North Keppel Island Environmental Education Centre

Responsible Behaviour Plan for Students

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

The NKIEEC aims to provide every individual visiting student and teacher with positive learning experiences that cannot be achieved in a mainstream setting, yet complies with this global intent. Each program is designed to meet the specific needs of visiting students and teachers and contributes towards:

- empowering students through inspirational connections of people and place
- developing the skills and desire for lifelong learning,
- preparing young people to become active and reflective Australian citizens,
- supporting students to become active in community, economic and political life and;
- building students' confidence in their relationships with other cultures in Australia and abroad.

The North Keppel Island Environmental Education Centre is an ever changing community of people working towards achievement of a variety of educational outcomes. Each member of the community has a responsibility to themselves and all others to ensure progress towards the achievement of these educational outcomes. Adherence to a code of social practice is integral in assuring the well being of each member of the community and the protection of the total learning environment.

2. Consultation and data review

All staff at NKIEEC have had the opportunity to contribute to the plan, in addition the plan has been reviewed by the P and C. Visiting staff have been made aware of the behaviour plans at the orientation prior to a camp. The historical data from NKIEEC would suggest that major incidents are extremely rare and in the majority of cases issues are dealt with the teaching staff.

3. Learning and behaviour statement

The plan is intended to foster self-regulation of behaviours through the awareness of one's own actions.

Glasser's Control Theory underpins NKIEEC's Responsible Behaviour Plan. Glasser's belief is that all behaviour is purposeful and intended to satisfy the psychological needs of all of us:

- The need to belong
- The need for power
- The need for freedom
- The need to have fun
In a supportive school environment, students can learn to manage and change their behaviours to meet their needs. Glasser asks us to take responsibility for all our actions and behaviours regardless of how we feel. Negotiation and compromise are important factors in effective discipline. Discipline involves the loss of either freedom or privileges until an agreed Code of Conduct is reached. The aim is to skill students in self-discipline through a non-blaming approach that creates choices, generates solutions and leaves the child with some control over the situation.

Our school's behaviour plan is based on a positive approach to behaviour and proactive programs including Focus 40. The four elements of the behaviour management plan are Learning, Teamwork, Respect and Environment.

**Learning:** NKEIEC implements the New Basics approach to learning and teaching which is focussed on organisers. Students move at their own pace (MAYOP) while focusing on Rich Tasks which are cross-curricular. This enables all students to achieve and hence reduces the possibility of students making inappropriate choices because of unsuitable curriculum.

**Team Work:** NKEIEC recognises that effective interpersonal relationships between all members of the school community are essential. To facilitate the development of these relationships between all members of the community, social training and conflict resolution are integrated into everyday classroom practice. The development of a team approach to learning is promoted through the 'pod' design, sub school design and the overall Learning Community ethos. School and class awards, praise and recognition reinforce students who make good choices in their learning and behaviour. Class meetings allow students to share feelings and concerns and gain support.

**Respect:** Respectful behaviours are expected by all members of the school community.

**The Respect Guidelines**
- Is what I am doing showing respect for learning?
- Is what I am doing showing respect for myself?
- Is what I am doing showing respect for the team?
- Is what I am doing showing respect for my environment?

**Environment:** The Physical Environment is designed to ensure groups of students work in a space suited to their needs. E.g. pre-school groups may work in an area separate from older children. The philosophy of a supportive school environment is embedded within the school culture and is reflected in a code of behaviour based on a set of principles that are understood, accepted and practised by all members of the school community.

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

- Universal behaviour support
In general, the Centre will support the Responsible Behaviour Plan for Students of the visiting school by undertaking the following approach:
North Keppel Island Environmental Education Centre’s proactive and preventive whole-of-site strategies focus on:

- facilitating the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching,
- promoting an effective learning and teaching environment that allows positive aspirations, relationships and values to develop,
- fostering respect, care and concern for self, others and the environment,
- encouraging all students to take increasing responsibility for their own behaviour and the consequences of their actions.

All students are fully informed on arrival and supported throughout their visit to focus on personal responsibilities for:

- **Respect, Care and Concern for Self Others and the Environment**
- **Safety**
- **Participation, and**
- **Relationship development.**

Extended residential programs encourage student development of a Community Agreement that identifies community expectations in these areas. Students attending normal residential or day visits are encouraged to support a behaviour agreement prior to arrival at the island. To further promote success, students are actively and regularly complimented for actions that fulfil this focus. All students are encouraged to set personal and group goals to experience achievement and success.

| Respect, Care and Concern | In demonstrating this students will:
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<tr>
<td>Individuals have the responsibility to respect themselves, others, and the environment</td>
<td>- demonstrate support for the lease requirements and regulations of the National Park adjacent Marine Park,</td>
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<td></td>
<td>- respect other’s privacy by staying away from their cabins and by not interfering with their belongings</td>
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<td>- be aware that other program participants and the permanent residents of the Centre’s community should be protected from excessive noise at unreasonable hours</td>
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<td>- be willing to accept the rights of others to their privacy, their beliefs and values</td>
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<td>- care for Centre property and</td>
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<td>- refrain from littering or damaging property</td>
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<td>- practice minimum impact strategies when accessing natural areas</td>
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<td>- address other participants including staff in an appropriate manner</td>
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The Code of School Behaviour

Better Behaviour Better Learning

| Safety | Individuals have the responsibility to act safely and reasonably according to Government laws, Education Queensland's guidelines, and the North Keppel Island Environmental Education Centre safety procedures. | In demonstrating this students will:
- follow all safety directions given by staff members
- wear footwear appropriate for activity
- be supervised at all times when swimming
- protect themselves from exposure to the sun and from dehydration
- stay off equipment and activity sites unless supervised by a staff member
- be attentive in briefing sessions and during activities
- accept responsibility under staff supervision for their own and others safety
- ensure alcohol, tobacco, drugs (unless prescribed by a medical practitioner and with full knowledge of program co-ordinator), and illicit substances / articles are not in their possession
- be prepared to remove all jewellery, if requested, prior to adventure activities. In the event that jewellery is unable to be removed, or suitably taped, the student will not participate as a safety precaution. |

| Participation | Individuals have the responsibility to participate in the program to the best of their ability to ensure that maximum benefit is gained by them as individuals and for the group as a whole. | In demonstrating this students will:
- ensure their own alertness, attentiveness and punctuality
- abide by school and NKIEEC policies regarding electronic equipment including mobile telephones, games, cameras and video recorders, and sound equipment including iPods, MP3 players etc
- be prepared to participate in all activities programmed for them
- cooperate through striving to be a part of the group and achieve the group's goals |

| Relationships | Individuals have the responsibility to develop healthy, appropriate relationships that contribute to an effective community | In demonstrating this students will endeavour to:
- cooperate with others to assist in the efficient functioning of the program and the enjoyment of all participants.
- endeavour to foster positive relationships with others, through effective interpersonal communications, interactions and decision-making processes, empathy and trust. |

- Targeted behaviour support

Students who don't respond to supportive strategies are given individual reminders, alternative processes or individual tuition by in the first instance visiting teachers supported by NKIEEC staff. Every effort is made to manage students so they modify their behaviour so they can re-join the group and continue with productive learning without disrupting the learning of others.
Intensive behaviour Support

- Contact will be made with the visiting school’s administration in the case of serious breaches of conduct.
- Behaviour management strategies will reflect collaboration between Centre staff and visiting school staff. Students will be encouraged to identify their inappropriate behaviour, reflect on the implications of this behaviour and accept responsibility for the selection of more appropriate behaviour.

5. Emergency responses or critical incidents

The first priority in a critical incident is to ensure all students are safe. After safety is ensured administration will gather accurate information, remove any harmful substances or weapons, apply appropriate consequences and ensure the well being of students. It may be necessary to seek help from support agencies or personnel. The local guidance officer located in neighbouring schools could be used to de-brief students and staff. It may be necessary to remove all staff and students from NKEEC to the cyclone shelter at Yeppoon State High School where intensive de-briefing could take place by a range of expert councillors.

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 reasonable non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that the duty of care to protect students and staff from foreseeable risks of injury is met. For example, a student putting themselves into a dangerous situation such as removing themselves spontaneously into the bush which has vines may require physical intervention to protect the student from personal injury. The use of physical intervention is only considered appropriate where the immediate safety of self and 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 intended to be used as a response to:

- property destruction
- school disruption
- refusal to comply unless in unsafe place e.g. vines
- 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
- consider safety of self and others in an ever changing, outside unfamiliar to student and other adults environment.

Record keeping

- Each instance involving the use of physical intervention must be formally documented. Records will be completed as required by the visiting school.

6. Consequences for unacceptable behaviour

Individual class teachers will be primarily responsible for dealing with minor behaviours. Generally, school the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they should be:
- Supportive
- Fair
- Logical
- Consistent

**Supportive**
Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the school's Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

**Fair**
When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed – this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudice or bias against the student. When making a decision about a consequence, a student’s age, cultural background, emotional well-being and any other contextual factors should be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student’s past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination. All consequences must be in accord with the Education (General Provisions) Act 1989 and with the student behaviour policies of Education Queensland.

**Logical**
For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

The level of a student’s behaviour should be assessed against a continuum from minor to major consequences. Staff and students must be aware of the progression of consequences for continued disruptive or dangerous behaviour.

**Consistent**
A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:
- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

**Consequences** of inappropriate behaviour include

- Student advised of inappropriate behaviour and reminded of agreement
- Students may be withdrawn from activities for persistent or serious misconduct. In all cases they will be supervised by a staff member.
- Group reflection (including student) on student’s inappropriate behaviour, facilitated by NKIEEC staff or visiting coordinator using standard debrief methods of “What happened?, So What, What now”
- Removal from island and return to home at full cost to parents (including boat fares, other transport costs and possible accommodation costs).
- Further disciplinary action upon return to school.
- Persistent unacceptable behaviour reported to Centre Administration will be reported to the visiting school’s administration and/or parents.
- Students may be removed from activities (indeed indefinitely) or excluded from the remaining camp program (requiring dismissal to home) by Centre administration for the following reasons:
  - Breach of the visiting school’s behaviour plan
  - Criminal behaviour
  - The student’s continued presence is a serious threat to their own safety or the safety of others
  - Premeditated vandalism
- In the event of a prohibited substance or weapon being found with/or consumed by a student the Centre will enact the following procedures:
  1. Health status of student will be determined and medical support sought if necessary.
  2. Substance or weapon will be identified (where possible), confiscated and secured in office safe.
  3. Any other people involved will be identified and managed accordingly.
  4. Qld Police Service will be notified if substance or weapon is suspected as being illicit or illegal.
  5. Student’s school principal will be contacted. Strategy for informing parent/caregiver will be negotiated along with procedures for transporting student from the island.
  6. Formal EQ suspensions and exclusions will be managed by the student’s school.
  7. Regional Director (South East Region) will be notified and a report will be prepared.
- Use of personal property technology mobile devices - if it appears that learning/lesson is being disrupted by such usage, then the device will be required to be put away or removed from the student’s possession for the remainder of the program and returned to the student at the end of the program;
- Incidents of bullying and cyber bullying are unacceptable in any form and will be addressed immediately by centre staff and then collaboratively between the school, teachers, administration and NKIEEC administration to ensure that the school’s policies and procedures are implemented. If the behaviour continues and/or threatens the safety of the group, then the student will be withdrawn from activities and the Centre Administration contacted.
7. Network of student support

Students will be supported in their learning through the following school network. When behaviour is inappropriate, programs will be negotiated involving these people for support and guidance.

NKIEEC is also able to access support to students through the following external networks. These government and community agencies work closely with the parents/caregivers, teacher/s and the support personnel from within the school.

8. Consideration of individual circumstances

When applying individual behaviour support or applying consequences for inappropriate behaviour, NKIEEC takes into consideration the individual circumstances of students. This includes context, emotional well-being, culture, gender, race, socioeconomic situation and impairment to ensure that responses are fair and equitable.
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

9. Relation 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 departmental procedures
    - 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

Appendix:
NKIEEC Behaviour Management Policy and Student Behaviour Form.

Endorsement

Principal - Roger Searl
P&C President – Neil Hoy
Principal’s Supervisor- Alan Sampson

Date effective:
from October 2013 to September 2016

Template Version Control: July 2012
Appendix:

**North Keppel Island Environmental Education Centre Behaviour Management Policy**
RATIONALE

"Respect, Care and Concern for Self, Others and the Environment."

This policy is established on the belief that for effective teaching and learning to occur, appropriate relationships must be developed.

Students are encouraged to accept responsibility for their own behaviours.

The behaviours of visiting students, visiting staff, and centre staff are affected by a wide array of societal values and beliefs. Each individual has personal rights and also responsibilities, which affect the nature of their relationships with others and the behaviours they demonstrate within this learning environment. There is a recognised joint responsibility between the individual (and their family) and the education system (the school and the centre) for their physical, intellectual, emotional and social development and safety.

It is also acknowledged that the education system has a responsibility to systematically plan for learning experiences that further develop attitudes, values and beliefs that are in accord with those generally accepted in our society.

CODE OF SOCIAL PRACTICE:

NKIEEC is an ever changing community of people working towards achievement of a variety of educational outcomes. Each member of the community has a responsibility to themselves and all others to ensure progress towards the achievement of these educational outcomes. Adherence to a code of social practice is integral in assuring the well-being of each member of the community and the protection of the total learning environment.

The Centre’s Code of Social Practice outlines the following student responsibilities:

1. **Respect, Care and Concern for Self, Others and the Environment**
   Individuals have the responsibility to respect themselves, others, and the natural and built environment at NKIEEC; in demonstrating this students will:
   - respect other students’ privacy by staying away from their cabins and by not interfering with their belongings;
   - be aware that other program participants and the permanent residents of the Centre’s community should be protected from excessive noise at unreasonable hours;
   - be willing to accept the rights of others to their privacy, their beliefs and values;
   - care for Centre property
   - care for National Park and Marine Park areas under the relevant permit requirements/Acts
   - refrain from littering and / or damaging property;
   - practice minimum impact strategies

2. **Safety:** Individuals have the responsibility to act safely and reasonably according to Government laws, Education Queensland’s D.O.E. M. guidelines, and NKIEEC safety procedures. In demonstrating this students will:
   - follow all safety directions given by staff members;
   - protect themselves from exposure to the sun and from dehydration in accordance with the NKIEEC Sun Safety Policy;
   - stay away from activity sites unless supervised by a staff member;
be attentive in briefing sessions and during activities;
- accept responsibility under staff supervision for their own and others' safety;
- ensure alcohol, tobacco, drugs (unless prescribed by a medical practitioner and with full knowledge of program co-ordinator), and illicit substances / articles are not in their possession;

3. **Participation:** Individuals have the responsibility to participate in the program to the best of their ability to ensure that maximum benefit is gained by them as individuals and for the group as a whole.

   In demonstrating this students will:
   - ensure their own alertness, attentiveness and punctuality;
   - endeavour to foster positive relationships with others;

4. **Cooperation:** Individuals have the responsibility to cooperate with others to assist in the efficient functioning of the programme and the enjoyment of all participants. In demonstrating this students will:
   - be prepared to participate in all activities programmed for them;
   - strive to be part of the group and achieve the groups' goals;

**SCHOOL BEHAVIOUR MANAGEMENT POLICIES:**

The Centre requests a copy of each visiting school's Behaviour Management Policy for reference purposes. It is acknowledged that student behaviour is most effectively managed if policies applied at the centre are consistent with the approaches taken by each school within their own context and environment.

The Principal (NKEEC) or delegate(s) are responsible for the administration of behaviour management policies within the centre environment. Delegates may include visiting teachers.

The Centre's approach focuses on an "action - consequence" model, with students being guided towards accepting responsibility for their actions and changing from inappropriate behaviours to ones which are more appropriate.

**GUIDELINES:**

- In general, the Centre will support the Behaviour Management Policies of the visiting school.
- Contact will be made with the visiting school's administration in the case of serious breaches of conduct;
- Behaviour management strategies will reflect shared collaboration between Centre staff and visiting school staff. Visiting staff will be responsible to the Centre principal, including at times the need to assist with behaviour management. It is also recognised that visiting staff may have understandings of needs of individual student, and that this knowledge may contribute to effective behaviour management in some exceptional circumstances.
- Students will be encouraged to identify their inappropriate behaviour, reflect on the implications of this behaviour and accept responsibility for the selection of more appropriate behaviour;
- Students may be withdrawn from activities for persistent misconduct including - discourtesy to teachers and students (not using good manners, ignoring not acknowledging a speaker, personal space);
-disrespect to teachers/students (swearing, “talk back” disobey or uses offensive body language or gestures); in all cases they will be supervised by staff members;

- Persistent unacceptable behaviour reported to Centre Administration will be reported to the visiting school’s administration and/or parents;
- Students may be removed from activities (indefinitely) or excluded from camp program (requiring dismissal to home) by Centre administration for the following reasons:
  1) In support of the visiting school’s behaviour management policies;
  2) For criminal behaviour;
  3) Where their continued presence is a serious threat to their own or the safety of others;
  4) In response to acts of premeditated vandalism
  5) Where student is defiant including refusal to comply with directions, violent or uses threatening actions/non-verbals.

- In the event of a prohibited substance or weapon being found with/or consumed by a student the Centre will enact the following procedures:
  1) Health status of student will be determined and medical support sought if necessary.
  2) Substance or weapon will be identified (if possible) and then confiscated and secured in office safe;
  3) Any other people involved will be identified and managed accordingly
  4) Police Service will be notified if substance is suspected of being illicit;
  5) Student’s Principal will be contacted. Strategy for informing parent/caregiver will be negotiated along with procedures for transporting student from the Centre;
  6) South East Regional Office will be notified and a report will be prepared.

**STUDENT BEHAVIOUR PLAN:**
It is acknowledged that the Behaviour Management will be guided by the vision and values identified within the NKIEC School Planning Overview 2013-2015.

- Is what I am doing promoting the best interests of students?
- Is this the very best I can do?
- Health and Safety must be a major consideration in all operations of the Centre
- This Centre encourages community support and involvement in the planning and implementation of programs

**CONCLUSION:**

It is acknowledged that Student Behaviour Management strategies need to be fair, consistent and equitable. For behaviour management policies and the implementation of such to be effective they must be accepted by the students that they impact on. Thus it is vital that communication between visiting schools and the centre regarding behaviour management sanctions be open and conducted as a two way process.
To support this strategy, provision of a copy of this policy, and attached Draft NKIEC Student Behaviour Agreement will be provided to visiting school representatives at all orientation programs.
NKIEEC Student Behaviour Management Form

The NKIEEC is a unique educational facility. NKIEEC staff and visiting teachers collaboratively support the development of, and accept responsibility for the education of students during the forthcoming camp.

There is a joint responsibility between the individual (and their family) and the education system (the school and the centre) for students physical, intellectual, emotional and social development and safety.

This joint responsibility includes behaviour management that aims to provide all students with opportunities to contribute as effective members of an isolated residential community.

In such a unique learning environment, it is critical that there is an understanding by visiting staff, parents and students of:

- the need for appropriate behaviour
- the consequences of inappropriate behaviour.

**Appropriate behaviour** includes:

- Acting in a safe and responsible manner
- Being considerate of other people's rights, feelings and property
- Being considerate of environmental guidelines for the National Park and Marine Park; and
- Following instructions of school or island staff without hesitation.

**Inappropriate behaviour at this isolated, unique and environmentally sensitive location will not be tolerated.**

**Consequences** of inappropriate behaviour include:

- Group reflection on student's inappropriate behaviour.
- Exclusion from group activities (with alternative work under supervision).
- Notification to principal and/or parents.
- Removal from island and return to home at full cost to parents (including boat fares, other transport costs and possible accommodation costs).
- Further disciplinary action upon return to school.

**Student Agreement**

I ______________________ agree to demonstrate appropriate behaviour during my NKIEEC experience, and understand the consequences if I break this agreement - as outlined above.

________________________
Student signature

**Parent Agreement**

Should my child breach this agreement, I understand that I will be contacted to assist with disciplinary measures. I agree to pay for costs incurred in this process, including possible transport costs.

________________________
Parent Signature

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The Code of School Behaviour
Better Behaviour Better Learning