



THE RIVERS

SECONDARY COLLEGE

RICHMOND RIVER HIGH CAMPUS

The heart of secondary education for Lismore



RRHC Student Behaviour Policy

2024

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1. Policy Statement

This policy sets out school behaviour support and management procedures at The Rivers Secondary College – Richmond River High Campus (RRHC)

- 1.1** RRHC *“is committed to creating engaging and effective classrooms, and inclusive and safe school communities for all students. All students and staff have a right not to be subjected to racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.”* NSW DoE Student Behaviour Policy
- 1.2** RRHC advocate that *“students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others. All students and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, victimisation, discrimination and continued disruption.”* NSW DoE Student Behaviour Policy
- 1.3** RRHC supports the collaboration between staff, students and parents and carers as fundamental to maintaining positive relationships, student behaviour and effective behaviour management.
- 1.4** The RRHC Behaviour support and management procedures are founded on the premise *“all children and young people have a right to an education, where students can access and fully participate in learning. To enable staff to create inclusive, engaging and respectful schools, some circumstances exist where behavioural interventions are necessary.”* NSW DoE Student Behaviour Policy
- 1.5** Procedural fairness will be afforded to all students and staff in implementing this policy.

2. Applicability

Teachers, Administrative staff, students, and carers

3. Context

Student Behaviour Policy

4. Document history and details

Approval date

Interim approval for Term 4 2022.

Approving officer

Principal

Implementation date

Term 4 2022

Superseded documents

Richmond River High Campus Student Behaviour Policy

Main changes since previous version

Policy and procedure update 2024

Document history

Eighth version (5.2.24) with updated Behaviour Code for students and DoE Behaviour Policy 2024

5. Responsibilities and Delegations

5.1 The Principal as the site manager will ensure the policy is implemented

5.2 All teaching and administration staff are required to implement the policy

5.3 Students and carers are expected to abide by the policy and support the implementation of it

6. Monitoring, Evaluation and Reporting requirements

As part of the continual improvement process the Principal will review the policy on an annual basis

7. Policy Contact

Principal, Richmond River High Campus phone: 66213456

8. Related Information

This policy has been developed in consultation with students, staff, parents and carers.

This policy has been developed and reviewed using NSW Department of Education documents including:

Student Behaviour Policy <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

Behaviour Code for Students <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>

School Community Charter <https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

The Care Continuum <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

Work Health Safety <https://education.nsw.gov.au/policy-library/policies/pd-2013-0454>

What Works Best 2020 <https://education.nsw.gov.au/parents-and-carers/learning/what-works-best-2020-update>

Additional NSW Department of Education documents used to develop and review this policy include:

Detention and Time-out Procedures

Suspension and expulsion procedures

Classroom Management: Creating and maintaining positive learning environments

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Richmond River High Campus School Staff and Student Rights and Responsibilities

The Department of Education Student Behaviour Policy applies to student behaviour including behaviour that occurs:

- At school
- On the way to and from school
- On school endorsed activities that are offsite
- Outside of school hours and off school premises where there is a clear and close connection between the school and the students' conduct.
- When using social media, mobile devices and/ or other technology involving another student or staff member, where there is a clear and close connection between the school and the students' conduct.

Richmond River High Campus student, parent & carers and staff rights and responsibilities are based on the NSW Department of Education Behaviour Code for Students in NSW Government Schools.

These student, parent & carers and staff rights and responsibilities promote learning, wellbeing and safety.

At Richmond River High Campus we are:

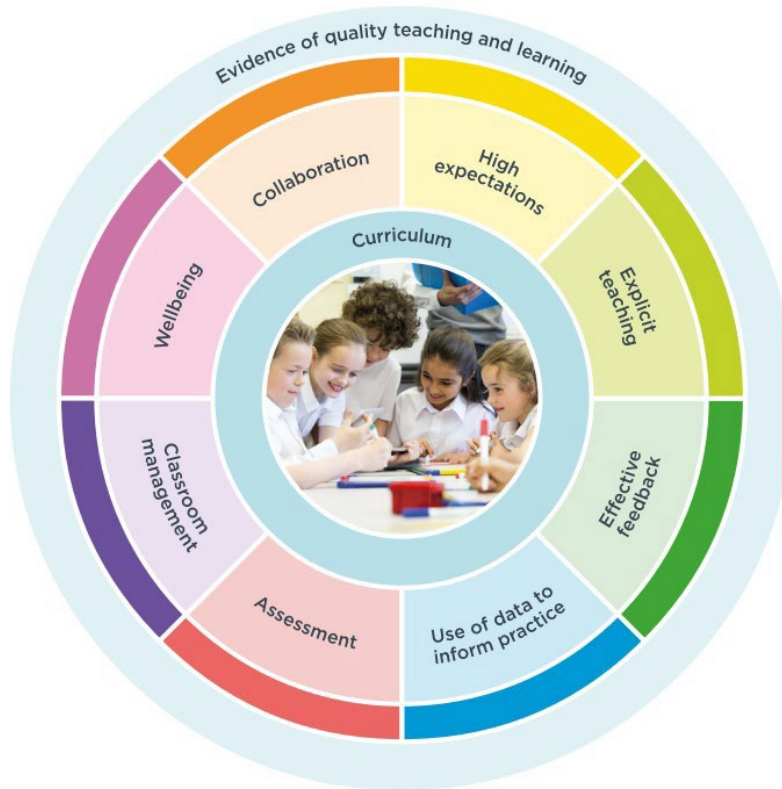
R- Respectful, **R** – Responsible, **H** – Honest and **C** – Caring

STUDENT RIGHTS AND RESPONSIBILITIES	
RIGHTS	RESPONSIBILITIES
R- Respectful TO BE TREATED WITH RESPECT	<ul style="list-style-type: none"> • Treat others with respect and care • Speak politely to others without swearing • Be cooperative • Show good manners to all • To be proud, deadly, and resilient
R – Responsible TO HAVE SCHOOL and DEPARTMENT OF EDUCATION BEHAVIOUR CODE AND POLICIES IMPLEMENTED CONSISTENTLY	<ul style="list-style-type: none"> • Be prepared for, attend, and participate in all lessons • Stay within in bounds areas • Care for the property of the school, students, staff, and visitors in line with Health and Safety • Wear school uniform • Be punctual to school and class • Work, play and travel safely • Place mobile phone in YONDR pouch before entering school
H – Honest LEARN IN A FAIR ENVIRONMENT	<ul style="list-style-type: none"> • Follow school procedures • Report any concerns promptly and honestly
C – Caring LEARN IN A POSITIVE, HEALTHY AND SAFE ENVIRONMENT	<ul style="list-style-type: none"> • Report issues which create a negative or unsafe environment • Communicate issues with teachers in a clear and constructive way • Cooperate with others

PARENT & CARER RIGHTS AND RESPONSIBILITIES	
RIGHTS	RESPONSIBILITIES
R- Respectful TO BE TREATED WITH RESPECT	<ul style="list-style-type: none"> • Treat others with respect and care • Support students to be Cooperative • Support students to show good manners to all • Support students to be proud, deadly, and resilient
R – Responsible TO HAVE SCHOOL and DEPARTMENT OF EDUCATION BEHAVIOUR CODE AND POLICIES IMPLEMENTED CONSISTENTLY	<ul style="list-style-type: none"> • Support students to be prepared for, attend, and participate in all lessons • Support students to care for the property of the school, students, staff, and visitors in line with Health and Safety • Support students to wear school uniform • Support students to be punctual to school and class • Support students to work, play and travel safely • Support students to have their mobile phone in their YONDR pouch before entering school
H – Honest TO HAVE THEIR CHILDREN LEARN IN A FAIR ENVIRONMENT	<ul style="list-style-type: none"> • Support students to follow school procedures • Support students to report any concerns promptly and honestly
C – Caring TEACHING AND LEARNING OCCURS IN A POSITIVE, HEALTHY AND SAFE ENVIRONMENT	<ul style="list-style-type: none"> • Support students to report issues which create a negative or unsafe environment • Support students to cooperate with others • Support students to communicate issues with teachers in a clear and constructive way
TEACHER RIGHTS AND RESPONSIBILITIES	
RIGHTS	RESPONSIBILITIES
R- Respectful TO BE TREATED WITH RESPECT	<ul style="list-style-type: none"> • Treat others with respect and care • Establish class rules and follow procedures • Understand the pride and strength of our students and community
R – Responsible TO BE SUPPORTED TO CONSISTENTLY IMPLEMENT SCHOOL and DEPARTMENT OF EDUCATION BEHAVIOUR CODE AND POLICIES	<ul style="list-style-type: none"> • Deliver well prepared and resourced lessons • Mark work and provide constructive feedback • Confidently deal with disruptive students and be supported in this by executive staff and parents • Care for the property of the school, students, staff and visitors in line with Health and Safety • Wear neat and/or professional dress • Be punctual to school and class • Communicate student welfare/behaviour issues to appropriate school staff in a clear and concise way
H – Honest TO TEACH IN A FAIR ENVIRONMENT	<ul style="list-style-type: none"> • Consistently implement school procedures • Report any concerns promptly and honestly
C – Caring TEACHING AND LEARNING OCCURS IN A POSITIVE, HEALTHY AND SAFE ENVIRONMENT	<ul style="list-style-type: none"> • Protect the rights of all students to learn and teachers to teach • Report issues which create a negative or unsafe environment • Create a positive or safe environment

What works best: 2020 update

The **What works best: 2020 update** summarises some of the most significant research into effective teaching. It outlines eight evidence-based practices that teachers can use in their classrooms to support improved student learning.



High expectations

Engage students and challenge them to learn new things. Establish clear and consistent expectations for their learning and behaviour, support the students to meet those expectations. Tailor your teaching to meet your students' needs, and engage with parents and carers to encourage them to hold high expectations of their children.

Explicit teaching

Clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it, and what it looks like when they have succeeded.

Effective feedback

Be detailed and specific. Focus on how students performed on a particular task, where mistakes were made, and what needs to happen to improve in future.

Use of data to inform practice

Collect data from a wide range of sources, including your observations, class tests, formal exams, student work samples and responses to informal questions.

Assessment

Make assessment an integral part of your teaching and learning program. Establish learning intentions, create success criteria and provide effective feedback. Teach your students how to peer and self-assess and to set individual goals.

Classroom management

Develop high quality student-teacher relationships. Provide structure, predictability and opportunities for active student participation in the classroom. Actively supervise students to keep them on task, respond to disengagement or disruptive behaviours, and support students to re-engage with learning.

Wellbeing

Create a safe environment. Increase student's sense of belonging, value students' opinions and perspectives, encourage interest in learning, and promote social and emotional skills.

Collaboration

Connect with colleagues and experts from outside the school. Work together to plan lessons and teaching programs, observe each other's lessons and provide feedback. Engage in professional discussion and reflection.

About classroom management

Classroom management is a broad term that encompasses the preventative and responsive strategies teachers use to support and facilitate learning in the classroom.

Many teachers find low-level but persistent disengaged and disruptive student behaviour a daily challenge in the classroom.

Classroom management is vital for creating an environment that minimises disruptions, maximises instruction time, and encourages students to engage in learning.

For classroom management strategies to be most effective, there needs to be:

- commitment from individual teachers
- a consistent school-wide approach
- access to professional learning
- proactive wellbeing support for teachers.



Preventative strategies are proactive and encourage students to be on-task, motivated to learn, and prosocial.

Effective preventative strategies include:

- positive classroom climates, with high quality student-teacher relationships and explicit teaching of social and emotional skills
- structured instruction to engage students in learning
- providing and explicitly teaching rules and routines
- offering pre-corrections to remind students of expectations
- using active supervision to help students stay on task.



Responsive strategies provide corrective responses to inappropriate behaviours and support students to re-engage in learning.

Effective corrective responses:

- identify why the student is disengaged or being disruptive
- ensure the student understands the corrective response
- are consistent and expected
- are given calmly
- are proportionate to the level of behaviour displayed.

Core elements that affect student wellbeing



Creating a safe environment



Ensuring connectedness



Engaging students in learning



Promoting social and emotional learning



A whole school approach

Student wellbeing

The Centre for Education Statistics and Evaluation's (CESE) literature review on student wellbeing explores how student wellbeing is defined; the relationship between wellbeing, schools and outcomes; school elements in improving student wellbeing; and student wellbeing policies in Australia.

Wellbeing at school is multi-faceted.

Key elements are:

- positive affect
- resilience
- satisfaction with relationships and other dimensions of one's life, and
- effective functioning and the maximising of one's potential.

In education, wellbeing is important for two reasons.

- Schooling is not just about academic outcomes but about the wellbeing of the 'whole child'.
- Students who have higher levels of wellbeing are more likely to have higher achievement outcomes at school and complete Year 12; better mental health; and a more pro-social, responsible lifestyle.

Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect

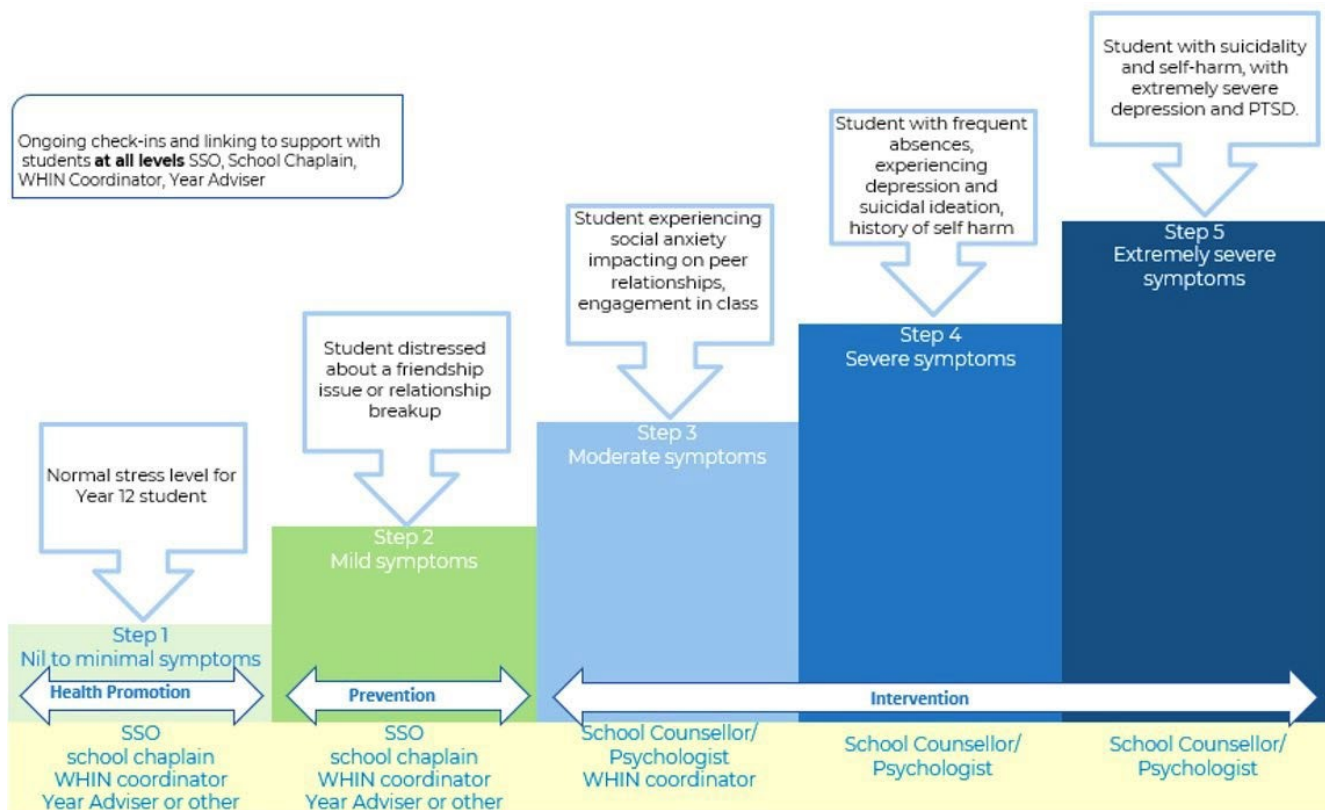
RRHC implement practices and strategies that recognise and promote the individual needs of a diverse school community. Parents and carers are encouraged to be active participants in the education of their children and are invited to participate in parent forums including the P & C.

Student Voice

Students will have opportunities to be on the RRHC SRC or part of student body advisory groups such as the LGBTQI+ and Aboriginal Student Leadership groups.

Wellbeing and Engagement

Wellbeing supports at RRHC include DPs, LaS team, School Counsellors, an SSO, a WHIN, an AEO, Year Advisors, the ALEC and the School Chaplain.



Aboriginal student support

Aboriginal students are supported by the RRHC Aboriginal Education Officer (AEO). In addition, staff including the ASLO provide tuition and educational support in the Aboriginal Learning Engagement Centre (ALEC).

RRHC anti-bullying plan

RRHC rejects all forms of bullying behaviours, including online or cyber bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. The RRHC Anti-bullying plan is available on the school website [https://richmondri-h.schools.nsw.gov.au/content/dam/doi/sws/schools/r/richmondri-h/policies/RRHC Anti Bullying Plan 2023.pdf](https://richmondri-h.schools.nsw.gov.au/content/dam/doi/sws/schools/r/richmondri-h/policies/RRHC_Anti_Bullying_Plan_2023.pdf)

Stymie

Stymie provides an online platform that empowers students to ask for help when they need support, or if they are seeing or experiencing harm. Encrypted, anonymous notifications are delivered to authorised staff who respond according to the RRHC wellbeing framework. <https://stymie.com.au/>

Cyber safe families (DoE) and safe social media use

Staff, students, parents and carers have access to resources to support keeping young people safe online.

The Department of Education (DoE) Government website has information to support **Cyber safe families**.

<https://education.nsw.gov.au/schooling/parents-and-carers/mental-health-and-wellbeing/wellbeing/technology/cyber-safety>

The e-Safety Commission has information on how to safely use and support young people with a range of social media applications <https://www.esafety.gov.au/key-issues/esafety-guide>

Additional information specific to safe use of **Snapchat** can be found at this link <https://www.esafety.gov.au/key-issues/esafety-guide/snapchat>

Anti-Racism Contact Officer (ARCO)

The ARCO plays an important role in assisting and working collaboratively with the principal to implement three major aspects of the Anti-Racism Policy:

- to promote anti-racism education
- to facilitate complaint-handling
- to monitor incident of racism.

Mobile phones in school policy

The student use of mobile phones in schools policy <https://education.nsw.gov.au/policy-library/policies/pd-2023-0480> states that students are not allowed to use mobile phones at school, including during recess and lunch.

If a student at RRHC has a mobile phone out of their Yondr pouch or have earpods and/ or headphones out of their bag during school hours a teacher will request that the student to take their phone, earpods and/ or headphones to the Deputy Principal's office. If the student does not comply with the teacher request, a Deputy Principal will be contacted to collect the student.

The following procedures are in place:

1st instance: phone and/ or earpods will be locked in a pouch. Headphones will be stored in student's bag.

2nd instance: phone, earpods and/ or headphones will be stored with DP and parents or carers contacted.

3rd instance: phone, earpods and/ or headphones will be stored with DP and a formal caution will be issued.

4th instance: suspension issued.

Strategies and practices to recognise and reinforce student achievement

The emphasis at RRHC is on positive reinforcement and recognition of student achievement and appropriate behaviour. This begins at the classroom level where teachers are encouraged to recognise student achievement and appropriate behaviour with verbal praise, positive Sentral entries and awards. Formal whole school recognition occurs at fortnightly assemblies and award ceremonies where families are invited to attend.

Positive conversations between staff and students highlight not only the achievement and appropriate behaviour the student has demonstrated but communicate that staff know, value and care for students. Conversations can be more important and powerful than extrinsic rewards as they can be the basis for a strong professional relationship with the student.

Positive Sentral entries and positive contact home

Staff record positive student behaviour on Sentral on a regular basis.

Staff make contact home via phone call or email to communicate to parents and carers the positive behaviour demonstrated by students. This contact is designed to foster feedback to ensure students feel valued when they demonstrate positive behaviour.

Teacher awards

Teacher awards are presented to students for identified behaviours. These include Faculty awards.

RRHC awards, Year Advisor and sport awards.

These awards align with the four RRHC core values of **R**- Respectful, **R** – Responsible, **H** – Honest and **C** – Caring or recognise achievements in curriculum or extra curriculum activities that demonstrate commitment by students.

Merit awards

Merit awards are presented to students in formal whole school award ceremonies where families are invited to attend.

These awards based on semester achievement.

Strategies and practices to manage inappropriate student behaviour.

At RRHC staff implement a variety of strategies in their daily practice to encourage the provision of a safe, supportive and responsive learning environment.

What is the Care Continuum?

The care continuum includes interventions for:

- all students – creating a safe and respectful learning environment
- some students – providing early intervention and targeted support for students at risk of developing negative behaviours
- few students – supporting students with complex and challenging behaviour needs through intense, individual interventions



The care continuum is a whole-school system that can assist schools to adopt a prevention focused approach and help to address the full spectrum of student needs including

- prevention
 - universal prevention and protection practices and strategies for promoting positive behaviours for all students – schools aim to establish and maintain safe, respectful learning environments through implementing preventive, whole-school practices and programs
- early intervention
 - for some students – schools develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern
- targeted intervention
 - for some students – some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours
- individual intervention
 - intensive and individual intervention for students with complex and challenging needs – students with highly complex and challenging behaviours may need comprehensive systems of support.

The Care Continuum <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

THE RRHC Level System

In order to provide students, staff, and parents clear guidelines as to the typical response to inappropriate behaviours, the school has implemented a Level System. This system provides predictability, safety and consistency in student management.

The RRHC Level System works on the Calendar Year, with a fresh start at the beginning of each year.

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their individual needs.

There are 4 Prevention and Intervention Levels at RRHC:

- **Level 0** – Everyone starts at this level at the beginning of each academic year
Interventions at this level are for all students with a focus on creating a safe and respectful learning environment.
- **Level 1 – Classroom teacher intervention.**
Most interventions at this level are for all students with a focus on creating a safe and respectful learning environment. Some interventions at this level provide early intervention and targeted support for students at risk of developing negative behaviour.
- **Level 2 – Head Teacher intervention**
Some interventions at this level are for all students with a focus on creating a safe and respectful learning environment. Most interventions at this level provide early intervention and targeted support for students at risk of developing negative behaviour.
- **Level 3 – Deputy Principal and or Principal intervention**
Some interventions at this level provide early intervention and targeted support for students at risk of developing negative behaviour. Most interventions at this level support students with complex and challenging behaviour needs through intense, individual interventions.

Ordinarily a student will move through the level system one level at a time, however, some behaviours may push the student to a higher level without having progressed through each level.

Level Monitoring Cards

Level 1 type behaviours are managed at the classroom teacher (CRT) level with prevention strategies aimed to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour.

There are three monitoring cards:

- **Level 1 Card (White)** - this is a Teacher monitoring card in consultation with Head Teacher.
White cards are monitored for 4 lessons.
- **Level 2 Card (Yellow)** - this is a Head Teacher monitoring card.
Yellow cards are monitored for 4 lessons.
- **Level 3 Card (Orange)** – this is a Deputy Principal/Principal monitoring card.
Orange cards are monitored for at least 5 days by the Deputy Principals during roll call.

NOTE:

- Students may be placed on multiple Level 1 Teacher monitoring cards concurrently.
- Students may be placed on 2 different Head Teacher monitoring cards concurrently.
- If students are to be placed on more than 2 Head Teacher monitoring cards, they will instead be placed on a Level 3 Deputy Principal/Principal monitoring card.
- Communication re students placed on Head Teacher monitoring cards will be managed by the team of Head Teachers.
- If a student demonstrates behaviours that place them on a Deputy Principal monitoring card and they are already on a Head Teacher monitoring card, the Head Teacher monitoring card will cease.

TYPES OF BEHAVIOURS may include, but are not limited to:

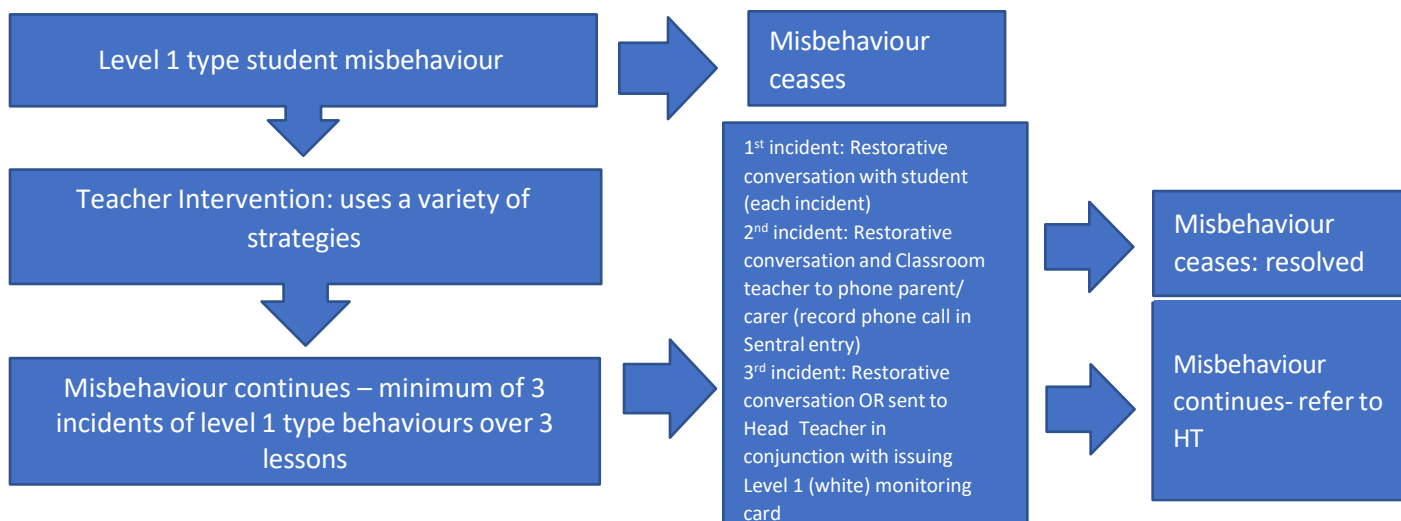
LEVEL 1	LEVEL 2	LEVEL 3	FORMAL CAUTION /SUSPENSION
<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Out of bounds • Disrupting other students in class eg: out of seat, calling out • Refusing to follow teacher instructions • Misuse of technology – minor eg: accessing non-essential site • Failure to attend/ refusal to partake in a restorative conversation • Not ready to learn, i.e: no safety shoes for practical subject, no pens or books, not attempting work • Damage to school property including graffiti– minor in classroom, at sport or in playground • Failure to follow a Public Health order in the classroom eg: mask wearing or social distancing rules • Out of class eg: arriving late or leaving early • Truants part lesson/ one lesson • Swearing in the 	<p>Persistent/unresolved behaviour at CRT level or</p> <p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Disrupting students from other classes • Misuse of technology – faculty eg: damage to laptop or accessing banned site • Damage and/ or vandalism of school property including offensive graffiti – major in faculty or at sport • Persistent out of class eg: arriving late or leaving early • Truanting 2nd incident one subject - out of classroom and in school grounds <p><i>NOTE: partial or whole school day truancy is managed by DPs including a 5-day placement on an attendance monitoring card</i></p> <ul style="list-style-type: none"> • Use of inappropriate language in reference to staff, students or visitors • Excessive swearing in the classroom, at sport 	<p>Persistent/unresolved behaviour at HT level or</p> <p>Placement on Level 2 in more than 2 subject areas or</p> <p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Serious misuse of technology including, but not limited to, filming or taking photos of people without their permission • Leaving school grounds without permission • Persistent/unresolved truanting • Damage, vandalism or stealing school property – whole school • Caught in possession of cigarettes/ vape on school grounds • Caught smoking/ vaping on school grounds • Failure to follow Mobile Phone policy including use of airpods/ headphones • Swearing directly at staff • Single instance of severe verbal/physical aggression • Threatening/ intimidating others • Bullying 	<p>There may be circumstances where an individual student’s behaviour is of such concern that formal communication with parents or carers will be required.</p> <p>If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.</p> <p>The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student’s behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.</p> <p>A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.</p> <p>There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school. (See section 2.1 Grounds for suspension).</p> <p>Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:</p> <ul style="list-style-type: none"> • continued/persistent disobedience and/or disruptive behaviour • malicious damage to or theft of property • verbal abuse • bullying and cyberbullying • misuse of technology

<p>presence of others in classroom, at sport or in playground</p> <ul style="list-style-type: none"> Disrespectful behaviour toward others – minor in classroom, at sport or in playground eg: dirty looks or silly comments Inappropriate physical behaviour – minor in classroom, at sport or in playground eg: invading other student’s personal space without contact 	<p>or in playground</p> <ul style="list-style-type: none"> Harassing others - major in classroom, at sport or in playground eg: social group issues such as exclusion, yelling, targeted throwing of objects Inappropriate physical behaviour – major in classroom, at sport or in playground eg: grabbing or pushing another student 	<ul style="list-style-type: none"> Racism (with ARCO support) Sexism and/ or homophobia Inciting violence - directly or indirectly in person and/ or via social media Physical aggression/ violence including spitting at others/dakking/sack whacking 	<ul style="list-style-type: none"> discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. <p>Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:</p> <ul style="list-style-type: none"> being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes being in possession of, uses or supplies a suspected illegal/restricted substance being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms using an implement as a weapon seriously threatening or engaging in physically violent behaviour engaging in serious criminal behaviour related to the school engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. See definition. <p><i>More information regarding Formal Cautions and suspensions can be found using the link for the Student Behaviour Policy https://education.nsw.gov.au/policy-library/policies/pd-2006-0316</i></p>
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Level 1 – Classroom Teacher intervention

Types of Behaviours may include, but are not limited to:	CRT prevention and/ or intervention strategies may include, but are not limited to:	CRT Follow Up
<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Out of bounds • Disrupting other students in class eg: out of seat, calling out • Refusing to follow teacher instructions • Misuse of technology – minor eg: accessing non-essential site • Failure to attend/ refusal to partake in a restorative conversation • Not ready to learn, i.e: no safety shoes for practical subject, no pens or books, not attempting work • Damage to school property including graffiti– minor in classroom, at sport or in playground • Failure to follow a Public Health order in the classroom eg: mask wearing or social distancing rules • Out of class eg: arriving late or leaving early • Truants part lesson/ one lesson • Swearing in the presence of others in classroom, at sport or in playground • Disrespectful behaviour toward others – minor in classroom, at sport or in playground eg: dirty looks or silly comments • Inappropriate physical behaviour – minor in classroom, at sport or in playground eg: invading other student’s personal space without contact 	<ul style="list-style-type: none"> • Development of strong teacher/ student relationships • Explicit teaching and modelling of specific skills including behaviour expectations and social skills • Restorative conversation and questioning- <i>this is to be done outside of the classroom and not in front of other students</i> • Give student take up time • Use strategies listed in a student’s IEP, PLP or other individualised plan such as behaviour plan or risk management plan (consult Head Teacher if unsure) • One on one assistance • Student/teacher agreement of way forward • Quiet conversation • Change seating plan • Rule reminder • Positive reinforcement • Adjust task • Redirection • Warnings • Detention (as per 2024 update) • Communication with parents around classroom expectations 	<p>WHEN A STUDENT IS PLACED ON LEVEL 1 –</p> <p>Mandatory Teacher Action: Record on Sentral Level 1 Note: 3 separate entries to be made (1 incident – 1 entry)</p> <ul style="list-style-type: none"> • 1st incident: Restorative conversation with student (each incident) • 2nd incident: Restorative conversation and Classroom teacher to phone parent/ carer (record phone call in Sentral entry) • 3rd incident: Restorative conversation OR sent to Head Teacher in conjunction with issuing Level 1 (white) monitoring card <p><i>NB: procedures made available to staff by HTs early 2024</i></p> <p>Optional Additional Teacher Action:</p> <ul style="list-style-type: none"> • Referral to LST • Discuss with LaS teacher, AEO, YA, SSO, DPs or other CRTs <p><u>NOTE:</u></p> <p>Referral to HT (Level 2) – if Level 1 action has not resolved the behaviour</p> <p>Referral to HT for Level 2 is via personal conversation or email</p> <p><i>Any detentions must take place in an agreed faculty space with HT support and MUST be recorded on Sentral</i></p>

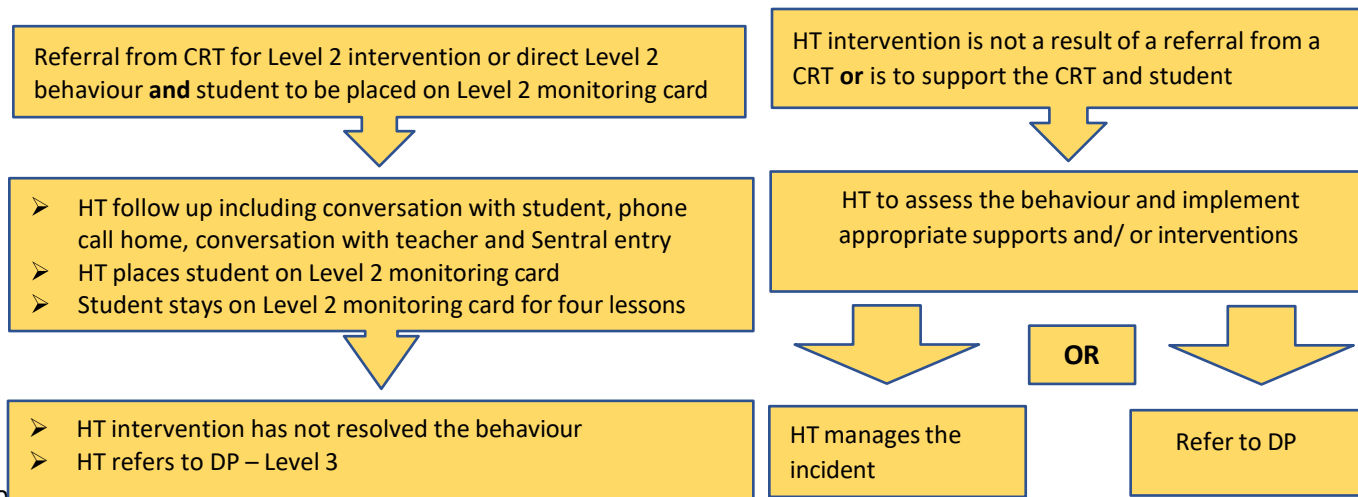
EVERY STUDENT IS MADE AWARE OF CLASSROOM RULES



Level 2 – Head Teacher intervention

	Types of Behaviours may include, but are not limited to:	HT prevention and/ or intervention strategies may include, but are not limited to:	HT Follow Up
BEHAVIOUR	<p><i>Persistent/unresolved behaviour at CRT level or</i></p> <p>BEHAVIOUR</p> <ul style="list-style-type: none"> Disrupting students from other classes Misuse of technology – faculty eg: damage to laptop or accessing banned site Damage and/ or vandalism of school property including offensive graffiti – major in faculty or at sport Persistent out of class eg: arriving late or leaving early Truancy 2nd incident one subject - out of classroom and in school grounds <p><i>NOTE: partial or whole school day truancy is managed by DPs including a 5-day placement on an attendance monitoring card</i></p> <ul style="list-style-type: none"> Use of inappropriate language in reference to staff, students or visitors Excessive swearing in the classroom, at sport or in playground Harassing others - major in classroom, at sport or in playground eg: social group issues such as exclusion, yelling, targeted throwing of objects Inappropriate physical behaviour – major in classroom, at sport or in playground eg: grabbing or pushing another student 	<p>HT management:</p> <ol style="list-style-type: none"> Assess the situation <ul style="list-style-type: none"> Interview student Get statement/s Speak with CRT/SLSO Consult student plans <ul style="list-style-type: none"> IEP PLP Behaviour or risk management plan Communicate event and management strategy to parent/carer by phone Implement appropriate supports and/ or interventions, these could include <ul style="list-style-type: none"> Detention (as per 2024 update) Restorative conversation Advise updates to student’s individual planning eg: support student to work in a ‘buddy classroom’ for teacher directed time-out Issue Level 2 monitoring card if applicable Refer to DP if necessary <p>Any detentions must take place in an agreed faculty space with HT support and MUST be recorded on Sentral</p>	<p>WHEN A STUDENT IS PLACED ON LEVEL 2 -</p> <p>Mandatory HT Action:</p> <ul style="list-style-type: none"> Phone call home (non-negotiable) Discussion with classroom teacher about outcome of the student behaviour Implement suitable consequence (see middle column) Record on Sentral - Level 2 intervention If Level 2 monitoring card issued <ul style="list-style-type: none"> Sentral entry needs to reflect Level accurately Target set needs to be published in Sentral entry Student needs to attend HT check-in last 10 mins of lunch whilst on Level 2 card <p>Optional Additional HT Action:</p> <ul style="list-style-type: none"> Re referral to LST Discuss with DP <p><i>NOTE:</i> HTs are to be visible and accessible to CRT during lesson time and mobile around the school on their duty days</p>

Behaviour requiring Head Teach Intervention



HT and CRT work together to resolve Level 2

Level 3 - Deputy Principal and or Principal intervention

	Types of Behaviours may include, but are not limited to:	DP prevention and/ or intervention strategies may include, but are not limited to:	DP Follow Up
BEHAVIOUR	<p><i>Persistent/unresolved behaviour at HT level or</i></p> <p><i>Placement on Level 2 in more than 2 subject areas or</i></p> <ul style="list-style-type: none"> • Serious misuse of technology including, but not limited to, filming or taking photos of people without their permission • Leaving school grounds without permission • Persistent/unresolved truanting • Damage, vandalism or stealing school property – whole school • Caught in possession of cigarettes/ vape on school grounds • Caught smoking/ vaping on school grounds • Failure to follow Mobile Phone policy including use of earpods/ headphones • Swearing directly at staff • Single instance of severe verbal/physical aggression • Threatening/ intimidating others • Bullying • Racism (with ARCO support) • Sexism and/ or homophobia • Inciting violence - directly or indirectly in person and/ or via social media • Physical aggression/ violence including spitting at others/dakking/sack whacking 	<p>NOTE: some incidents may require CRT or HT to immediately refer to DP. In this case the referring CRT or HT will EMAIL the initial details of the incident.</p> <p>DP management:</p> <ol style="list-style-type: none"> 1. Assess the situation <ul style="list-style-type: none"> • Interview student • Get statement/s • Speak with HT, CRT or other staff member • Consult student plans (if in place) <ul style="list-style-type: none"> - IEP - PLP - Student Behaviour Support Plan (<i>Risk Management Plan</i>) - Individual Behaviour Support Plan 2. Implement management strategies, these could include: <ul style="list-style-type: none"> • Refer to appropriate supports • Attendance monitoring card • Level 3 including monitoring card • DP directed timeout • Detention (as per 2024 update) • Restorative conversation • Mediation • Develop a behaviour contract • Develop or review Student Behaviour Support Plan (<i>Risk Management Plan</i>) • Develop or review Individual Behaviour Support Plan • Refer to Principal 3. Communicate event and management strategy with parent/carer by phone or in a meeting 	<ul style="list-style-type: none"> • Inform Principal of incident • Record event and management strategy on SENTRAL • Communicate with staff directly affected about the event and outcome • Complete student check ins • Communicate Student Behaviour Support Plan (<i>Risk Management Plan</i>) • Communicate Individual Behaviour Support Plan • Complete appropriate referrals to : <ul style="list-style-type: none"> ○ LST ○ Counsellor ○ Student Support Officer ○ WHIN ○ Careers Advisor ○ Year Advisor ○ Outside agencies ○ DCJ ○ Family referral service • Conduct and minute Parent/Carer Meeting • Send Level 3 letter if placed on Level 3 monitoring card. • Make mandatory reports and/ or contact Safety and Security • Advise Rivers College Principal as required • Advise DEL as required

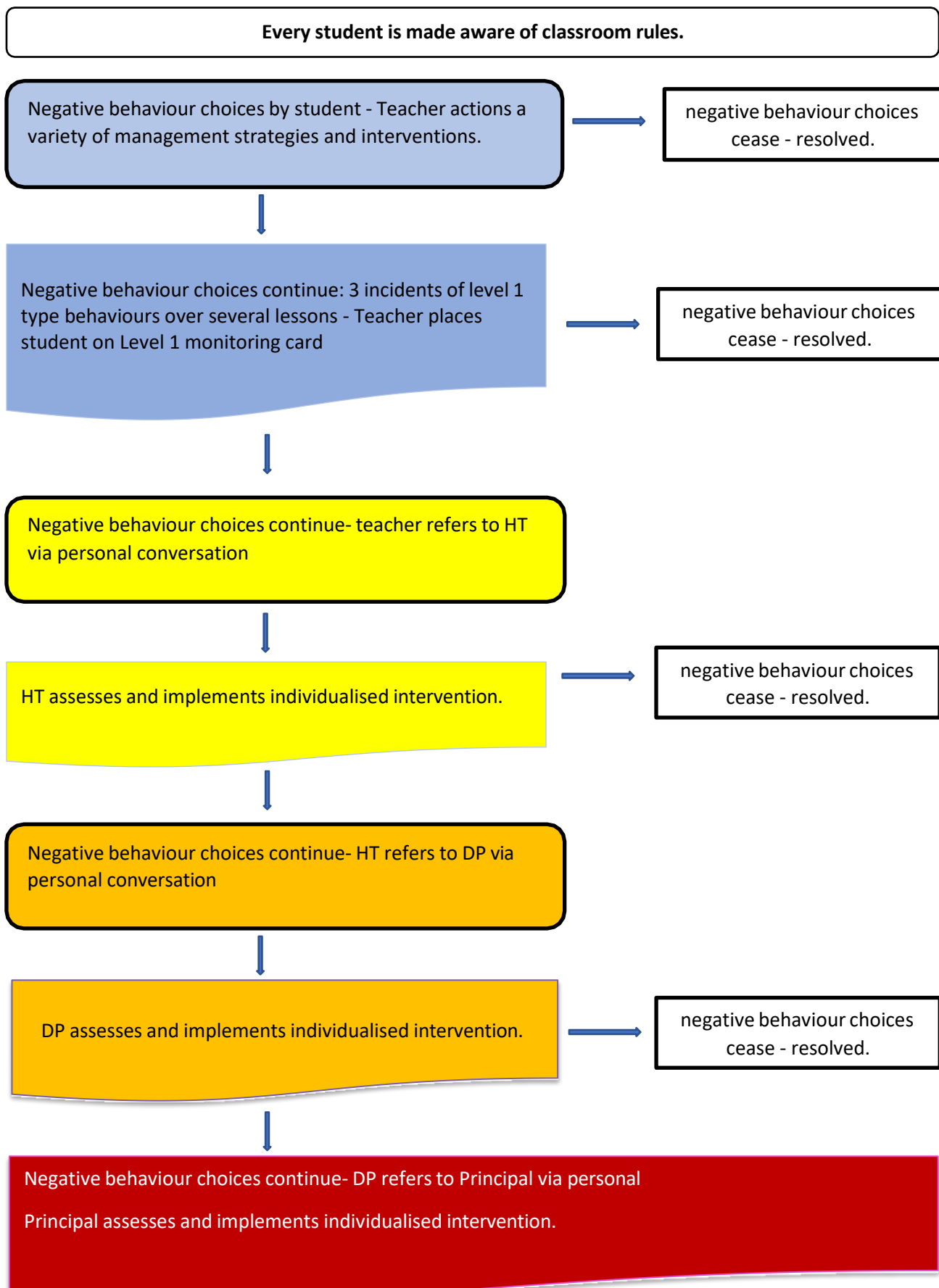
**DP manages Level 3
(in conjunction with HT if appropriate)**

FORMAL CAUTION /SUSPENSION

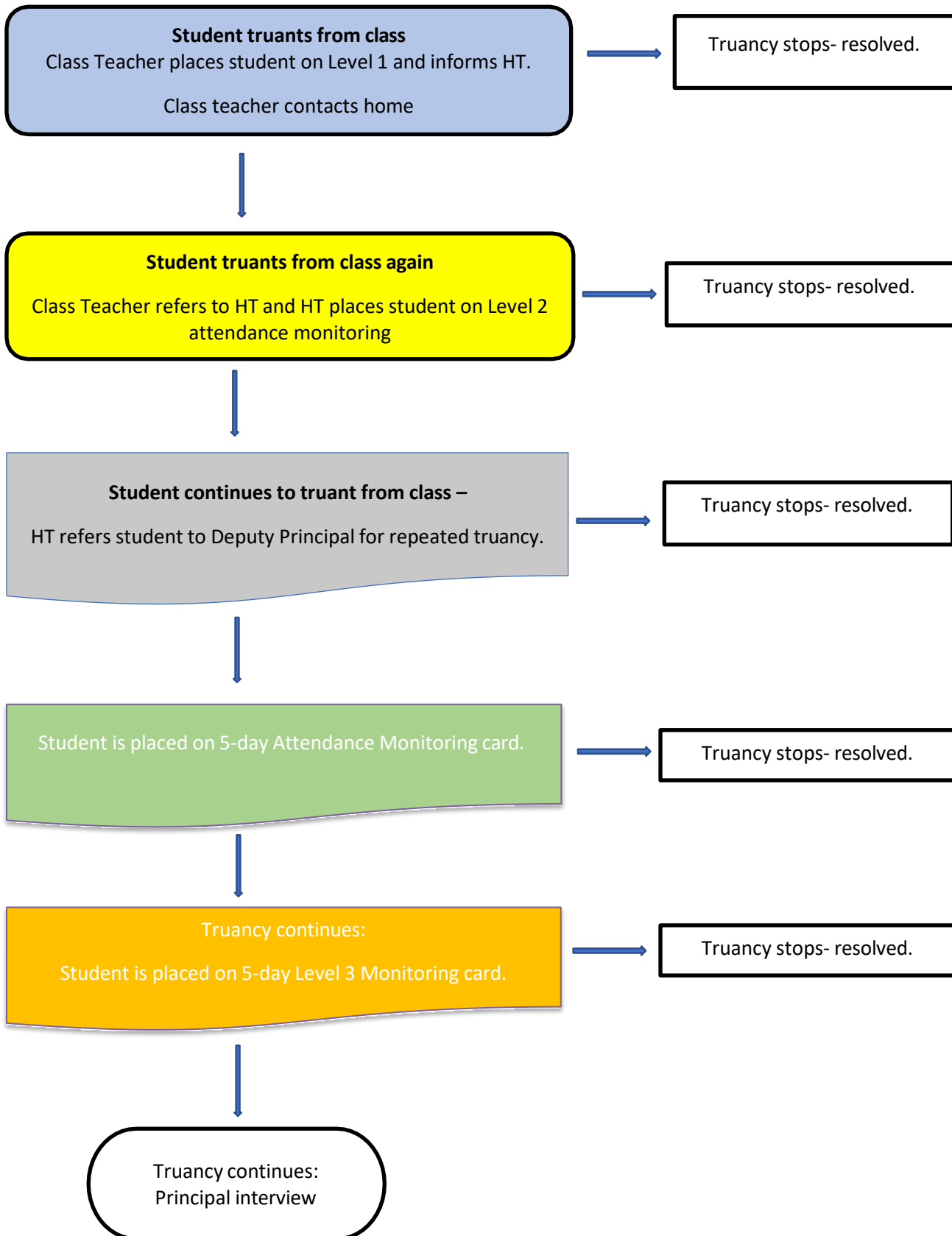
	Behaviours	P Action	P Follow Up
<p>FORMAL CAUTION /SUSPENSION</p>	<p>There may be circumstances where an individual student’s behaviour is of such concern that formal communication with parents or carers will be required.</p> <p>If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.</p> <p>The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student’s behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.</p> <p>A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.</p> <p>There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school. (See section 2.1 Grounds for suspension).</p> <p>Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:</p> <ul style="list-style-type: none"> • continued/persistent disobedience and/or disruptive behaviour • malicious damage to or theft of property • verbal abuse • bullying and cyberbullying • misuse of technology 	<p>NOTE: some incidents may require CRT or HT to immediately refer to P. In this case the referring CRT or HT will make a Sentral entry with initial details.</p> <p>Principal to action or may delegate to DP to action:</p> <ol style="list-style-type: none"> 1. Assess the situation 2. interview student 3. get statement/s 4. speak with HT, CRT or other staff member 5. phone call to parents or carers <p>P to make decision:</p> <ul style="list-style-type: none"> ○ Formal Caution – caution of suspension ○ Suspension ○ Expulsion <p>Suspension and expulsion procedures https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06</p>	<p>Principal to action</p> <ul style="list-style-type: none"> • Provide continuity of learning for suspended student • Provide information re support services to suspended student and their family or carers • Resolve the suspension • Communication to staff re: outcomes of meetings including <ul style="list-style-type: none"> - Student Behaviour Support Plan (Risk Management Plan) - Individual Behaviour Support Plan - other support plans • Complete appropriate referrals to <ul style="list-style-type: none"> ○ LST ○ Counsellor ○ Outside agencies ○ DCJ or CWU ○ Family referral service • Make mandatory reports and/or contact Safety and Security • Advise Rivers College Principal as required • Advise and or consult with DEL

<ul style="list-style-type: none"> • discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. <p>Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:</p> <ul style="list-style-type: none"> • being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes • being in possession of, uses or supplies a suspected illegal/restricted substance • being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms • using an implement as a weapon • seriously threatening or engaging in physically violent behaviour • engaging in serious criminal behaviour related to the school • engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. See definition. <p><i>More information regarding Formal Cautions and suspensions can be found using the link for the Student Behaviour Policy https://education.nsw.gov.au/policy-library/policies/pd-2006-0316</i></p>		
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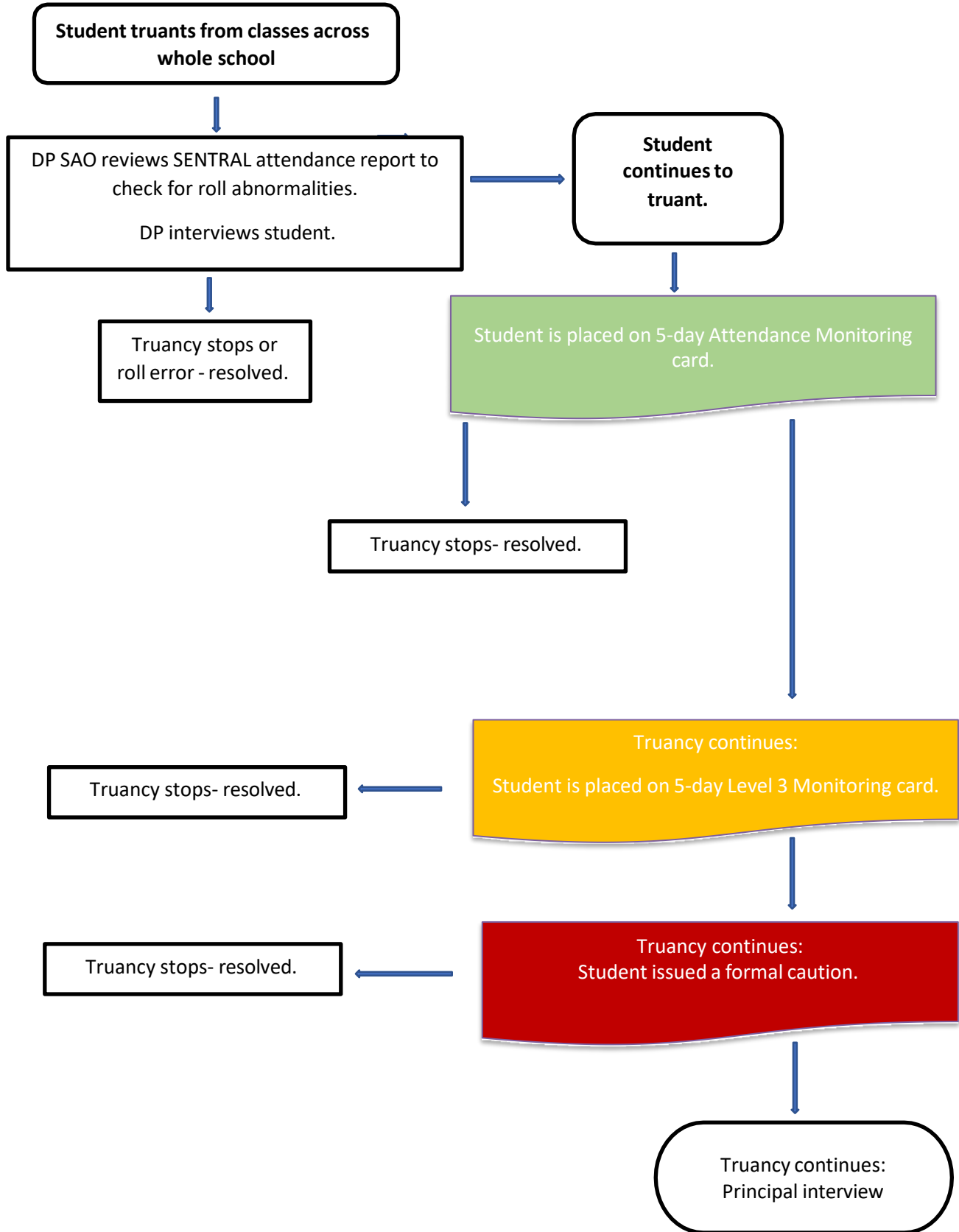
RRHC Behaviour Flowchart



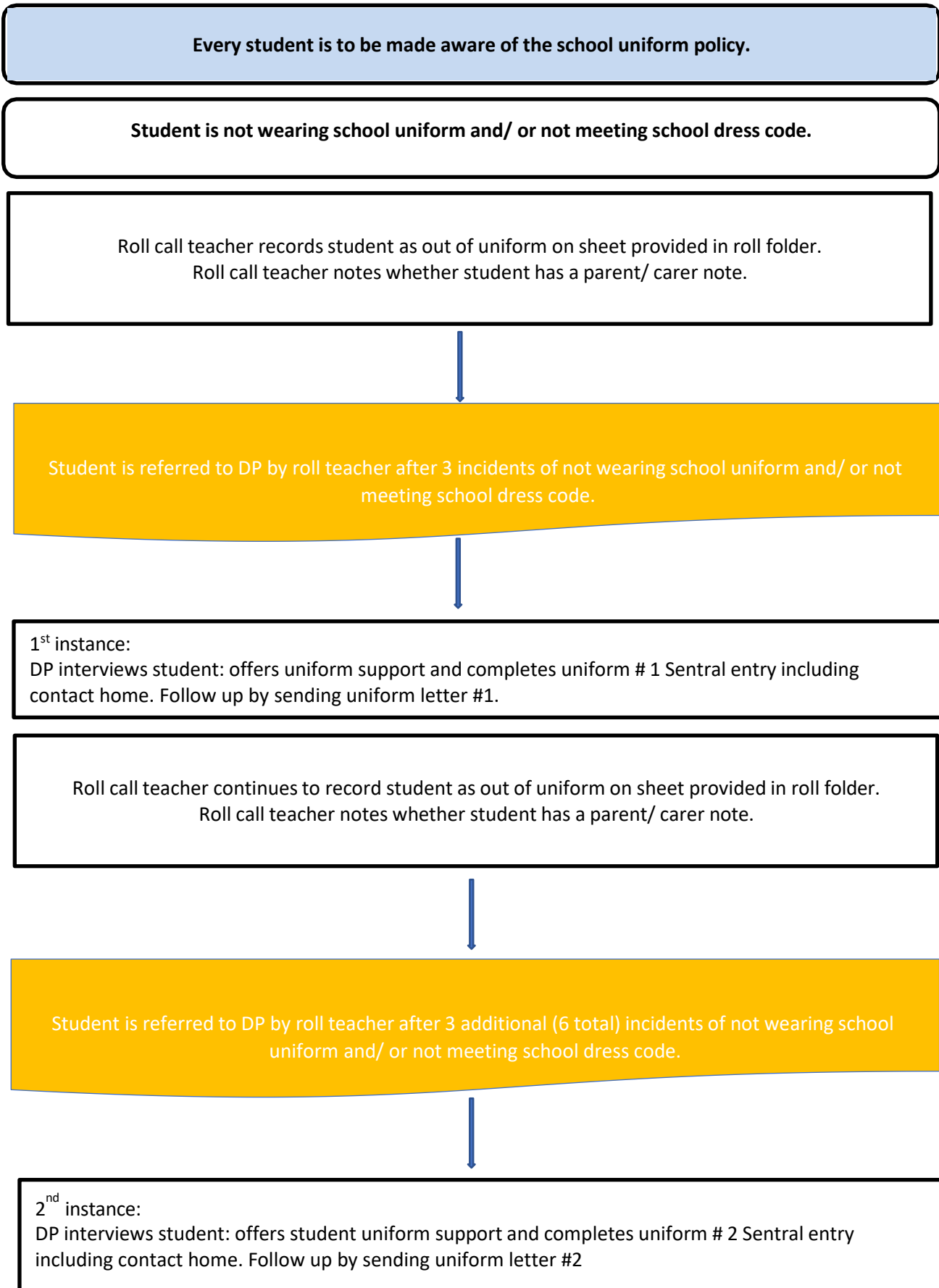
RRHC Class Truancy Monitoring Flowchart



RRHC Whole School Truancy Monitoring Flowchart



RRHC Uniform Monitoring Flowchart



Roll call teacher continues to record student as out of uniform on sheet provided in roll folder.
Roll call teacher notes whether student has a parent/ carer note.

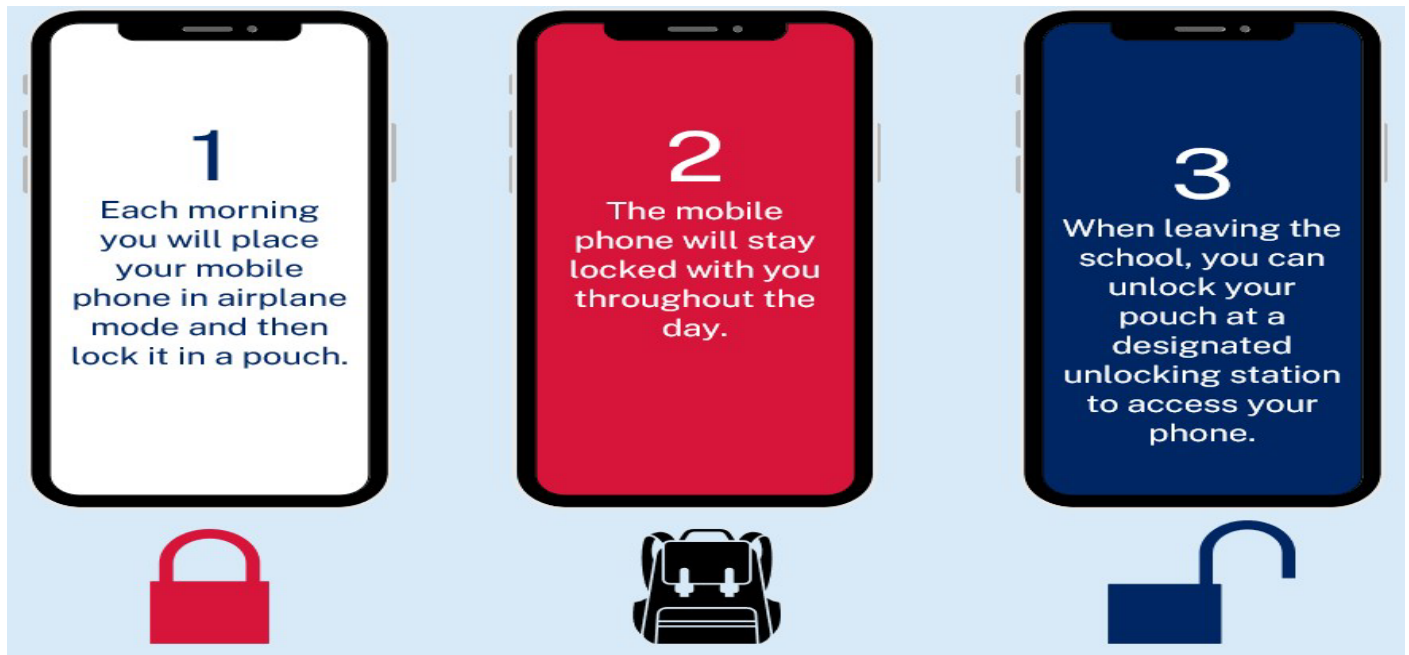


Student is referred to DP by roll teacher after 3 additional (9 total) incidents of not wearing school uniform and/ or not meeting school dress code. DP will refer student to the Principal.



3rd instance:
Principal interviews student: offers student uniform support and completes uniform #3 Sentral entry including contact home.

APPENDIX: RRHC Mobile Phone Policy Procedures



Student has mobile phone out of Yondr pouch or earpods and/ or headphones out of bag during school hours.



Teacher requests student to take their phone, earpods and/ or headphones to DP office. Teacher texts, emails or calls DP immediately.

OR

Student does not comply with teacher request, DP is contacted to collect student.



1st instance: phone and/ or earpods will be locked in a pouch. Headphones will be stored in student's bag.

2nd instance: phone, earpods and/ or headphones will be stored with DP and parents or carers contacted.

3rd instance: phone, earpods and/ or headphones will be stored with DP and formal caution issued.

4th instance: suspension issued and behaviour contract completed.