

We strive for the best

***Responsible
Behaviour
Plan
For Students
2015 – 2018***



northhigh

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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. Following on from broad consultation with parents, staff and students undertaken through survey distribution and community meetings held for previous *Responsible Behaviour Plans*. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-15 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in October 2015 and will be reviewed in 2018 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 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 offered at Mackay North State High School.

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 through the pursuit of excellence, coupled with 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 teach and reinforce the values of **Respect, Resilience, Confidence** to encapsulate our 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. **The values of Respect, Resilience, Confidence** are supported in the WAVE and Assembly lessons where students participate in specific lessons in relation to a student’s well-being and values to support their academic achievement.

To be the best school that we can be, students are provided with:

- a wide range of subjects and extra-curricular activities.
- specific well-being, values based and academic learning lessons.
- a dedicated staff that can provide students with the learning and support that they 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.
- 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 at all times.
- Take part in as many activities as possible.

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', The Junior School consists of Years 7, 8 and 9 and the Senior School consists of Years 10, 11 and 12. Each year level has a member of the Administration team, Head of Department, 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 set out in the Homework Diaries. These are explained by student's Home Group teacher, reinforced during the year on assemblies and in both planned and incident responsive lessons in WAVE lessons.
- **Camps and special activities** – Year 7 and 8 weeks, Year 7 Camp, Year 10 Camp, Year 11 Senior Leadership Camp, special assemblies, guest speakers and excursions all offer students an opportunity to learn, and apply new skills outside of their classroom setting.

- **Reward for good behaviour and participation** – ranging from individual classroom teacher rewards through to recognition on assemblies, via daily notices and at our annual Awards Night. Being on Stage 1 of our Responsible Behaviour Plan allows students the privileges of all excursions and extra-curricular activities.
- **Active student involvement** – an active Student Council, student leadership opportunities in both Junior and Senior schools, Mentoring Programs and school celebrations which encourage participation and foster success. Actively seeking student opinions through school based surveys and use of the School Opinion Survey Data as guides to students' perceptions of the school to inform programs and activities at the school.
- **Staff skilling** – professional development in the areas of ASOT (Art and Science of Teaching), EI (Explicit Instruction), subject specific knowledge and behaviour management is ongoing.
- **WAVE Program** (Well-being, Academia, Values, Education) – specific lessons designed to support and develop students' well-being with specific lessons designed to support students in their emotional, social and intellectual development.

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 Year Coordinators will often be the first referral; however, we make use of a wide range of services including Guidance Officers, CEC (Community Education Counsellor), Youth Support Coordinator and with external programs and agencies, such as Novaskill, Youth Mental health and many others.
- **Individual plans** – These can include an Individual Behaviour Plan or a modified timetable, off campus opportunities and programs, all tailored to improve behaviour and learning outcomes.
- **Whole school approach to bullying** – We recognise that bullying, in face to face or social media settings, is not acceptable and offer a structured approach to its reporting and follow up.
- **Use of One School data base** – Regular entries in this data base record contact with home. Students' behaviour is also recorded here to ensure accurate and timely follow up to incidents, with all stakeholders involved and aware to ensure the best possible outcomes for the students in question.
- **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. Also the observations of students in other year levels learning and succeeding in appropriate ways can provide good examples of how to succeed for those students struggling with school.

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. Their Individual Behavior Plan/Strategic approach has been reviewed regularly and further support is now deemed appropriate.

With information from the student, their teachers, the parents/caregivers, relevant school support personnel such as the Head of Department (Senior/Junior), Year Coordinator, Guidance Officer, CEC and Youth Support Coordinator, 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 schedule

- 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 work 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.

The STAR room is a breakout facility where students can be placed on a short term basis to assist with re-integrating back into a whole school setting or individual classes. Students can only be referred to the STAR room by a Deputy Principal, who uses feedback from the supporting staff to structure the student's program while in the STAR room and facilitate their integration into normal classes.

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. All students commence on Stage 1 of the Behaviour Stages; students' misbehaviour or disobedience result in them moving through Stages 2- 4, while there is scope for a progression through the Stages for students who fail to effectively modify their behaviour, a student's offence may be severe enough to go straight to Stage 4 consequences.

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 student's OneSchool Profile.
- 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. All contacts are recorded on the students One School profile.
- 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

<p>Inappropriate behaviour to be dealt with at this stage include –</p> <p>(FOR REFERRAL TO YEAR COORDINATOR)</p> <ul style="list-style-type: none"> • Uniform • Playground problems • General behaviour problems across subject areas • Low level harassment or bullying • Home Group misbehaviour • Truancy • Smoking <p>(FOR REFERRAL TO HOD)</p> <ul style="list-style-type: none"> • 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 	<p>Possible strategies include –</p> <ul style="list-style-type: none"> • 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 OneSchool • Referral to Stage 4 if no improvement
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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 include –</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 	<p>Possible strategies include –</p> <ul style="list-style-type: none"> • Short suspension (1 – 10 days) followed by a minimum of two Stage 4 cards • Longer suspension (11 – 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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In the event the school's Administration decides a student's behaviour warrants a suspension, the following protocols will apply to ensure continuity of education for the suspended student. On the student's return from suspension they will be required to complete a *Return from Suspension Agreement* form to be included in their One School file as a reflective tool to assist the student on their return. The school also requires a parent to be present at any re-entry interview with a student, and reserves the right to remove a student from normal classes until such time as a parent is available for the interview.

Short suspension (1 – 10 days):

The student will be supplied with a booklet of work to be handed in for marking on their return from suspension. If a student completes this earlier, it is to be returned to the school for marking and staff will be asked to supply further work which will need to be returned to the school for the student's teachers to mark on their return from suspension.

Longer suspension (11 – 20 days):

The Year Coordinators will put together a program of work comprising work from all the student's teachers, to allow the student to maintain their continuity of learning for when they return to school. Staff will be asked to supply work either electronically or in hard copy for the student, and to provide contact details in case the student has any queries regarding their program of work. If the student completes this work before the end of their suspension, they will be asked to return it to the school either electronically or in hard copy for marking, and then further work will be supplied.

Recommendation for Exclusion:

The Year Coordinators will put together a program of work comprising work from all the student's teachers, to allow the student to maintain their continuity of learning for when they return to school. Staff will be asked to supply work either electronically or in hard copy for the student, and to provide contact details in case the student has any queries regarding their program of work. Until such time as the exclusion is confirmed, students will be required to return the work for marking and further work will be supplied. Once the exclusion is confirmed the case manager will liaise with the student's new school.

Cancellation of Enrolment:

A further behavioural consequence which may be applied to post compulsory students is cancellation of enrolment. A student may be deemed to be at risk of cancellation through non-participation in the program of instruction. Non-participation may be defined as the following:

- Inappropriate numbers of days absent from school
- Behaviour which is indicative of a lack of engagement in the program of instruction
- Failure to attend Academic Reviews
- Failure to submit assessment, and/or failure to submit assessment of an appropriate standard.

Students at risk of cancellation will be informed by letter and phone call. They will then be required to attend an interview with the senior Guidance Officer and expected to take responsibility for the actions and guidelines outlined to enable them to resume appropriate participation in their chosen course of study.

If the student fails to resume appropriate participation in their course of study their enrolment will be cancelled. An exit interview will be made available to the student and their parents to discuss the best "next step" for the student.

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.

Junior 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.
- develop and implement the WAVE program for the Year level.

(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.
- provide 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 socio-economic 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.

8. 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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. RELATED POLICIES

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. SOME RELATED RESOURCES

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

12. ENDORSEMENT


Principal


P&C President

Date effective: from 27th Jan 2015 to 31st Dec 2018

APPENDICIES

APPENDIX A: POLICY ON HARASSMENT AND BULLYING (INCLUDING

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 school's 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 H).

FRAMEWORK FOLLOWS ON THE NEXT PAGE

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

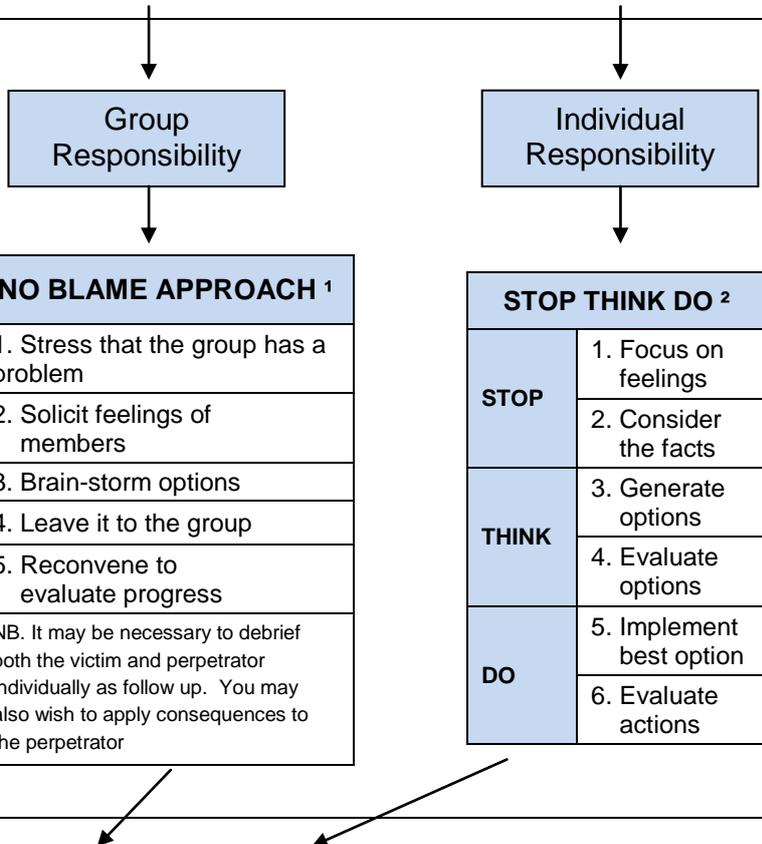
APPROPRIATE ASSERTION

Response (i.e., appropriate social skill)	Severity of Offending Behaviour				
	Trivial	Mildly bothersome	Moderately annoying	Serious, but unthinking	Serious & deliberate
1. Tactically Ignore	4	4			
2. Avoid	4	4			
3. Politely Assert	4	4	4		
4. Give Choices		4	4	4	
5. Seek Assistance		4	4	4	4

Child acts independently

Child acts collaboratively with adult

Adult tasks Responsibility



ADULT-CENTRED INTERVENTION
1. Logical Consequences ³
2. Work it out ⁴
3. Personal Safety Officer
4. Guidance Counselling
5. Mediation
6. Disciplinary Action

¹ An abbreviated version of Alan Plumb's "The no blame approach".

² See any of Lindy Peterson & Anne Gannon's "Stop Think Do texts".

³ For example, Maurice Blazon's text.

⁴ From William Glasser's "Ten Discipline Steps".

APPENDIX B: SCHOOL 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 team 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.

GUIDELINES

All teaching staff are responsible for enforcing the Uniform Policy. Students who do not comply with the Uniform Policy will be subject to procedures for non-compliance as per the Responsible Behaviour Plan.

Department of Education safety regulations dictate that in practical classes (eg. Art, Science, Manual Arts, Physical Education and Home Economics) 'footwear with impervious uppers will be worn'. All footwear at Mackay North SHS must comply with these guidelines.

The school strongly recommends the wearing of hats/caps for all outdoor activities. Reversible school/house colour bucket hats and school caps are available for sale from the school office. Beanies and bandanas are not permitted.

Combinations of the sports uniform and day uniform are not permitted, except in the case of shoes.

SPORT UNIFORM

The Sport Uniform is to be worn at all school sporting occasions and during Physical Education and sporting lessons.

Hat

Students are strongly encouraged to wear the school hat for all outdoor activities.

Shirts

Unisex or Fitted – Royal blue polo shirt with white sleeves and gold piping with school emblem embroidered on shirt. This will be worn by students in Years 10 – 12 in 2016 and will phase out over a three year period.

Junior Secondary Polo shirt – Royal blue micro-mesh polo shirt with blue/white side stripe. This can only be purchased from the school administration office. This is to be worn by all students in Years 7 – 9 from 2016.

Shorts

Boys: Unisex microfibre sports shorts with logo or royal blue shorts (poly. gab. /drill fabric – **not** basketball or soccer shorts or cargo pants).

Girls: Unisex microfibre sports shorts with logo.

Shoes

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

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, white with royal blue stripe, or school logo ankle socks.

Winter

Plain royal blue pullover (zipped or overstyle, not hooded) or windcheater, royal blue school knit jumper, plain royal blue trackpants. Senior jersey which may be purchased at the beginning of each year through the Senior Coordinators (Years 11 and 12 only).

DAY UNIFORM

The day uniform is designed to be worn every day by all students. Students attending sporting events outside the school are to wear the sports uniform. All students are to wear the sport uniform for school sporting carnivals.

Students who have leadership positions or represent the school at various public speaking/formal functions will require the full day uniform, with the following additional items:

- black lace-up shoes
- school blazer (borrowed from the Senior Centre) or knit jumper as per the day uniform.

Shirts/Blouses

Girls: White buttoned up blouse with royal blue trimmed collar and sleeve, and front pocket featuring the school crest.

Boys: White buttoned up collared shirt with royal blue trimmed sleeve and front pocket featuring the school crest.

Shorts / pants:

Boys: Grey dress shorts or long grey dress pants.

Skirt

Girls: Front pleated, royal blue with white and grey stripe skirt featuring side pocket with zip.

Skirts are not to be worn shorter than just above the knee. Black, navy or natural coloured tights may be worn for formal occasions or during colder weather.

Ties

Girls: Short length, royal blue with white and grey stripe tie which buttons under the collar.

Boys: Full length, royal blue with white and grey stripe tie.

Shoes

Students are strongly urged to wear plain, black shoes with the day uniform, however black, blue or white sports lace-up shoes (as per sport uniform) are acceptable. Slip-ons, skate shoes or canvas shoes are not appropriate. 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.

Students attending formal duties for the school (ie. School Leaders) are to wear black lace up shoes and a school blazer (borrowed from the school).

Socks

White, white with royal blue stripe, or school logo ankle socks.

Winter

Knit jumper is preferred with the day uniform, however, plain royal blue pullover (zipped or overstyle, not hooded) or windcheater is acceptable. Plain royal blue trackpants. Senior jersey which may be purchased at the beginning of each year through the Senior Coordinators (Years 11 and 12 only).

Hat

Students are strongly encouraged to wear the school hat for all outdoor activities.

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 earrings per ear), and one plain ring to meet safety requirements. Necklaces are not permitted.

NAIL POLISH

Only clear nail polish is to be worn. Artificial and gel nails are not acceptable, unless they are a suitable length and natural in colour.

MAKE-UP

No make-up is permitted. Light foundation may be worn.

HAIRSTYLES

Any student with an inappropriate hairstyle (including colour, tracks etc) may be isolated from non-curriculum activities until rectified.

Hair accessories should be primarily functional and not a fashion item. Items such as hairbands, hair ties, combs etc are to be predominantly in school colours.

BODY PIERCING

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

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

TATTOOS:

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

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, or items used for the consumption of 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 is considered to be in breach of this policy if he/she –

- Is in the presence of students who are consuming tobacco products,
- 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 D: POLICY ON 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 and WAVE program.
- 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 is considered in breach of this policy if he/she –

- is observed by either staff or other students consuming illicit substances.
- is in possession of illicit substances.
- is in possession of materials or equipment that may be used for the consumption of an illicit substance.
- acts 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, or recommendation for exclusion
- referral to Guidance Officer, School Based Police Officer, School Based Youth Nurse and other agencies for support.

SECOND OFFENCE OF CONSUMPTION OR POSSESSION.

- 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.

FIRST OFFENCE OF PROVISION OR SALE OF SUBSTANCES

- recommendation for exclusion.

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 Coordinators, 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 teachers have recorded what these efforts are, and contacted the student’s parents) the teacher will need to decide to whom they 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 (Junior or Senior) should deal with the student (yellow cards for YLC)

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 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.

C. 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 “Ds” and “Es”, 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.

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 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**. 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.

Acceptable personal mobile device use

Upon enrolment in a Queensland Government school, parental or caregiver permission is sought to give the student(s) access to the internet, based upon the policy contained within the [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#), Student BYOx Charter and Parent iPad Charter.

While the school allows mobile phones at school we must ensure that students do not interrupt the learning of others with their phones. To that end the school has the following list of protocols and procedures for students to follow if they choose to bring their phone to school. This list is not exhaustive and if in the professional judgement of a member of school staff, a student is affecting the learning of others through the manner in which they use their phone, the staff members directions in relation to the student and their phone and/or attachments (e.g. earphones) need to be followed without equivocation and in good time.

If a student chooses to bring their phone to school they need to ensure they are aware of, and follow, these guidelines:

- As a result of privacy legislation students are not allowed to take photo/s videos/audio recording of other students/staff/classes at school.
- Ear buds and ear phones are not part of the school uniform and should not be worn through the uniform at any time, and should not be taken into classes.
- Ear buds are permitted at breaks, however, they are not to be worn if a student, or a member of the group they are with, are being addressed by a staff member.
- There should be minimal need for lengthy, if any, phone calls while at school.
- Phones should be used sparingly during flex/spares; students should be working through their study plan materials or reading.
- Selfie sticks are not permitted.
- Loud music, either through phone or via external speakers, is not permitted.
- The school accepts no responsibility if a student chooses to bring their phone to school and that phone is damaged or stolen.

If a student breaches the school's mobile phone policy:

- On the first occasion it will be confiscated and returned to the student at 3 pm.
- On the second occasion it will be confiscated and the student's parents will be required to pick the phone up from the front office.
- On the third occasion the student will be suspended.

The School Administration Team reserves the right to ask students to leave their phone at home if they have difficulty following these guidelines.

iPads Responsible Use Guidelines:

STUDENT:

- iPads are a valuable learning device and fall under the responsible use of technology policy:
- As a result of privacy concerns students are not allowed to take photos / videos of other students at school in unsupervised situations or without the appropriate permissions.
- Push notifications are to be turned off.
- Airdrop or Airstream is not to be done at school at any time, unless under the direction of a teacher.
- The staff member's directions in relation to the student and their iPad and/or attachments (e.g. earphones) need to be followed without equivocation and in good time.
- Students who choose to not follow these guidelines will move through the school's behaviour management stages.
- Students are responsible for maintaining their iPads in good working condition and looking after their iPads at school.

STAFF

If students break these rules they need to be treated as any other breach of school policy according to the severity and frequency of the misdemeanours, e.g. if a student has a highly inappropriate photo on their iPad that may require immediate referral to HOD or Admin, whereas if they air drop a note to a friend that should be dealt with by the teacher (severity). Frequency means a student continues to air drop after increasingly more serious consequences from you (lines/detention/phone call home) then you refer that on to a HOD.

APPENDIX G: ACCEPTABLE USAGE NETWORK POLICY

This is an extract from the ***Student BYOx Charter*** and more detailed information can be found in that charter.

Acceptable personal mobile device use

Upon enrolment in a Queensland Government school, parental or caregiver permission is sought to give the student(s) access to the internet, based upon the policy contained within the [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#), Student BYOx Charter and Parent iPad Charter.

Communication through internet and online communication services must also comply with the department's [Code of School Behaviour](#) and the Responsible Behaviour Plan available on the school website.

While on the school network, students should not:

- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disable settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- use unauthorised programs and intentionally download unauthorised software, graphics or music
- intentionally damage or disable computers, computer systems, school or government networks
- use the device for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.

Note: Students' use of internet and online communication services may be audited at the request of appropriate authorities for investigative purposes surrounding inappropriate use.

Misuse and breaches of acceptable usage

Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services.

The school reserves the right to restrict/remove access of personally owned mobile devices to the intranet, internet, email or other network facilities to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users. The misuse of personally owned mobile devices may result in disciplinary action which includes, but is not limited to, the withdrawal of access to school supplied services.

APPENDIX H: CYBER BULLYING POLICY

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 I: POLICY ON 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 4 ways 4respect school policy.
- Involve our support staff e.g. Guidance Officer, Community Counsellor, Nurse, 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 Behaviour Management 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 Nurse and other agencies for support.

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

- 20 day 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.

School responsibilities

Mackay North SHS aims to work in partnership with parents and students to maximise student attendance. Through the systems we have in place we aim to:

- identify absences quickly;
- follow-up absences promptly;
- send clear messages to students and parents that attendance is vital.

Student responsibilities

Students are required to:

- make a determined effort to attend school every day
- provide the school with a reasonable explanation from a parent / guardian when an absence is unavoidable
- catch up on any classwork that has been missed due to an unavoidable absence

Parent responsibilities

Parents are ultimately responsible for ensuring their children attend school, and our aim is to work with parents and the local community to implement the best strategies to suit the needs of students and the context of the community.

Parents may be prosecuted for their children's poor attendance; however this is a last resort.

Implementation and strategies

A five step approach is used to address absenteeism in a school.

1. Develop a positive school culture

Students are more likely to attend and achieve at school if they feel accepted, valued, respected and included. We promote positive relationships between and amongst students, staff, and parents.

At MNSHS we use the following strategies to develop a positive school culture:

- Attendance reward schemes:
 - Attendance is promoted at Year Level assemblies and incentives are given for Homegroups who have improved overall attendance and / or achieved a high percentage attendance rate
 - all students achieving a 95 – 100% attendance rate at the end of each term are recognised by Homegroup teachers and Year Level Coordinators
- Resilience programs and anti-bullying strategies are delivered by student services staff (Guidance Officers, School Based Youth Health Nurse, Chaplain, Youth Support Coordinator, School Based Police Officer) that develop social and emotional skills
- The Community Education Counsellor works closely with Indigenous students and their families to encourage and promote attendance
- Positive relationships with parents through ongoing communication from Homegroup Teachers and Year Level Coordinators.

2. Communicate high expectations of attendance

Staff, parents and the community can all play a role in helping schools to improve student attendance. Discussion of attendance is important when a student first enrolls at a school. The move from primary to high school is a crucial transition during which attendance patterns are established for the future.

Expectations of student attendance at MNSHS are conveyed through:

- Newsletter items
- Website documents
- Enrolment packages and interviews

All students are expected to set a goal to achieve a 95% attendance rate. Students are regularly made aware of their current attendance rate by their Homegroup teachers using One School Dashboard. Students who have an attendance rate below 85% are specifically targeted by Homegroup Teachers and Year Level Coordinators for early intervention.

3. Record and follow-up student absences

Timely follow-up is a key preventative strategy in reducing absenteeism. It makes it harder for students to miss school without being detected. It also enables parents who may not be aware that their children are absent to take action.

Recording absences:

- Rolls are marked on ID Attend each morning
- Rolls for each subject class are marked on ID Attend by the classroom teacher every lesson in a timely manner so that truancy can be detected immediately
- Classroom teachers are to report suspected truancy to the Year Level Coordinator as soon as possible

Reporting and explaining absences:

- Student absences from school can be explained by a parent or guardian in the following formats:
 - Phone call to the office
 - Note or a letter to Homegroup Teacher
 - Email to Homegroup Teacher or office
 - Sending a reply to school generated SMS
- On receipt of the explanation for an absence:
 - Office staff are to enter the explanation on ID Attend
 - Homegroup Teachers are to send notes to the office or if they have received the explanation themselves recording this in an email or on One School and sending this to the office
- ID Attend will be rolled into One School each day by office staff so that the One School data is up to date

Following up absences:

- Parents will be notified via SMS (ID Attend) if their child is absent from school or late to school after period one
- Homegroup Teachers are responsible for reviewing and analysing attendance data for students in their Homegroup each week. Initial parent / guardian contact for attendance is made by the Homegroup teacher when there is a concern about a student's attendance. (This could include when a student has had numerous days away from school or when their overall attendance is dropping / is below 85%).
- Year Level Coordinators meet weekly with a Deputy Principal or Senior / Junior Schooling Head of Department to discuss student attendance and are the next point of contact for ongoing issues with student attendance
- Teachers, staff and parents can refer attendance concerns to Year Level Coordinators
- All communication regarding attendance is recorded through Record of Contact on One School

4. Monitor student non-attendance

The Executive Team, Heads of Department and Student Services members will work with Year Level Coordinators to monitor students who show patterns of non-attendance. With the members of these teams, Year Level Coordinators are required to:

- Investigate trends in data (e.g. days of the week with the highest level of absenteeism)
- Review attendance data for the previous term to identify students with poor attendance and monitor these students
- Discuss attendance data with staff and Homegroup teachers so that trends and students at risk can be identified
- Consider the reasons for attendance patterns
- Schedule fun events and activities on days that have traditionally poor attendance
- Focus on improving attendance during the last week of term, when there is often a significant increase in absences. Ensure that learning continues up to and including the last day of school.
- Discourage families from taking holidays during school terms
- Distribute weekly reports to all school staff on the attendance rates for all year levels and classes

Data is comprehensively analysed weekly using the performance dashboard on One School. Students are categorised into one of the following categories according to their attendance rate:

- <85%: RED
- 85 – 90%: ORANGE
- 90 – 95%: LIGHT GREEN
- 95 – 100%: DARK GREEN

Any student who has an attendance rate of less than 85% will be monitored closely by both Homegroup Teacher and Year Level Coordinators. A phone call will be made to parents of these students regularly to discuss patterns in their attendance, any improvements they may have shown from week to week, and to gain information as to why they may be absent from school.

Teachers are provided with a guide to call / email parents regarding student attendance. (*Appendix Two*)

5. Provide intervention and support

When a student has been identified as high risk and the usual measures do not provide an improvement in attendance, school staff need to work more closely with these students and their families to help identify the reasons for poor attendance, promote the benefits of attending school, identify attendance and achievement goals, and develop a realistic plan for improving attendance.

These families will be offered support from both within the school (Guidance Officers, School Based Youth Health Nurse, Chaplain, Youth Support Coordinator, Community Education Counsellor, school based Police Officer) and external support (Social Worker, Psychologist). In these cases, Mackay North SHS will work together with support staff to address any attendance or welfare concerns. Home visits may be made in some circumstances by a Police Officer or Youth Support Coordinator.

Where there is no reasonable excuse for the child's non-attendance, the department may refer parents to the Queensland Police Service for prosecution, in accordance with [*Managing Student Absences and Enforcing Enrolment and Attendance*](#). Prosecution is a last resort and will only be utilised once all reasonable strategies have been exhausted, or if the family refuses to cooperate.

The Enforcement of Attendance process is initiated in One School by a Deputy Principal after identification and consultation with the Year Level Coordinator and a Student Services team member.

Some related resources

<http://education.qld.gov.au/everydaycounts/index.html>

Departmental Policies and Procedures:

[*Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*](#)

[*Roll Marking in State Schools*](#)

Vignette resources:

[Attendance routines from prep](#)

[Attendance: it all adds up](#)

[Attending every day](#)

[Every day counts](#)

APPENDIX K: RETURN FROM SUSPENSION AGREEMENT FORM



Return to School from Suspension Agreement



Student Name:	<input type="text"/>	Home Group:	<input type="text"/>	Date:	<input type="text"/>
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Why were you suspended?

What will I do to improve these aspects of my schooling?

What can the school do to help me to improve these aspects of my schooling?

The school will:

<hr/> <hr/> <hr/> <hr/>	<input type="checkbox"/>	Behaviour Card
	<input type="checkbox"/>	Subject Change
	<input type="checkbox"/>	GO Reference
	<input type="checkbox"/>	Outside Agency
	<input type="checkbox"/>	Other

Deputy Principal	Student	Parent/Carer
Name: <hr/>	Name: <hr/>	Name: <hr/>
Signature: <hr/>	Signature: <hr/>	Signature: <hr/>

