- Follow instructions
- Listen and learn
- MANNERS! MANNERS! MANNERS!

RESPECT YOUR SCHOOL AND ITS ENVIRONMENT

- Vandalism or mistreatment of school property is not tolerated – leave permanent markers and steel rulers at home.
- Do your part in keeping the environment safe and clean. 'Just Bin It' is our slogan and 'Two or Twenty' is how we all do our part.
- Represent the school with pride.
- Take part in as many activities as possible.
- Books and writing materials are needed for school – mobile phones, CD players and other valuable items are not.



4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

In keeping with the positive behaviour support approach, we address the behaviour support needs of all students within a whole school context. Because of the large number of students enrolled, we choose to organise our school population into 'sub-schools' through the Year levels. Each year level has a member of administration, year coordinators and guidance support allocated to those students in order to maximise the knowledge of students' needs and behaviours, and to maintain partnerships and connections with families and carers.

Overall, our school approach represents the range of support needs – whole-school behaviour support, targeted behaviour support and intensive behaviour support.

WHOLE SCHOOL BEHAVIOUR SUPPORT

Students are given every opportunity and encouragement to have a positive and productive education at Mackay North State High School. We are proud of the great majority of our students who enjoy these opportunities and achieve great outcomes, both for themselves as individuals and for our school community.

We provide whole-school support through -

- **Clear expectations for student behaviour** with levels and consequences are set out in the Homework Diaries. These are explained by their Home Group teacher and reinforced during the year.
- **Camps and special activities** – Year 8 week, Year 10 camp and the Senior leadership camp all offer students an opportunity to learn new skills outside of their classroom setting.
- **Reward for good behaviour and participation** – ranging from individual classroom teacher rewards through to recognition at our annual Awards Night. Being on Stage 1 of our Plan allows students the privileges of excursions and extra-curricular activities.
- **Active student involvement** – an active student council, student leadership opportunities, school celebrations which encourage participation and foster success and seeking student opinions through surveys.
- **Staff skilling** – professional development in the areas of productive pedagogies and behaviour management is ongoing.

TARGETED BEHAVIOUR SUPPORT

Intervention and support will be required by a small number of students who are not cooperating with teachers and fellow students and are causing problems for themselves or others. The level of behaviour support depends on the nature and frequency of the problem.

Examples include –

- **Referral to support specialists** – Our Guidance Officers will often be the first referral; however, we make use of a wide range of services including our CEC, Youth Support Coordinator and local programs and agencies.
- **Individual plans** - This can be an Individual Behaviour Plan or a modified timetable tailored to improve behaviour and learning outcomes.
- **Whole school approach to bullying** – We recognise that bullying (including cyberbullying) is not acceptable and offer a structured approach to its reporting and follow up on reported bullying.
- **Use of our behaviour management data base** – Regular entries in this data base is essential in a school of our size in order to track patterns of behaviour and progress.
- **Contact with parents or carers** – We aim to keep parents well informed, to share successful strategies and to work together for improvement.
- **Use of buddy teacher** – A planned 'time-out' can provide a positive outcome for students who need behaviour support and break some patterns of unacceptable behaviour.

INTENSIVE BEHAVIOUR SUPPORT

Students identified as needing intensive behaviour support are those who have had targeted support, but are still at risk of significant educational underachievement due to their inappropriate behaviour. The Individual Behaviour Plan has been reviewed regularly and further support is now deemed appropriate.

With information from teachers, student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer, the Principal/Deputy Principal will review the student's Individual Behaviour Plan and plan further support.

The following supports may be put in place in the Individual Behaviour Plan:

- Further counselling with the school's Guidance Officer
- Modified timetable or attendance
- Teacher Aide support through school or district behaviour funding
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
- Referral to the Positive Learning Centre (see below)

The **Positive Learning Centre** located in this district is one provision in an array of regional services that aim to provide an alternative program for some students who at a given point in time require intervention beyond the capacity of a mainstream classroom. A student requiring intensive behaviour support may be referred to the Positive Learning Centre if the school believes that this would be beneficial to the student. If a student is accepted into the program, the staff of the PLC works closely with the school in delivering appropriate curriculum and liaising with other government departments and community groups. The aim of the PLC is to reintegrate the student back into the school or into more appropriate learning or vocational pathways. Referral to the PLC takes place through the Principal or Deputy Principal.

5. Consequences for Unacceptable Behaviour

When applying consequences for unacceptable behaviour, the individual circumstances and actions of the student are considered, along with the needs and rights of the school community members. Consistency, fair treatment and natural justice are our goals. Consequences are based on our system of Stages.

STAGE 2 MINOR OR ISOLATED MISBEHAVIOURS

Possible Strategies and Actions

- A warning and an 'After Class Chat' without the student audience can work well. Expectations are restated and positive working relationships are established.
- A preliminary discussion with HOD, Year Coordinator, Guidance Officer, Community Education Counsellor where appropriate.
- Record noted on the Behaviour Database.
- Teachers may organise for a temporary withdrawal of the student to another class – HOD or another teacher to assist.
- Contact with parent may be made. Most parents really appreciate an early intervention and their assistance may solve the problem.
- Detentions may be used. If the student does not attend, then teachers will use their HOD to look after their class while the student is retrieved from a class just before a lunch break.
- Litter duty might be used.
- Positive reinforcement of appropriate behaviour should be used.

STAGE 3

Inappropriate behaviour to be dealt with at this stage include –

(FOR REFERRAL TO YEAR COORDINATOR)

- Uniform/makeup
- Playground problems
- General behaviour problems across subject areas
- Low level harassment or bullying (including cyberbullying)
- Home Group misbehaviour
- Truancy
- Smoking

(FOR REFERRAL TO HOD)

- Continued Stage 2 behaviours
- Continued disruption or disobedience in class or excursions
- Persistent homework problems
- Assignment problems
- Loss/damage to class equipment or facilities
- Persistent lateness to class

Possible Strategies

- Student may be placed on a Stage 3 Behaviour Card (Yellow - Year Co-ordinator, Green - HOD)
- Parent will be informed as the Behaviour Card is issued.
- Student warned of consequences e.g. withdrawal of privileges.
- Administration notified.
- Litter duty may be organised.
- May work out individual behaviour plan with student and teacher(s).
- Short withdrawal from class for specific lessons
- Consult with Guidance Officer, or other support personnel.
- Lunch time detentions may be used.
- After school detentions may be arranged with the support of the parents or guardians.
- Record noted on Behaviour database.
- Referral to Stage 4 if no improvement.

**STAGE 4 STILL NO IMPROVEMENT
FAILURE TO MODIFY BEHAVIOUR**

<p>Inappropriate behaviour to be dealt with at this stage include -</p> <ul style="list-style-type: none"> Continued Stage 3 behaviours 	<p>Possible Strategies</p> <ul style="list-style-type: none"> Student may be placed on a Stage 4 Behaviour Card - blue. Contact will be made with parents; interview may be arranged. Contact may be made with police. Consult with guidance officer, community education counsellor and community welfare organisations. Withdrawal from classroom and playground for certain periods of time Moving directly to Stage 5
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**STAGE 5 PERSISTENT FAILURE TO MODIFY BEHAVIOUR OR
SERIOUS BEHAVIOUR BREACHES**

Suspension or recommendation for exclusion may occur without students moving through the Stages of our Responsible Behaviour Plan when serious breaches of our Plan have occurred. *Students will be referred to the Administration Team directly for serious incidents.*

<p>Inappropriate behaviour at this stage include –</p> <ul style="list-style-type: none"> Continued Stage 4 behaviours Verbal abuse to a teacher Physical assault Alcohol or drug use, possession or supply Theft Vandalism Severe intimidation Significant safety issues Severe bullying or harassment including inappropriate online behaviour outside of school that affects the good order and management of the school. Truancy Possession of knives and other dangerous items Any repeated behaviour that represents persistent wilful misbehaviour 	<p>Possible Strategies</p> <ul style="list-style-type: none"> Short suspension (1 – 5 days) followed by a minimum of two Stage 4 cards. Longer suspension (6 – 20 days) followed by a minimum of two Stage 4 cards. Recommendation for exclusion. Cancellation of enrolment (Post-compulsory students only)
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6. Emergency Situations and Critical Incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and 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.)

Debrief

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Mackay North State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

- the underlying function of the behaviour.

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

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

Any physical intervention made must:

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

Record keeping

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

- incident report
- Health and Safety incident record
- debriefing report (for student and staff).

7. Network of Student Support

All personnel in the school contribute to the welfare of students.

Administration Team: The Principal and Deputy Principals will take responsibility for designated Year levels and work closely with the Year Coordinators and HODs. They will deal directly with students who are on Stages 4 and 5 of our Responsible Behaviour Plan.

Their overall responsibilities are to –

- Administer the provisions of the Education (General Provisions 1996) Amendment Act and the policies of Education Queensland.
- Guide the development, implementation and evaluation of the Responsible Behaviour Plan.
- Liaise between school, parents, the wider community and Education Queensland.
- Maintain students' behaviour records in the respective year levels for which they have responsibility.

Heads of Department take responsibility for supporting teachers in their faculty and for incidents which take place in their subjects.

Their responsibilities are to –

- Assist with class-room related problems, e.g. late assignments, classroom disruptions.
- Provide support for staff and students in their department.
- Maintain subject area records.
- Liaise with Year Coordinators and Middle and Senior School HODs regarding persistent behaviour management problems.
- Ensure aims and objectives of teaching programs suit the needs and welfare of staff and students.
- Provide a link between staff and Administration for information, communication and support.
- Identify underachieving students and liaise with parents regarding student progress.

Middle and Senior Schooling HODs will support the other HODs and Year Coordinators by taking responsibility for students who show persistent poor behaviour across a number of subjects.

Their areas of responsibility will develop over time. These will include –

- Being responsible for students on Level 2 of smoking breaches.
- Dealing with students who are persistently truanting or late to class.

- Dealing with incidents of minor assaults or persistently bullying or harassment.

Year Coordinators are appointed for each Year Level and provide another avenue of support for students and staff.

Their responsibilities include -

- Working with HODs and the Administration team to provide support for students with persistent behaviour problems.
- Running weekly assemblies and developing Year Level activities.
- Dealing with breaches of our uniform policy.
- Taking responsibility for playground behaviour incidents.
- Being responsible for students on Level 1 of smoking breaches.

(Stage 3 students are the particular responsibility of Heads of Department and Year Coordinators)

Teachers make a difference. Their building of relationships with students, their preparation of relevant and challenging activities and their modelling of respect to students form the basis of successful behaviour management of students.

Their goal is to –

- Take responsibility for classroom management.
- Provide a positive, stimulating learning environment.
- Report/act upon disruptive behaviour in the classroom with appropriate documentation and referral.
- Challenge and address harassment and discrimination.
- Be involved in Year Level activities with their Home Groups.
- Liaise with parents.

(Stage 1 & 2 students are the particular responsibility of teachers)

The parents and guardians of our students are an essential part of the successful application of our policies.

Their goal should be to –

- Become aware of and support school policies.
- Inform school of specific student concerns.
- Encourage good behaviour and work habits in their children.
- Participate in school activities.
- Respond to advice sent home from the school.

Students who cooperate and work within this policy will gain the most from their schooling.

They need to –

- Recognise the teacher's duty of care, i.e. recognise that teachers have a responsibility to give directions and instructions.
- Show respect to their teachers, their peers and their environment.
- Take part in Year Level activities.
- Provide leadership through Student Council, Captains and House Captains, etc.
- Make the most of the many activities and opportunities available – academic, sporting, cultural, and school sponsored social activities.

Guidance Counsellors are an important part of the support staff available for staff, students and parents/guardians.

Their areas of work will include –

- Counselling students on problems related to school, work, family and friends.

- Working with Administration and other staff members, parents and students on problems of individual students.
- Maintaining accurate, updated material on employment and further education.
- Assisting students in setting positive goals.
- Referral of students to outside agencies where appropriate.

The Community Education Counsellor assists with the specific needs of Aboriginal, Torres Strait Islander and South Sea Islander students.

Her/his work includes –

- Developing an awareness of cultural issues by maintaining close contact with the Aboriginal, Torres Strait Islander and South Sea Islander communities and teachers.
- Responding to educational, vocational and personal issues that affect learning; e.g. goal setting, anger management, learning support and personal counselling.

The School-Based Police Officer is based in our school for two days each week.

He/she will -

- Take action when crimes are committed.
- Ensure that there is an early intervention of crime, with appropriate advice to students and parents.
- Provide classroom lectures on the Law.
- Work to improve Road Safety through patrols and Offence Notices.

The School-Based Youth Health Nurse is provided by Queensland Health for further student support.

Her/his role is to -

- Provide advice for students, parents and staff on youth health issues.
- Provides class information in the area of health education.

The Youth Support Coordinator is available on a part time basis for further student support.

Her/his role is to -

- Provide support and information for homeless and independent students, and those at risk of becoming early school leavers.
- Liaise with the Guidance Officers and other support team.

The Chaplain is provided by the support of local churches and Scripture Union.

His/her work will include –

- Providing spiritual counselling and support for students.
- Liaising with relevant support staff and Administration team.
- Provide lunchtime programs for students.

In addition, we access outside agencies where possible to enhance our network of student support. These may include – the Youth Mental Health arm of Queensland Health, Mackay Region Schools Industry Links, MADEC and special programs supplied by the youth networks in Mackay.

8. Consideration of Individual Circumstances

In deciding on the consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for students, the school will consider a number of factors which may include:

- Age of the student
- Understanding of the impact of cultural or socioeconomic circumstances
- Level of disability of the student
- Previous behaviour record

- Previous consequences applied
- Severity of the incident
- Degree of provocation
- Intent of the action

In addition, we will consider the consequences which have been applied to other students for similar breaches, with a view to ensuring consistency and fairness. Students who are faced with suspension, exclusion or cancellation of enrolment will be advised why the proposed action is being taken and will be given the opportunity to respond (either by written or verbal statement) to the allegations and present their case prior to any decision being made.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

9. Related Legislation

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

10. Related Policies

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

11. Some Related Resources

- National Safe Schools Framework
(ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools
(www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland
(www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
(www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>
- Cybersmart website
<http://cybersmart.gov.au/>
- Net Alert
<http://www.netalert.gov.au/>
- Kids Helpline
<http://www.kidshelpline.com.au/>

Principal: _____ Signature: _____ Date: _____

P&C President: _____ Signature: _____ Date: _____

ARD: _____ Signature: _____ Date: _____

APPENDIX A

THE UNIT – STUDENT BEHAVIOUR

BACKGROUND

1. Undergirding the Unit's Behaviour Management Policy is the principle of inclusion of students with disabilities in the regular school population. Similarly acceptable standards of behaviour will therefore be expected.
2. It is acknowledged that students have differing behaviour patterns and each case is always dealt with on an individual basis. All attempts at managing behaviour in a positive manner will be explored.
3. Behaviour Management issues will usually be dealt with by the Head of Special Education Services with referral to the Administration if deemed necessary.

BEHAVIOUR MANAGEMENT STAGES

Stage 1

Cooperative: Working and behaving well.

Stage 2

Use of classroom management techniques such as time out, change of activity or group, sent to sit by themselves, cool off out of classroom under supervision - for refusal to do work, follow instruction given or disruption to other students.

Stage 3

Put on behaviour card.

Referral to Head of Special Education Services / Head of Department for unsafe behaviour, swearing directed at a person, persistent Stage 2 behaviour

Stage 4

This stage is for refusal to change their behaviour while on stage 3. Contact parents to assist with behaviour management at school or withdrawal by parents to home for the rest of the day or for a number of days. Administration involvement.

Stage 5

Suspension / Cancellation / Exclusion for continual bad behaviour or extremely dangerous behaviour that affects the disabled student or others. These can be one-off behaviours. Administration Directed.

As with other students, a direct referral to Stage 5 may occur for students in the Unit. Examples of the type of behaviour which would lead to this are –

1. *Extreme verbal abuse*
2. *Physical assault*
3. *Smoking/alcohol/drug use*
4. *Theft*
5. *Repeated truancy*
6. *Severe intimidation*
7. *Safety issues for self and others*

APPENDIX B

HARASSMENT AND BULLYING (INCLUDING CYBERBULLYING) POLICY

Mackay North State High School adopts a three level approach for resolving conflict where various avenues are able to be explored. (see framework)

Students are supported and encouraged to take an active part in various resolution processes outlined.

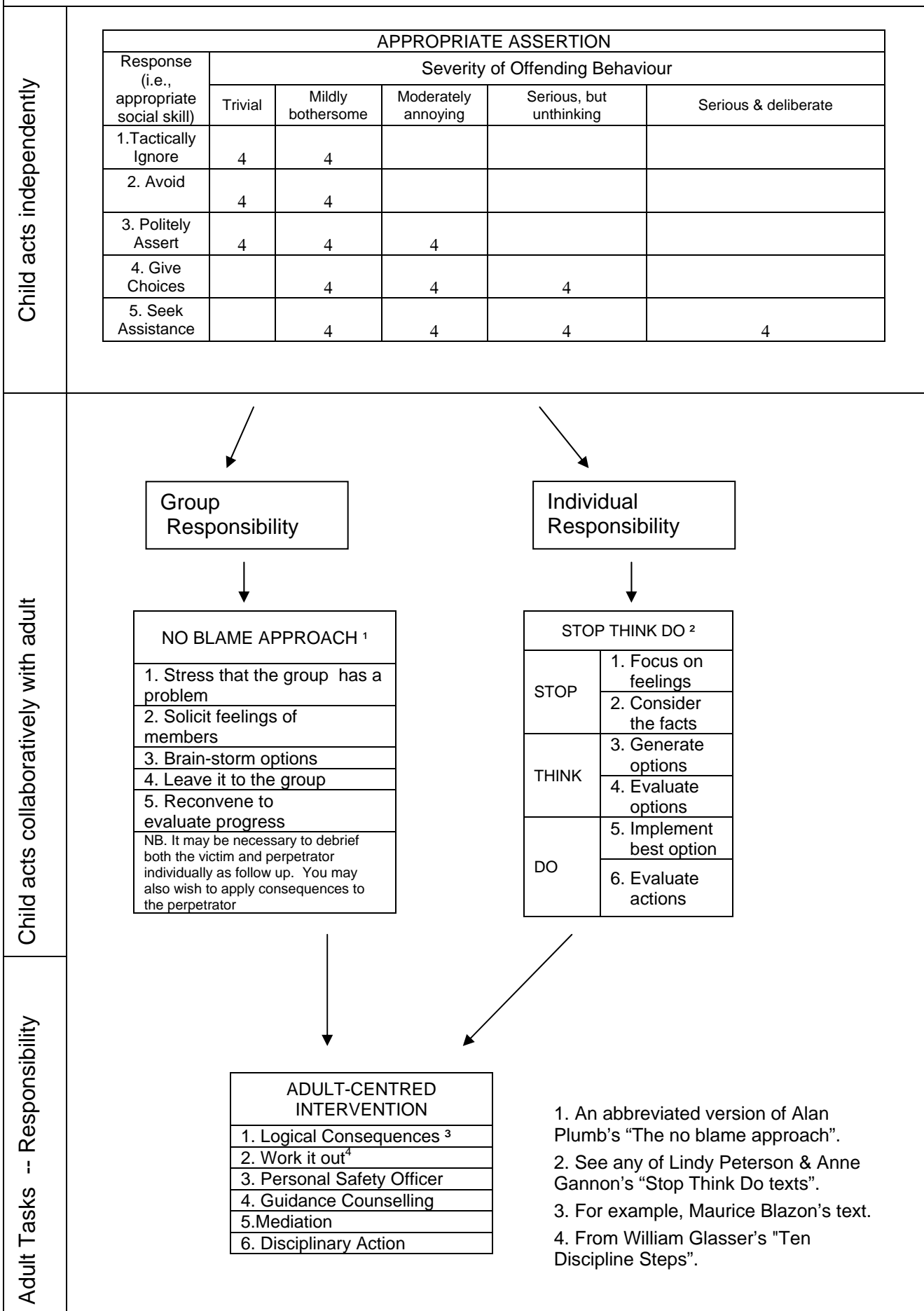
By being empowered to act independently or collaboratively with adults, **all** students can feel safe and supported.

The main goal is to foster partnerships that empower students, increase their levels of responsibility and prepare them for life.

Ensure all students are made aware of the Responsible Use of Internet Policy and the Schools Electronic Devices Policy and that misuse of either of these may result in students moving through the Behaviour Management Levels of the school. (For more details on cyberbullying see APPENDIX G).

FRAMEWORK FOLLOWS

TEACHING CHILDREN TO RESOLVE CONFLICT (INCLUDING BULLYING): A FRAMEWORK



APPENDIX C

UNIFORM POLICY

SCHOOL POLICY

The school uniform has been determined by the P & C Association with input from staff and students. Our school community values the wearing of full school uniform at all times, and this expectation is made clear to all students who enrol at Mackay North State High School. **It is expected that all students will wear the uniform with pride and modesty.** The school's administration reserves the right to enforce the school's uniform policy under these guidelines. **The school strongly recommends the wearing of hats/caps for all outdoor activities.** Beanies and bandanas are not permitted.

SHIRTS

Unisex or Fitted: Royal blue polo shirt with white sleeves and gold piping with school emblem embroidered on shirt.

Girls: White button through poly cotton shirt on hip band with box pleat in back. School emblem embroidered on the front.

Undershirt: Plain white or royal blue (short sleeves) – must **not** be visible below top shirt.

SHORTS/SKIRTS/SKORTS

Boys: Royal blue shorts (poly. gab./drill fabric – **not** basketball or soccer shorts or cargo pants)

Girls: Royal blue Netball Skirt or pleated skirt (skirts to be worn at an **appropriate length**), royal blue long shorts, royal blue skorts.

Unisex royal blue microfibre shorts are optional.

SHOES

Black, blue or white athletic lace-up shoes. Slip-ons, skate shoes or canvas shoes are not appropriate.



This group of shoes is just a sample (but not exhaustive) of the types which are acceptable at North High. Others may be deemed suitable by the school management. If in doubt, contact the Year Coordinator before purchasing shoes. Shoes **MUST** be laced up with the bow visible at the top of the shoe.

SOCKS

White or white with royal blue stripe

WINTER

Plain royal blue pullover (zipped or overstyle, **not hooded**) or windcheater, plain royal blue trackpants. Senior jersey which may be purchased at the beginning of each year through the Senior Coordinators.

TIE Royal blue with silver diagonal stripes

FORMAL DRESS UNIFORM

Students who have leadership positions or represent the school at various public speaking/formal functions will require:

White button-through school shirt with embroidered emblem

Black lace-up shoes

Boys – long black trousers and plain white long sleeved buttoned through shirt

Girls - pleated skirt (longer style)

School blazers and ties can be borrowed from the Senior Centre.

SAFETY CLOTHES

Students enrolled in Senior Manual Arts subjects will be required to provide safety boots, overalls and safety glasses for the workshops. Information will be provided during subject selection.

JEWELLERY

The only jewellery permitted is a watch (plain band), two pairs of plain sleepers or studs, (**four earrings in all; a maximum of two per ear**), and one plain ring to meet safety requirements. **No necklaces.**

BODY PIERCING

Body piercing, such as eyebrows/nose/lip/tongue, is not permitted.

Any student who chooses to have piercing done during the school term should ensure the piercing can be removed during school hours, as covering with bandaids, insertion of a clear stud etc. is not appropriate. **Isolation from normal activities will be implemented until rectified.**

NAIL POLISH

Only pale coloured or clear nail polish is to be worn. Gel Nails are not acceptable.

MAKE UP

No make-up is permitted.

HAIRSTYLES

Any student who chooses to get (**in the opinion of the School Administration**) an inappropriate hairstyle (including colouring) will be isolated from normal activities until rectified.

Hair accessories should be primarily functional and not a fashion item. As such, hairbands, hair ties, combs etc. should be subdued and predominately in school colours.

TATTOOS

Visible tattoos are **not** part of the school uniform and must be discretely covered at all times.

ELECTRONIC DEVICES

Mobile phones, MP3 players etc. are not permitted at school. If an electronic device is seen, heard or used at any time in the school grounds it **will be held by staff until 3pm of that day at which time it can be collected by students.** If confiscated more than once, consequences may include parents only to collect the device or the student may move through the behaviour management stages.

APPENDIX D

POLICY ON SMOKING AND POSSESSION OF TOBACCO PRODUCTS

WHAT WE ARE TRYING TO ACHIEVE?

The Mackay North High smoking policy should address three goals -

- Encourage non-smokers to remain non-smokers
- Encourage new / beginning smokers to quit
- Manage long term / addicted smokers

HOW CAN WE ACHIEVE THESE GOALS?

Encourage non-smokers to remain non-smokers

- Educate students in regards to the short and long term benefits of being smoke free – reasons not to start to smoke.
- Educate students in regards to the short and long term harm of smoking – reasons not to start smoking.
- Educate students on Assertive Behaviour and Goal Setting – equip our students with the skills to say 'No'.
- Widely publish the school smoking policy – staff, students, and parents – deter students through knowledge of the consequences.
- Publish non-smoking literature to the wider school community – staff, students, parents – provide parents with some information / skills to adopt a non-smoking position.
- Teachers to act as role models for students – do as you ask.

Encourage new / beginning smokers to quit

- As above, plus
- Involve parents and use a Quit Smoking Program in conjunction with Stages in our Behaviour Management Plan.

Manage long term / addicted smokers

- As above plus
- Involve parents and use a Personal Management Policy in conjunction with Stages in our Behaviour Management Plan

OUR PROCESS

Students are not permitted to be in the possession of or to consume tobacco products -

- At school
- At a school related activity outside of school hours
- Travelling to and from school
- While in school uniform
- During camps and excursions

A student will be considered to be in breach of this policy if he/she -

- Is observed consuming tobacco products
- Is in possession of cigarettes, lighters or implements used for the consumption of tobacco products
- Has a breath or hands which smell strongly of tobacco indicating that he/she has recently been smoking.

Consequence of a breach of the policy:

Any breach of the policy would be treated individually and on its merits taking in to consideration the age and history of the student concerned. A 'fresh start' in the list of consequences may be considered

if there is a significantly long period of time between offences. In general, consequences would be linked to the stages in our Behaviour Management Plan and follow the steps –

FIRST OFFENCE:

- A warning to the student, a letter to his/her parents from the school, an entry into the student's permanent record, a Stage 3 Behaviour Card and a compulsory visit to our School Nurse for support and intervention. If the student were deemed to be an addicted smoker, a Personal Management Policy would be commenced.

SECOND OFFENCE:

- A one day internal suspension during which the student would complete a Quit Smoking Program.
- A further letter to the parent warning of future consequences.
- Referral to School Nurse and other agencies for support.
- Stage 4 Behaviour Card.

THIRD OFFENCE:

- A 3 day suspension and on return a Stage 4 Behaviour Card.
- Referral to School Nurse and other agencies for support.

FURTHER OFFENCES:

- 6 – 20 day suspensions and on return a Stage 4 Behaviour Card
- Referral to School Nurse and other agencies for support.

QUIT SMOKING PROGRAM

Students to complete a Quit Smoking Program while in isolation – internal suspension. This program should have a positive focus – 'YES! You can Quit' – **this is how and why**. They may also use some of the strategies outlined below.

PERSONAL MANAGEMENT PROGRAM

This program is to be designed in conjunction with parents, the student, a member of admin and the school nurse. This program takes into consideration two major points -

- **The student is strongly addicted to nicotine and does not intend to quit.**
- **Smoking is not allowed on the way to, from and at school.**

What needs to be designed is a program to allow students to manage their addiction while at school and going to and from school. Some ideas may include -

- nicotine patches and gum purchased by student / parent and to be distributed by the school nurse / admin
- some form of supervision during recess times
- direct supervised travel arrangements between school and home

APPENDIX E

POLICY ON THE POSSESSION AND/OR CONSUMPTION OF ILLICIT SUBSTANCES

BACKGROUND

Our school community recognises that illicit and unsanctioned drug use has the potential for disruption to families, school performance and physical and emotional development of young people. To assist students make wise choices, we will

- Provide a Drug and Alcohol education program through the HPE courses.
- Involve our support staff e.g. Nurse, Police Officer where appropriate.
- Set clear expectations of students regarding this policy and the consequences of breaches of our school rules.
- Establish links with outside agencies such as ATODS and Queensland Health.

OUR PROCESS

Students are not permitted to be in possession of, provide for others or consume illicit substances. This policy covers alcohol or illegal drugs. Students are not permitted to be in the possession of, or provide for others materials or equipment which may be used for the consumption of an illicit substance. This policy is enforced –

- During a normal school program during school hours
- At a school related activity outside of school hours
- Travelling to and from school
- While in school uniform
- During camps and excursions.

A student will be considered to be in breach of the policy if –

- They are observed by either staff or other students consuming illicit substances.
- They are in possession of illicit substances.
- They are in possession of materials or equipment that may be used for the consumption of an illicit substance.
- They act in a manner that is consistent with the effects of an illicit substance.

Consequence of a breach of the policy:

Any breach of the policy would be treated individually and taken on its merits considering the age and history of the student concerned. In general, the consequences would be linked with our Behaviour Management Plan and would follow the steps –

FIRST OFFENCE OF CONSUMPTION OR POSSESSION

- A 6 – 20 day suspension and return on Stage 4 of the Behaviour Management Plan
- Referral to Guidance Officer, School Based Police Officer, School Nurse and other agencies for support.

SECOND OFFENCE OF CONSUMPTION OR POSSESSION

- 20 suspension and return on a Stage 4 of the Behaviour Management Plan, or recommendation for exclusion
- Referral to Guidance Officer, School Based Police Officer, School Nurse and other agencies for support.

FIRST OFFENCE OF PROVISION OR SALE OF SUBSTANCES

- Recommendation for exclusion

APPENDIX F

ELECTRONIC DEVICES POLICY

There is no educational purpose for students to have access to devices such as mobile phones, MP3s and Ipods at school which have the potential to disrupt learning and may be used for inappropriate purposes. The camera function available in most phones can lead to breaches of privacy for all members of the school community and may be used for illegal purposes. Therefore, it is in the best interests of students and staff for these devices to be left at home.

Communication with parents will be conducted through the school office and urgent messages can be conveyed to students when required. In some special circumstances, students and their parents may be able to identify a specific need for the student to have a mobile phone for after school arrangements. In these cases, the students may leave their phone at the school office for collection after school hours.

If students choose not to follow this policy, the following consequences will apply:

- Any electronic device which is heard or seen on the school grounds by a staff member may be confiscated until the student leaves the grounds at the end of the school day.
- In addition to this policy of confiscation, evidence of a phone being present during a formal assessment task or exam will lead to referral to the Head of Department of that subject and may result in the cancellation of marks for that assessment.
- Subsequent offences will result in confiscation and where possible, parents will be contacted to make arrangements to pick up the device. Further consequences will be put in place for this persistent disobedience.
- Any refusal to follow these rules will be treated as disobedience and additional consequences will apply as per our Responsible Behaviour Plan.
- Our school does not accept responsibility for the loss or damage of mobile phones or other electronic devices which are brought to school and we will not use our time or resources to recover them if lost.
- The misuse of the camera function of a mobile phone or other devices is viewed very seriously and may result in Stage 5 (suspension) in our Responsible Behaviour Plan as well as police notification.

APPENDIX G

CYBERBULLYING

Cyber bullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Today's children and young people have grown up in a world that is very different from that of most adults. Many young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities; always on and always there. Above all, information communication technologies support social activity that allows young people to feel connected to their peers. Unfortunately, technologies are also being used negatively. When children are the target of bullying via mobile phones or the internet, they can feel alone and very misunderstood. They may not be able to identify that what is happening to them is a form of bullying, or be confident that the adults around them will understand it that way either. Previously safe and enjoyable environments and activities can become threatening and a source of anxiety.

Bullying is not new, but some features of cyber bullying are different from other forms of bullying:

1. Personal space. Cyber bullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.
2. The audience can be very large and reached rapidly. The difficulty in controlling electronically circulated messages means the scale and scope of cyber bullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.
3. People who cyber bully may attempt to remain anonymous. This can be extremely distressing for those being bullied. The person cyber bullying may never be in the same physical space as their target.
4. Cyber bullying can take place both between peers and across generations. Age or size is not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.
5. Some instances of cyber bullying are known to be unintentional. It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another student, or friend that they don't expect to be forwarded or viewed outside their immediate group.

Some cyber bullying activities could be criminal offences under a range of different Commonwealth, State and Territory laws. For example, using a carriage service (such as a mobile phone) to make a threat, to menace, harass or cause offence could be a criminal offence under the Schedule to the Criminal Code Act 1995 (Cth).

When an instance of Cyber Bullying has been identified or reported, the school will give reassurance that the person has done the right thing by telling someone, and will refer them on to any existing pastoral support/procedures and inform parents. Staff will also provide the following specific steps:

- Make sure the person knows not to retaliate or return the message.
- Ask the person to think about what information they have in the public domain.
- Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyberbullying instances).
- Check the person understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chat room.

- Take action to contain the incident when content has been circulated:
- If you know who the person responsible is, ask them to remove the content
- Contact the host (e.g. the social networking site) to make a report to get the content taken down.
- Follow steps set out in school mobile phone policies in relation to inappropriate use. Ask the student/s concerned who they have sent messages on to.
- In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

Once the person bullying is identified, the school will deal with them as per the schools anti-bullying policy. The school will also reinforce the following message:

- Always respect others – be careful what you say online and what images you send.
- Think before you send – whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush, keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- Block the bully – learn how to block or report someone who is behaving badly.
- Don't retaliate or reply.
- Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
- Make sure you tell an adult you trust, or call a helpline like the Kids Helpline on 1800 55 1800 in confidence.

Finally, if you see cyber bullying going on stand up and speak out! Support the victim and report the bullying. How would you feel if no one stood up for you?

APPENDIX H

POLICY ON THE POSSESSION, SUPPLY AND/OR USE OF KNIVES AND OTHER DANGEROUS ITEMS

BACKGROUND:

Our school community recognises that dangerous items, including knives, have the potential for harm to students themselves, other students, teachers, administrative staff, teacher aides and other adults who work in and around the school. To ensure all can attend school in a safe and protected environment, we will:

- Provide a safe and disciplined school environment through the *4ways4respect* school policy.
- Involve our support staff e.g. Guidance Officer, Community Education Counsellor, School Based Youth Nurse, School Based Police Officer where appropriate.
- Set clear expectations of students regarding this policy and the consequences of breaches of our school rules.

OUR PROCESS

Students are not permitted to be in possession of, or provide for others; knives or other dangerous implements including, but not exclusively, slingshots/spud guns/chemicals etc. which may disrupt or harm. This policy is enforced –

- During a normal school program during school hours
- At a school related activity outside of school hours
- Travelling to and from school
- While in school uniform
- During camps and excursions.

A student will be considered to be in breach of the policy if:

- They are observed by either staff or other students to be in possession of a knife (flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives) or other dangerous or disruptive items.
- They are found in possession of a knife (flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives) or other dangerous or disruptive items.
- They are in possession of materials or equipment that may be used for the construction of a knife or dangerous item.
- They supply another student with a knife (flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives) or other dangerous or disruptive item.

Consequence of a breach of the policy:

Any breach of the policy would be treated individually and taken on its merits considering the age and history of the student concerned. In general, the consequences would be linked with our Responsible Behaviour Plan and would follow the steps –

FIRST OFFENCE OF POSSESSION OR SUPPLY OF A KNIFE OR DANGEROUS ITEM

- A 6 – 20 day suspension and return on Stage 4 of the Behaviour Management Plan
- Referral to Guidance Officer, School Based Police Officer, School Based Youth Nurse and other agencies for support.

SECOND OFFENCE OF POSSESSION OR SUPPLY OF A KNIFE OR DANGEROUS ITEM

- 20 day suspension and return on Stage 4 of the Behaviour Management Plan, or recommendation for exclusion
- Referral to Guidance Officer, School Based Police Officer, School Based Youth Nurse and other agencies for support.

APPENDIX I

CHRONIC AND PERSISTENT ABSENTEEISM/TRUANCY POLICY

For a student to achieve success at school regular attendance is vital. For the majority of students at Mackay North State High School this is not an issue, they attend regularly and when absent, parents either phone in or supply a note giving a legitimate reason for the students absence. For some students their low rate of attendance gives them little chance of success. This lack of attendance may be either chronic, school refusal or occasional truancy.

When a student's attendance rate per term falls below 90% (five (5) days unexplained per term), without adequate reason, the school needs to take steps to support the students and their parents in attending.

Teachers:

- Need to correctly, and accurately, mark the roll for home-group and each class, noting any patterns and following up to have the student fully explain any unauthorized absences.

Middle-School/Senior School Heads of Department:

- Follow up students who are identified as truanting either part or whole day with consequences as outlined in the school's Responsible Behaviour Plan.

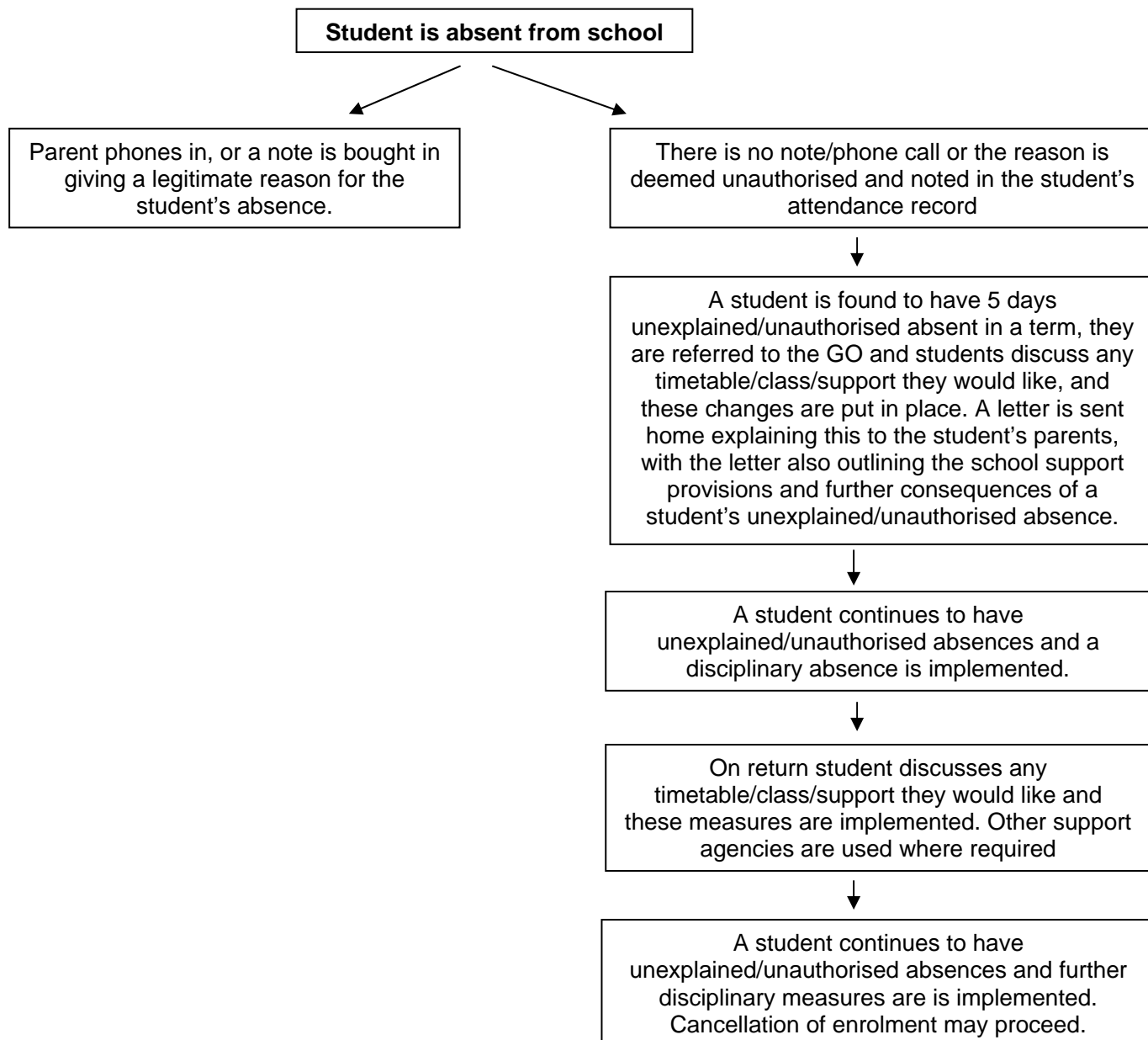
Year Co-ordinators:

- On a regular basis provide staff with a copy of students who have unexplained absences, and feedback to the administration any students who have ten percent or greater unexplained or unauthorised absences in a term
- Act as a support officer for students who are new or experiencing difficulty in order to identify and address concerns before they develop into attendance issues.

Administration

- Act on any students who are reported as having five (5) days or greater absences per term with a referral to the Guidance Officer/School Nurse and sending a letter home explaining, to the student's parents, the school's concerns, at the same time outlining the support processes the school has put in place, and finally detailing the consequences, in Behaviour Management Terms, of continuing unexplained absences.

If a student, despite the school's support, guidance officer intervention and contact with home, continues to have unexplained/ unauthorised absences the school may choose to implement a disciplinary absence to emphasise the seriousness with which the school views ongoing refusal to attend. Upon return the school will provide more intensive support, possibly involving external agencies through the school's support services network to address the student's ongoing concerns. Further unexplained/unauthorised absences, despite these ongoing support measures, may result in further disciplinary absences or in the senior school, may result in the cancellation of a student's enrolment.



Dear Parent/ Guardian,

Our records indicate that your child has had five (5) or more unauthorised absences during the course of this Term. Our research at school has shown that this many absences in a term can have a significant, negative effect on your child's results this term and ultimately over the course of the year. Further, our research shows that students who continue to have this level of absence will more than likely fail many of their subjects, making coming to school difficult and unnecessarily hard.

Regular attendance ensures that your student has continuity of work, will find basic skills are reinforced through practice, and they will develop the regular study and work habits essential for success. Your child has been spoken to by one of the school's Guidance Officers to discuss any concerns they have and there may be changes to your child's timetable/teacher as a result of these discussions.

If your child has any further unexplained/unauthorised absences this term the school may decide to move your child through the Behaviour Management process which will involve cards to monitor their attendance. More serious consequences, including suspensions, may be applied if unauthorised/unexplained absences continue.

Please call if you have any questions or concerns.

APPENDIX J

BEHAVIOUR CARDS

(an explanation for Teachers)

BEHAVIOUR CARDS:

Behaviour Cards for stage 3, 4 and 5 students will be colour-coded - green for HODs, yellow for Year Co-ordinator, blue for Administration. The cards must be presented daily on arrival and departure to the HOD, Year Co-ordinator or member of the Administration who has issued the card and must be signed each day by a parent or guardian.

Behaviour Card Guidelines

A. Why are Behaviour Cards used?

Whenever possible poor behaviour in class should be dealt with by the classroom teacher. However there are students who do not respond well in this situation and need additional “encouragement and guidance” to do the right thing. Behaviour Cards may be used to assist the student to modify their behaviour. They are used by Year Co-ordinators, HODs and Administrators to monitor the student’s behaviour to ensure that their behaviour is being maintained at a satisfactory standard. Occasionally, parents will request that their son/daughter be placed on a Behaviour Card for a short time so they can get a better idea of how they are going in various classes. Similarly, students sometimes ask to be placed on a card for a variety of reasons. These cards will be marked as “voluntary” but the students should be rated normally.

B. Who allocates Cards?

When you have an on-going problem with a student and you have made a reasonable effort to modify his/her behaviour (and you have recorded what these efforts are) you will need to decide to whom you will refer the student. If the situation has become serious and abuse, swearing, etc. has been directed at you, the student should be referred directly to the Administration team. If there is an on-going subject related problem, the student should be referred to the relevant HOD who will use green cards. If there is a problem in the school grounds, Home Group or a general problem in several classes, the Year Co-ordinator or HOD (Middle or Senior) should deal with the student (yellow cards for YC)

A phone call is a good quick way to report an incident. However, be aware that it is essential that you follow this up with a brief report and entry on the school database so accurate records can be maintained and so accurate details can be given to parents if necessary. If you repeatedly take the “soft option” of only reporting by phone with no written follow-up, then you can’t expect to get the strong support you would hope for and expect. In discussions with parents we need a summary of all the facts accurately reported by you, not what we think you said and meant.

If you have to send a student to a Year Co-ordinator, HOD or the Administration team, always follow this up with a phone call as soon as possible. Naughty kids have been known to do naughty things and sometimes they don’t report to the person to whom they’ve been sent. They must not get away with this. A phone call alerts the person to expect the student

C. Rating the Student

It is imperative that teachers rate students accurately.

Generally an “A” would be given to a student who was punctual, worked well in class, had completed their homework and was well behaved.

A “C” is given to a student who makes a satisfactory effort in all regards. Obviously it is up to the teacher to decide if the student’s effort was “satisfactory”. However, on several occasions in the past, teachers have written comments like, “Arrived late. No homework. Didn’t have his book. Made rude noises” and then gave the student a “C” or, worse still, an “A”. If you regard this as “satisfactory behaviour” then it is likely that your classroom will rapidly deteriorate to the point of being unmanageable. You don’t need to be unrealistically hard when you rate the student, but don’t compromise your standards either. The student should be making a concerted effort to improve what they do in class - you shouldn’t feel obliged to lower your standards to enable poorly behaved students gain a satisfactory rating.

“D” and “E” indicate that the student’s efforts have not been satisfactory. It is not reasonable to give a student a “D” or “E” for simply failing to complete their homework. That’s something that you as the classroom teacher should deal with. However, if the student repeatedly fails to attend detention for not doing homework then they could be given a “D” or an “E” on their card and/or referred directly to the Year Co-ordinator or relevant HOD. Similarly, the occasional failure to bring the required equipment to class (or togs for PE, sport, etc.) should be dealt with internally by the teacher and the student should not be given a “D” or an “E” for this, alone. If this “forgetfulness” becomes the norm, however, it would be appropriate to record this as a “D” or an “E” on their card. Backchatting, abuse, swearing, spitting, shooting objects around the room, sneaking out of class, disobedience, insolence, failing to attempt the set work, etc., etc. are all sound reasons for giving a student a “D” or an “E”.

The ultimate aim of the card is to encourage the student to behave satisfactorily in every class.

It is important to remember that when you rate a student, you are comparing their efforts to what you feel is acceptable behaviour. You are not rating them compared to how they used to be.

D. Completion of the card.

Students who take the cards seriously and make an effort to improve need to be given positive feedback by both the classroom teacher and the person who’s monitoring the card. These students would generally conclude their card in two weeks.

However, if problems continue, and the student continues to get “D”s and “E”s, they will generally be put on lunch time detentions and the period of time they remain on the card will be extended by at least a week. If they refuse to attend their lunch time detentions or if these detentions don’t appear to be achieving the desired result, the student may have to complete after school detentions.

Concerns have been expressed in the past that, “Some kids will never get off their card.” This could be true but at least if their behaviour continues to be monitored and dealt with; there is a chance that they will ultimately modify their behaviour.

STUDENT BEHAVIOUR STAGES

- STAGE 1** You working well and are cooperating fully with teachers and fellow students. It is expected that students who hold positions of responsibility within the school (e.g. school captains, house captains, student council representatives) will maintain Stage 1.
- IF YOU CHOOSE to break the rules, then you will move onto Stage 2.
- STAGE 2** You have decided to cause some problems. Your **teacher** will remind you of the rules and decide on the consequences. Your parents may be contacted.
- YOU CHOOSE to either –
- (a) stop breaking the rules, and go back to Stage 1, OR
 - (b) continue to break the rules and move to Stage 3.
- STAGE 3** You will have to work the out the problem with Year **Coordinator** or **Head of Department**. You may be given a behaviour card and your parents contacted. Consequences such as the withdrawal of privileges, participation in excursions and sporting events, litter duty or detentions may occur.
- YOU CHOOSE to either
- (a) stop breaking the rules and go back to Stage 1 OR
 - (b) continue to break the rules and move to Stage 4.
- STAGE 4** At this stage you will be referred to the **Principal or Deputy Principals**. **The problem is now very serious**. You may be given a behaviour card or put in isolation. Your parents may be contacted and you may be placed on suspension or asked to show cause as to why your enrolment may not be cancelled.
- YOU CHOOSE to either
- (a) stop breaking the rules and go back to Stage 1, OR
 - (b) continue to break the rules and move to a Stage 5.
- STAGE 5** At this stage, you have decided to continue to break the rules and have not improved your behaviour. You may be suspended from school or asked to show cause as to why your enrolment may not be cancelled. On return from suspension, students will be placed on a Level 4 Behaviour Card.
- NOTE:** IF YOU CHOOSE to cause a major problem, such as stealing, verbal or physical abuse of staff or students, use, possession or provision of drugs, then you may move straight on to Stage 4 or Stage 5.