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RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

2016 - 2019
ROCHEDALE STATE HIGH SCHOOL

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
Rochedale State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review
Rochedale State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during May 2014. A review of school data sets from 2011-2013 also informed the development process. A further review of the Plan was undertaken during May 2016.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement
All areas of Rochedale State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Rochedale State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
- Be safe
- Be responsible
- Be respectful.

Our Responsible Behaviour Plan is based on our school values of:
- Participation
- Openness
- Integrity
- Success
- Equality

Our school rules and values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

May 2016
<table>
<thead>
<tr>
<th>VALUE</th>
<th>STUDENTS</th>
<th>STAFF</th>
<th>COMMUNITY</th>
</tr>
</thead>
</table>
| Participation | • Make use of available opportunities  
• Punctuality  
• Respect/Consideration  
• Care of facilities and equipment  
• Pursue own personal excellence  
• Be an active and contributing team member | • Create opportunities for student participation in variety of school aspects  
• Punctuality  
• Respect/Consideration  
• Care of facilities and equipment  
• Be well prepared pedagogically  
• Positive support and acknowledgement of students  
• Cater for all learning styles and abilities  
• Pursue own professional excellence  
• Be an active and contributing team member | • Encourage and support student participation in all aspects of school life  
• Encourage and support events within the school  
• Respect/Consideration  
• Care of facilities and equipment |
| Openness      | • Communicate with others openly, honestly and with respect  
• Express opinions & differences fostered by non-threatening supportive environment  
• Access outside agencies  
• Use appropriate language  
• Adhere to relevant school policies | • Consistent and open communication with parents/students/admin  
• Contribute to the strategic development of the school  
• Fair consistent mediation processes available to all  
• Encourage all to express opinions & differences fostered by non-threatening supportive environment | • Follow up/participate in referrals with community/outside agencies  
• Be aware of school policies and support school in maintaining a positive school environment  
• Work with staff to follow up concerns regarding students  
• Discuss any problems detrimental to the learning of a child |
| Integrity     | • Adhere to a high standard of  
- work ethic  
- conduct & behaviour  
- dress & appearance  
• Display honesty and reliability  
• Be a role model for other students | • Be aware of and support vision and values of school  
• Maintain the principles of Education Queensland’s Code of Behaviour in all actions and school interactions  
• Be a role model for all students | • Develop positive relationships with school community based on mutual respect  
• Support the vision and values of the school and its Responsible Behaviour Plan for Students |
| Success       | • Complete all set tasks & assessment  
• Attend school regularly  
• Be prepared with all materials & equipment  
• Set goals  
• Enjoy positive relationships with others  
• Develop resilience to effectively deal with problems and issues as they arise  
• Be an autonomous problem solver  
• Be an active and contributing team member | • Set high but realistic standards  
• Generate a positive, caring environment  
• Be a positive role model  
• Adhere to Professional Standards for Teachers  
• Practise the School Wide Pedagogies  
• Reflect on practice and strive for continuous improvement  
• Support colleagues to achieve successful outcomes  
• Be an active and contributing team member | • Encourage children to accept responsibility for their learning  
• Actively support school initiatives  
• Actively promote positive interactions with school personnel |

May 2016
Rochedale High staff strives to deliver quality programs that support students in creating meaningful futures and linking with the world around them. In achieving this, teachers create classroom environments, activities and resources that promote:

- **A Self Directed Learning Environment** that includes student choice and negotiated learning experiences offering opportunities for collaborative and independent learning;
- **A Supportive Learning Environment** that values students’ success and provides modelling and guided support within learning tasks and literacy strategies for a variety of contexts;
- **A Challenging Learning Environment** that promotes intellectual quality through higher order thinking and creative thinking through investigation and problem solving;
- **A Globally Connected Learning Environment** that engages students in real world problem solving and links to social concerns and promotes cultural awareness and understanding;
- **A Futures Oriented Learning Environment** that transfers learning across different contexts, recognises students’ prior learning and makes connections with community and the workplace.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Rochedale State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
</tr>
<tr>
<td>Use equipment appropriately</td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>Use appropriate language</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
</tr>
<tr>
<td>Ask permission to leave the classroom</td>
</tr>
<tr>
<td>Be on time</td>
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<tr>
<td>Be in the right place at the right time</td>
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<tr>
<td>Follow instructions straight away</td>
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May 2016
<table>
<thead>
<tr>
<th>BE SAFE</th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respect others’ personal space and property</td>
<td>Respect others’ right to use online resources free from interference or bullying</td>
<td>Be sun safe; wear a broad brimmed hat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Care for equipment</td>
<td>Keep any usernames or passwords private</td>
<td>Wear appropriate footwear</td>
<td>Wash hands after using the toilet and before eating food</td>
</tr>
<tr>
<td></td>
<td>Clean up after yourself</td>
<td>Follow all teacher instructions about keeping private information off online sites</td>
<td>Participate in school approved games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use polite language</td>
<td>Get sun safe; wear a broad brimmed hat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait your turn</td>
<td>Keep your belongings with you</td>
<td></td>
<td></td>
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</tbody>
</table>

May 2016
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Rochedale State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Explicit teaching of the School Values through the Peer Support Program and Pastoral Care Program
- Design of engaging and relevant curriculum programs
- A structured recognition program to acknowledge and reinforce positive behaviour
- Communication and consultation with the immediate and wider school community to gain rich and authentic feedback that ensures continuous improvement
- Clearly defined policies and practices that are published for the entire school community and are consistently applied
- An extensive base of support personnel including Guidance Officer, Chaplain, Youth Support Worker, School Based Youth Health Nurse and Indigenous Liaison Officer to guide and support students.
- Communication to parents occurs three weekly via the online school newsletter which enables parents to be actively and positively involved in school behaviour expectations
- The school leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Year level co-ordinators and sub-school HODS work closely with the Principal and Deputy Principals to assist in the communication and enforcement of school values, rules and regulations
- Individual learning and behaviour plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (*Appendix 1*)
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (*Appendix 2*)
  - policies on appropriate use of Social Media (*Appendix 3*)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (*Appendix 4*)
  - policies on Tobacco Products, Alcohol and Illicit Substances (*Appendix 5*)
  - policy on Computer Access throughout the school (*Appendix 6*)
  - Student Enrolment Agreement (Yrs 7-9) – completed at Enrolment Interview (*Appendix 7*)
  - Student Enrolment Agreement (Yrs 10-12) – completed at Enrolment Interview (*Appendix 8*)

Reinforcing expected school behaviour

- At Rochedale State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.
- Rewards Recognition Program – students receive Certificates of Excellence for Effort and Behaviour on Year Level Parades.
- Every student at Rochedale State High School participates in Peer Support and Pastoral Care Programs. These programs articulate the school’s beliefs and expectations of all students.
- Visual – signage across the school
- Verbal – the use of a common language
- Modelling – student leaders and staff model the desired behaviours

May 2016
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support:
- Year Co-ordinator and Head of Department support
- Detentions
- Student daily monitoring cards
- Withdrawal of privileges
- Contact with parents/guardians
- Mediation
- Student Disciplinary Absences

Intensive behaviour support: Support Services Team
Rochedale State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Support Services Team:
- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning and Behaviour Plan, and
- works with the School Administration to achieve continuity and consistency.

The Support Services Team has a simple and quick referral system. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and specialist behaviour services staff.

Ensuring consistent responses to inappropriate or unacceptable behaviour
At Rochedale State High School staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

5. Consequences for unacceptable behaviour

May 2016
Rochedale State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour incidents are recorded in OneSchool.

**Minor and major behaviours**
When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause school to suspect that a student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student or directs the student to report to Administration or contacts the Administration for assistance. A report of the student's behaviour is recorded in OneSchool.

See ‘The Step System – A Proactive and Reactive Strategy’ (*Appendix 9*)
*The following table outlines examples of minor and major behaviour incidents. Please note this is not an exhaustive list. Other behaviours will be dealt with as appropriate.*

<table>
<thead>
<tr>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of equipment/Incorrect use of equipment</td>
<td>Possession, supplying or selling illicit or prescription substances</td>
</tr>
<tr>
<td>Verbal disruption eg constant silly or annoying sounds</td>
<td>Alcohol or other drug use at school or whilst on any school activity such as sport, camps, excursions</td>
</tr>
<tr>
<td>Initially refusing to follow teacher directions in classrooms,</td>
<td>Serious vandalism whilst in school uniform or on school property</td>
</tr>
<tr>
<td>grounds, front of school, etc</td>
<td></td>
</tr>
<tr>
<td>Not doing homework</td>
<td>Unprovoked violent assaults</td>
</tr>
<tr>
<td>Incorrect uniform</td>
<td>Fighting - physical or food/water</td>
</tr>
<tr>
<td>Talking when asked not to</td>
<td>Possession or use of weapons/dangerous items</td>
</tr>
<tr>
<td>Refusing to work/learn but not disrupting others</td>
<td>Promoting and/or provoking violent attacks</td>
</tr>
<tr>
<td>Lateness</td>
<td>Stealing from bags/classrooms/school grounds</td>
</tr>
<tr>
<td>Being in an out of bounds area</td>
<td>Verbal and/or physical abuse eg swearing, pushing of teacher, threats of violence towards staff or peers</td>
</tr>
<tr>
<td>Riding bikes/scooters/skateboards on school grounds</td>
<td>Refusing to give name or giving wrong name</td>
</tr>
<tr>
<td>Minor swearing in frustration</td>
<td>Bullying/harassment of other students</td>
</tr>
<tr>
<td>Chewing gum or eating in class</td>
<td>Sexual harassment</td>
</tr>
<tr>
<td>Calling out in class</td>
<td>Truancy / Repeated Truancy</td>
</tr>
<tr>
<td>Littering/spitting</td>
<td>Audio or visual recording of another student or teacher in any situation not authorised as part of a school activity</td>
</tr>
<tr>
<td>Failure to complete detention</td>
<td>Breach of School Computer Use agreement</td>
</tr>
<tr>
<td>Wandering – couldn’t find class</td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Talking when teacher is talking</td>
<td>Anti-social/unhygienic behaviours in toilets</td>
</tr>
<tr>
<td>Insolence – answering back/disrespect</td>
<td>Any sexually explicit act</td>
</tr>
<tr>
<td>Plagiarism – junior</td>
<td>Transporting other students during school hours without parent permission</td>
</tr>
<tr>
<td>Breach of electronic device policy in class</td>
<td>Inappropriate interactions with members of the public whilst in school uniform</td>
</tr>
<tr>
<td>Running around buildings</td>
<td>Plagiarism - senior</td>
</tr>
<tr>
<td>Mobile phone evident in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>Blatant repeated offences of assessment policy</td>
</tr>
<tr>
<td>Minor physical contact (pushing/shoving)</td>
<td>Failure to complete assessment items</td>
</tr>
<tr>
<td>Unco-operative behaviour</td>
<td>Persistent lack of required equipment</td>
</tr>
<tr>
<td></td>
<td>Repeated refusal to follow teacher instructions</td>
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<tr>
<td></td>
<td>Gross disobedience</td>
</tr>
<tr>
<td></td>
<td>Cheating/lying to the teacher</td>
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<tr>
<td></td>
<td>Entering staffrooms without consent</td>
</tr>
<tr>
<td></td>
<td>Failure to complete detention</td>
</tr>
<tr>
<td></td>
<td>Major interference in others’ learning</td>
</tr>
<tr>
<td></td>
<td>Persistent non-compliance with uniform policy</td>
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<tr>
<td></td>
<td>Smoking on school grounds or in school uniform</td>
</tr>
</tbody>
</table>

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**Definition of consequences**

<table>
<thead>
<tr>
<th>Time out</th>
<th>The Principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>The Principal or teacher may use detention as a consequence for disobedience, misconduct or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before school detention is imposed).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>The Principal or staff member of Rochedale State High School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences (SDA)**

| Suspension | The Principal may suspend a student from school under the following circumstances:  
- disobedience by the student  
- misconduct by the student  
- other conduct that is prejudicial to the good order and management of the school. |
|---|---|
| Behaviour Improvement Condition | The Principal may impose a behaviour improvement condition if the Principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. 

A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's Principal. The program must be:  
- reasonably appropriate to the challenging behaviour  
- conducted by an appropriately qualified person  
- designed to help the student not to re-engage in the challenging behaviour  
- no longer than three months. |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
- disobedience  
- misconduct  
- other conduct that is prejudicial to the good order and management of the school, or  
- breach of Behaviour Improvement Conditions. |
| Cancellation of enrolment | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.*
6. Emergency or critical incident responses

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
1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: 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.

Reinforcement and Correction Strategies
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

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; or
- posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that Rochedale 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 and 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; and
• 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 processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety- Incident-Recording,-Notification-and-Management.aspx online. The following records must be maintained:
• School Incident Report (Appendix 10) or the use of
• Student Record of Incident (as per process for Natural Justice) (Appendix 11)
• Interview Plan (Appendix 12)
• Debriefing Report (Appendix 13)

7. Network of student support
Students at Rochedale State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
• Parents
• Teachers
• Support Staff
• Heads of Department
• Administration Staff
• Guidance Officer
• Youth Support Worker
• Indigenous Teacher Aide
• Advisory Visiting Teachers
• School Based Youth Health Nurse
• Senior Guidance Officer
• School Chaplain
• International Student Co-ordinator
Whilst particular staffs (see below) are assigned specific responsibilities, all staff are expected to act and refer on students in a manner that is in the best interests of students.

**CARE TEACHERS** are expected to:
- be involved in Year level parades;
- monitor students’ dress and conduct;
- assist students to achieve appropriate goal setting;
- mark rolls and ensure absentee notes are submitted to the office;
- read and explain morning notices;
- actively support the Student Leaders in raising issues of concern;
- encourage students to become involved with extra-curricular activities;
- get to know students in Care group;
- communicate concerns re students to Year Co-ordinators, Special Needs Committee (SNAC), Student Support Services Team (SSST) or Administration.

**YEAR CO-ORDINATORS**
The role of the Co-ordinator is to oversee the welfare of the students in their year level. This involves personal, social and academic development.

The Year co-ordinator is expected to:
- arrange and co-ordinate activities for the year level eg. parades, camps;
- use positive reinforcement eg. certificates, letters home, personal achievers etc.
- give student advice and referral to support networks;
- assist students to achieve appropriate goal setting;
- contact parents re positive matters as well as behavioural concerns;
- monitor student attendance, dress etc;
- keep appropriate records;
- liaise with staff on behaviour management issues.

**SUB SCHOOL HEADS OF DEPARTMENT**
The role of the Junior, Middle and Secondary Heads of Department is to monitor and report on student academic progress, behaviour and attendance. The Sub School Heads of Department are expected to:
- co-ordinate and monitor the performance, behaviour and attendance review process at reporting junctures
- be a facilitator in negotiations between students, Curriculum HODs and Administration;
- contact parents re positive matters as well as behaviour or attendance concerns;
- maintain appropriate records;
- liaise with staff on Performance, Behaviour and Attendance issues.

**HEADS OF DEPARTMENTS**
The role of the Head of Department in the school is to lead and manage the implementation of the curriculum. In doing this the HOD is expected to:
- support staff by encouraging the development of a positive and caring learning environment in the classroom;
- ensure staff accept responsibility for student behaviour management;
- be a facilitator in negotiation between staff and students;
- take responsibility for student Behaviour Management when teacher strategies are exhausted;
- visit classes on a formal and informal basis;
- follow-up and assist staff who are experiencing difficulties with Behaviour Management.

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DEPUTY PRINCIPAL/PRINCIPAL
The role of the Principal and Deputy Principals in the school is to lead and manage the instructional process within the school. They are expected to:
- be a facilitator in negotiations between student, parents and teachers;
- deal directly with major breaches of the code of conduct, policies and procedures;
- be visible around the school;
- be available and interactive to students, staff and parents for management/behaviour discussion or guidance;
- support staff by encouraging the use of strategies which establish a positive and caring learning environment in the classroom;
- visit classes on a formal and informal basis;
- keep appropriate records.

GUIDANCE OFFICER
The role of the Guidance Officer in the school is to support staff and students with advice relating to both career and personal issues. He/she is expected to:
- act as support person to students, teachers, administration and parents;
- be available for counselling students by appointment and at request of staff;
- assist parents by being available to negotiate in conflict situations and being supportive of their attempts at student management at home;
- be involved in programs for students e.g. assertiveness, esteem building, study skills, effective communication, conflict resolution skills.
- Liaise with Sub School HODS to deliver an Access program of activities for appropriate pathways.

External Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Education Queensland
- Department of Communities (Child Safety Services)
- Police
- Local Council
- RSL

8. Consideration of individual circumstances
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 are considered at all times.

Rochedale State High School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs.
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Domestic and Family Violence Protection Act 2012
- 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 and procedures

- 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
- Temporary Removal of Student Property by School Staff
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- Bullying. No Way!
- Online awareness: Information for Parents and Caregivers
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President

Effective Date: 1 May 2016 – 31 December 2019
The Use of Personal Technology Devices

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, gaming devices (portable devices, non-BYOD laptop computers, Tablets or the like), Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices (mobile phones) used contrary to school policy will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight whilst the student is on school grounds or involved in a school event outside of school eg swimming carnival, excursion.

Breaches of Personal Technology Device Policy
Students who have a personal technology device confiscated will incur the following consequences:

First offence: Returned to student at end of day
Second offence: Phone call to parent and student referral to Deputy Principal
Third offence: 2 day external suspension
Further offences: Subject to disciplinary consequences for non-compliance

For each breach students will be permitted to collect their device at the end of the day. All second or subsequent breaches will be recorded in OneSchool.

Recording voice and images
We uphold the value of trust and the right to privacy at Rochedale State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

May 2016
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Recording of events in class is not permitted unless express consent is provided by the class teacher.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to disciplinary consequences (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording private conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special circumstances arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (including CYBERBULLYING)

Purpose
Rochedale State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

• achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
• raising achievement and attendance
• promoting equality and diversity and
• ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Rochedale State High School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Rochedale State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

• race, religion or culture;
• disability;
• appearance or health conditions;
• sexual orientation;
• sexist or sexual language;
• children acting as carers; or
• children in care.

At Rochedale State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

May 2016
The anti-bullying procedures at Rochedale State High School are an addition to our general behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the three school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Rochedale State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Rochedale State High School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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**Appendix 3**

May 2016
Rochedale State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Rochedale State High School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Rochedale State High School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy (Appendix 2) for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Rochedale State High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Rochedale State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Rochedale State High School engaging in appropriate online behaviour.

**Role of social media**

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

**Appropriate use of social media**

May 2016
Students of Rochedale State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Rochedale State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Rochedale State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.
- There are significant penalties for these offences.

Rochedale State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Rochedale State High School expects its students to engage in positive online behaviours.

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**Appendix 4**

May 2016
We can work together to keep knives out of school. At Rochedale State High School

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

**What kinds of knife are banned?**

No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.

- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the Principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the Principal and given to the police.

**How can parents help to keep Rochedale State High School safe?**

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school Principal or Deputy Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact either the Principal or a Deputy Principal.
Drug, Alcohol and Tobacco education is implemented at Rochedale State High School in a manner that is consistent with Education Queensland’s “Principles of Drug Education in Schools”. These principles encourage open investigation of drug related issues through examining of relevant scenarios and contexts by qualified staff. Currently at Rochedale High the following programs and strategies are in place:

- Availability of/referral to Student Services Support Team for counselling or "on" referral to outside agencies
- Health and Physical Education integrated program across years 8–12 including themes on harm minimisation and the effects of drugs
- Science Studies – Issues of impact of drugs, alcohol and tobacco on pregnancy, nervous and hormonal systems and body balance mechanisms
- Impact on cell structure and disease/genetic impact of drugs, alcohol and tobacco products
- Road Science Unit relating to control and legal issues associated with driving under the influence of alcohol and drugs
- Pastoral Care programs as appropriate to year level
- Advice from Youth Health Nurse, Police and other providers promoting consequences of drug and alcohol abuse and highlighted the need for informed choices
- Performing Arts – Examining the issues of drug, alcohol and tobacco abuse through Drama
- Social Sciences – Promote the notion of informed choices as a common theme through all year level programs

These pro-active strategies should not be viewed as all-inclusive nor static. Students across the curriculum are encouraged through classwork and assessment to explore a wide variety of issues and at times elect to investigate the legalities and impact of drugs, alcohol and tobacco products.

In the following policies it should be noted that, unless significant mitigating circumstances exist, a breach of policy remains in place for the period of a student’s enrolment at the school.

May 2016
Rochedale State High School expects high standards in all aspects of school life and in particular student conduct including exhibiting socially responsible behaviours. As such, whilst in school uniform, including whilst travelling to or from school, or involved in school related activities (camps, excursions etc), students are not permitted to be in possession of or consume tobacco products or be in possession of implements used for the consumption of tobacco products (e-cigarettes of any type, lighters, matches, cigarette papers etc.).

**BREACH OF POLICY**

A student will be in breach of the School’s Policy on the Tobacco Products if, whilst they are in school uniform, including travelling to or from school, or involved in a school related activity (camps, excursions etc.), they:

- are observed consuming tobacco products;
- are in possession of tobacco products or implements used for the consumption of tobacco products;
- have breath, which in the opinion of at least two members of the school’s management team, smells strongly of tobacco.

**POSSIBLE CONSEQUENCES & SUPPORT**

Any breach of policy will be treated individually and on its merits. However, the following guidelines will generally be applied for breaches of the School Policy on Tobacco Products.

1st Breach – Possible Consequences
- Parents notified
- 3 day Suspension
- Placed on Step 3 of Behaviour Management Plan
**Support:** Referral to Student Services Support Team for support and counselling or on referral to support agencies

2nd Breach – Possible Consequences
- Parents notified
- 1-10 day Suspension
- Placed on Step 4 of Behaviour Management Plan
**Support:** Referral to Student Services Support Team for support and counselling or on referral to support agencies

3rd Breach – Possible Consequences
- Parents notified
- 11-20 day Suspension with letter advising of intent to Recommend to Exclude on a subsequent breach
- Placed on Step 5 of Behaviour Management Plan
**Support:** Referral to Student Services Support Team for support and counselling or on referral to support agencies

**Subsequent Breach:**
Recommendation for Exclusion

May 2016
Notes:
a) If a student is on Step 3 or above prior to a breach of the Smoking and Tobacco Policy they will move to the next subsequent Step and have that level of consequences applied.

b) Where a student is found to be in breach of the Tobacco Products Policy whilst in school toilet facilities they will automatically be placed on Step 4 of the Behaviour Management Plan and have the appropriate consequences applied.

c) Where more than one student is found to be in a single toilet cubicle and one or more of the students is found to be in breach of the Tobacco Policy, all students found to be in the cubicle will be placed on at least Step 4 of the Behaviour Management Policy.

d) Notes (b) and (c) are in place to assist in ensuring hygienic access to school facilities for all students. As such, a breach of the Policy whilst in toilet facilities escalates the nature of the breach to at least Step 4.
Rochedale State High School expects high standards in all aspects of school life and in particular student conduct including exhibiting socially responsible behaviours. As such, whilst in school uniform, including whilst travelling to or from school, or involved in school related activities, students are not permitted to be in possession of, or consume products that contain alcohol.

**BREACH OF POLICY**

A student will be in breach of the School Policy on the possession and/or consumption of Alcohol if, whilst in school uniform, including travelling to and from school, or involved in a school related activity (Camps, excursions etc.) they:

- are observed consuming products containing alcohol;
- are in possession of products that contain alcohol;
- act in a manner that is consistent with the effects of alcohol;
- have breath, which in the opinion of at least two members of the school management team, smells strongly of alcohol.

**POSSIBLE CONSEQUENCES & SUPPORT**

Any breach of policy will be treated individually and on its merits. However, the following guidelines will generally be applied for breaches of School Policy on Possession and/or Consumption of Alcohol.

**1st Breach – Possible Consequences**
- Parents notified
- 5-10 Day Suspension
- Placed on Step 4 of Behaviour Management Plan

**Support:** Referral to Student Services Support Team for support and counselling or on referral to support agencies

**2nd Breach – Possible Consequences**
- Parents notified
- 11-20 Day Suspension with Recommendation for Exclusion
- Placed on Step 5 of Behaviour Management Plan

**Support:** Referral to Student Services Support Team for support and counselling or on referral to support agencies

**NOTES:**

a) If a student is on Step 4 or above prior to the breach of policy they will move to the next subsequent Step and have that level of consequence applied.

May 2016
ROCHEDALE STATE HIGH SCHOOL

POSSESSION AND / OR CONSUMPTION OF ILLICIT SUBSTANCES

Rochedale State High School expects high standards in all aspects of school life and in particular student conduct including exhibiting socially responsible behaviours. As such, whilst in school uniform, including whilst travelling to or from school, or involved in school related activities, students are not to be in possession of or consume an illicit substance.

BREACH OF POLICY

A student will be in breach of School Policy on the Possession and/or Consumption of Illicit Substances if, whilst they are in school uniform, including travelling to or from school or involved in a school related activity, (Camps, excursions etc.) if they;

- are observed consuming substances that contain an illicit substance;
- are in possession of an illicit substance with or without intent to supply or distribute;
- are in possession of materials/equipment that may be used for the consumption of an illicit substance;
- act in a manner that is consistent with the effects of an illicit substance.

POSSIBLE CONSEQUENCES & SUPPORT

Any breach of policy will be treated individually and on its merits.

Consequences for breaches of School Policy on Possession and/or Consumption of Illicit Substances will depend upon:

- type and quantity of substance
- classification of offence (possession, consumption, supply and distribution)
- cooperation with investigation

For ANY breach the following will occur:

- Parents notified
- Police notified through JAB
- Support: Referral to Student Services Support Team for support and counselling or on referral to support agencies

In addition ANY breach will incur a severe consequence ranging from:

- 11-20 day suspension
- Recommendation for Exclusion
- Placed on Step 4 or Step 5 of Behaviour Management Plan

See next page for Notes

May 2016
NOTES:

a) If a student is found to be in an initial breach of the Illicit Substances Policy and cooperates with school staff and JAB in identifying the source of the illicit substance (hence showing some remorse for their actions and a willingness to assist in resolving the illegal activity), and was not involved in supply and distributing may (unless other mitigating circumstances exist) have this considered in the determination of their consequence.

b) If a student regardless of offence is already on Step 4 of the Behaviour Management Plan prior to a breach they will move to Step 5 automatically and have that level of consequence applied unless there are significant mitigating circumstances.

c) Where a student is found to supply an Illicit Substance to another student, whether it be at a cost or at no cost, they will be deemed to be a supplier of an Illicit Substance and move to Step 5 automatically unless there are significant mitigating circumstances.

d) Where a student is an observer in relation to the consumption of an illicit substance or has knowledge of persons in possession of an illicit substance or has knowledge of a person in possession of implements used for the consumption of an illicit substance and does not cooperate with the school or JAB in resolving the issue they will placed on Step 4 and have the appropriate consequences applied.

Drug Arm 3368 3822
www.drugarm.org.au

CONCLUSION

Rochedale State High School’s policies on Tobacco Products, Alcohol and Illicit Substances have been developed in consultation with the Student Council, Staff and the P & C Association and are intended to serve the best interests of all students including those who may choose to breach the policy. In all circumstances, students will be afforded the principles of natural justice as a part of any investigative process undertaken by the school in relation to any alleged breach of policy.
INTRODUCTION

Rochedale State High School provides computer facilities to allow students and staff to access and use information sources available on a range of electronic communication networks. All students have permission by default as part of the school enrolment agreement and access is conditional on users complying with existing school policies as set down in the following document.

CONDITIONS FOR USE

To remain eligible as a user, student accessing the school’s computer facilities must be in support of and consistent with the educational objectives of the Department of Education’s Computers in Learning Policy.

Transmission of any material in violation of any school/Department policy or Federal/State regulation is prohibited. This includes but is not limited to copyrighting material and threatening or obscene material.

The use of the computer networks, including the Internet, is a privilege and not a right. Inappropriate use, including any violation of these conditions may result in cancellation of the privilege and/or removal from the relevant subject.

MONITORING

Rochedale State High School reserves the right to review any material stored on computer files in order to make determinations on whether specific uses of the networks are inappropriate. In reviewing and monitoring the user files the school shall respect the privacy of these accounts.

NETWORK ETIQUETTE

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:

- Be polite. Do not become aggressive or abusive in your messages to others.
- Use appropriate language. Do not engage in activities which are prohibited under state or federal law.
- Do not reveal your personal address, phone number or those of your friends or colleagues.
- Remember that ELECTRONIC MAIL (e-mail) is not guaranteed to be private. The operators of the system do have access and any messages relating to or in support of illegal activities will be reported to the authorities.

NO WARRANTIES

Education Queensland makes no warranties of any kind for the service it is providing and will not be responsible for any damages a user suffers. Use of information obtained via the Internet is at the users own risk as the accuracy and quality cannot be guaranteed.
SECURITY

Security on a computer network is a high priority. Any breaches can cause great inconvenience to all users. If you believe you have identified a security problem you must notify the system administrator or your teacher.

- Do not demonstrate the problem to others.
- Do not access another users files.
- Any attempt to log on or access the supervisor files will result in withdrawal of privileges.
- Do not reveal your password to others.

Any user identified as a security risk or having a history of problems may be denied access to the school computer network.

VANDALISM

Any form of vandalism of user files, software or equipment will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, modify and/or destroy data of any computer user or any software or hardware of the total computer network. This includes the uploading or creating of computer viruses. Any form of harassment, including sending of unwanted mail, persistent annoying of another user or the interference with another user’s work will not be tolerated and will result in significant action.

CONTROVERSIAL MATERIAL

Users may encounter material which is controversial and which other users, parents, teachers or administrators may consider inappropriate or offensive. As it is impossible to screen or filter all information on the global network it is the user’s responsibility not to initiate access to such material or to distribute such material by copying, storing or printing. The system administrator undertakes regular monitoring in order to identify inappropriate and/or controversial material that has been accessed from or is stored on the network.

Access to the school’s computer network and other electronic resources is provided as a means to enhance the teaching/learning process. All users, including students, must access the system in a manner that is consistent with the objectives of the Department of Education’s Computers in Learning Policy.

COMPUTER ACCESS AGREEMENT

Computer User/Student

I understand that any violation of the above mentioned conditions is unethical and may constitute a criminal offence. Should I commit any violation, my access privileges may be revoked, and disciplinary and/or legal action may be taken.

User Name: __________________________ Care Group: ____________ Date: _____________
Signature: _________________________________

Parent or Guardian (If you are under the age of 18, a parent or guardian must read and sign this agreement)

As the parent or guardian of this student, I have read and understand the Computer Access Policy and I hereby grant permission for my child to be given access to the school’s computer network. I also recognise that even though all care will be taken, it is impossible to restrict access to controversial material.

May 2016
As a student of Rochedale State High School, I will endeavour to conduct myself in a manner that serves as a positive role model for other students. I will be guided by the School’s Code of Behaviour and Vision for its students and seek to uphold the school’s expectations of me by endeavouring to:

- Develop quality relationships based on mutual respect;
- Maintain high standards in dress, appearance, conduct and behaviour and work ethic and attendance;
- Pursue my own personal excellence;
- Be an active and contributing team member.

I will also endeavour to:

1. Uphold the School Values of Participation, Openness, Integrity, Success and Equality.
2. Conduct myself in a manner that supports my development and progress and does not hinder the progress of others.
3. Complete by the due date all class work, homework and assessment tasks and work placements that are required as part of my program of study.
4. Attend school regularly and explain all absences either with a note, email or telephone call from my parents/caregivers.
5. Work to achieve my potential in all aspects of school life.
6. Comply with the requests and directions of school staff.
7. By my actions, respect the school’s physical environment.

I also understand that:

- I am expected to wear full and correct school uniform at all times;
- Whilst in school uniform, I am expected to conduct myself in a manner that brings credit to my family, my school and myself.

I make these commitments in good faith and understand that if I choose not to work towards their attainment, I will place my progress and may place my enrolment at Rochedale State High School at risk.

STUDENT SIGNATURE: 

DATE: 

May 2016
As the parent/caregiver, I acknowledge the commitment of the staff of Rochedale State High School to assist my student in their learning and undertake to work with them to support my student in meeting their commitment to their studies. In addition, I will endeavour to:

- attend parent evenings,
- contact the school if problems arise that may impact on my student’s learning,
- provide advice to the school relating to my student’s absences,
- treat all school community members with respect,
- support the school in the application of its Responsible Behaviour Plan for students, including school uniform, attendance and behaviour policies.

PARENT/CAREGIVER NAME: 

PARENT SIGNATURE: 

DATE: 

Staff of Rochedale State High School undertake to deliver quality teaching/learning programs that promote student success and are targeted to meet the needs of students. We aim to achieve this through the application of our Agreed School Wide Teaching Practices which include:

- Responsible Behaviour Plan for Students
- Student Uniform Policy
- Homework Policy
- Assessment Policy
- School charges and voluntary contributions
- Student usage of internet, intranet and extranet
- Absences
- School Excursions
- Complaints management
- Consent to use Image, Recording or Name
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

In addition, our school will continue to maintain and enhance its structured supportive and disciplined learning environment.

Ms Elena Itsikson
PRINCIPAL

May 2016
# Section A  
## Student Commitment

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
</tr>
</thead>
</table>

As a member of the Senior School of Rochedale State High School, I understand that I have completed the compulsory years of schooling. As such, the provision of further secondary education at Rochedale State High School is provided on the acceptance of and adherence to the conditions set by Education Queensland, The Queensland Studies Authority and this school.

As a Senior student of Rochedale State High School, I will endeavour to conduct myself in a manner that serves as a positive role model for all other students. I will be guided by the School’s Code of Behaviour and will seek to uphold the school’s expectations of me by:

- Developing Quality Relationships that are based on mutual respect.
- Maintaining High Standards in dress and appearance, conduct and behaviour, work ethic, and attendance
- Pursuing Personal Excellence
- Committing to Teamwork

In addition I agree to:

1. Uphold the school values of **Participation, Openness, Integrity, Success and Equality**
2. Conduct myself in a manner that supports my development and progress and does not hinder the progress of others.
3. Complete, by the due date all class work, homework and assessment tasks and work placements that are required as part of my program of study.
4. Meet the target of a minimum of 92% attendance of all scheduled classes and provide written documentary evidence for all absences from school.
5. Work towards the achievement of 20 points for the QCE.
6. Wear full and correct school uniform.
7. Whilst in school uniform conduct myself in a manner that brings credit to myself, my family and my school.
8. Comply with the requests and directions of school staff.
9. By my actions, respect the school’s physical environment.
10. Work towards the completion of VET courses I am enrolled in at Rochedale State High School. (if applicable)

I acknowledge that in order to support my progress through my Senior Studies, the school will conduct a program of Attendance and Performance Audits for Senior Students. Should I fail to meet minimum requirements I may have my enrolment cancelled. My timetable may be changed at the discretion of the administration.

May 2016
I make these commitments in good faith and understand that if I choose not to work towards their attainment, I will place my progress and may place my enrolment at Rochedale State High School at risk.

| STUDENT SIGNATURE: |  |
| DATE: |  |

**Section B  Parent/Caregiver Undertaking**

As the parent/caregiver, I acknowledge the commitment of the staff of Rochedale State High School to assist my student in their learning and undertake to work with them to support my student in meeting their commitment to their studies. In addition, I will endeavour to:

- attend parent evenings,
- contact the school if problems arise that may impact on my student’s learning,
- provide advice to the school relating to my student’s absences,
- treat all school community members with respect,
- support the school in the application of its Responsible Behaviour Plan for students including school uniform, attendance and behaviour policies.

| PARENT/CAREGIVER NAME: |  |
| PARENT SIGNATURE: |  |
| DATE: |  |

**Undertaking of Rochedale State High School**

Staff of Rochedale State High School undertake to deliver quality teaching/learning programs that promote student success and are targeted to meet the needs of students. We aim to achieve this through the application of our Agreed School Wide Training Practices which include creating learning environments that are:

- Self directed
- Supportive
- Challenging
- Globally connected and
- Futures oriented.

In addition, our school will continue to maintain and enhance its structured supportive and disciplined learning environment.

Ms Elena Itsikson  
PRINCIPAL

**Section C  VET Student Agreement**

☐ VET Agreement Completed

May 2016
THE STEP SYSTEM – A PROACTIVE AND REACTIVE STRATEGY

Level 3  School Recognition
• Annual Academic, Cultural and Sports Awards
• Acknowledgment of leadership/forum membership through badge ceremonies
• Recognition on weekly full school parades
• Administration phone calls to parents

Level 2  Year level and Subject level recognition
• Semester Academic achievement and excellence certificates
• Year level reward systems – movie/university trips, tuckshop vouchers
• Sports best and fairest medals and District Premier certificates
• Subject recognition certificates/awards
• Recognition on Year level parades
• HOD phone calls to parents

Level 1  Classroom recognition
• Teacher acknowledgment and rewards through reporting and informal feedback
• Student rewards – greater independence in working
• Sports participation certificates
• Teacher phone calls and letters of congratulations

May 2016
THE STEP SYSTEM – CONSEQUENCES

Typical consequences at each step are depicted below, however, individual circumstances will be considered when determining consequences.

Step 1: Classroom related - Refer to HOD
- In class segregation/isolation
- Placement in other classes
- After school/lunchtime detention(s)
- Subject specific Student Monitoring Card
- Removal of privilege – excursions/early times/loss of computer access
- OneSchool Incident record

Step 1: Out of class related - Refer to YLC or Sports Master
- Removal of privileges e.g. sport
- Student monitoring card
- Compilation of student report
- After school/lunchtime detention(s)
- Withdrawal of right to represent the school
- OneSchool Incident record

Step 2 refer to Administration
- After school detention(s)
- Internal withdrawal from class
- Behaviour card/contract
- Parent phone contact/interviews
- Refer to Support staff (GO, Youth Support Co-or, ADC, Chaplain)
- OneSchool Incident record

Step 3
- External suspension 1-10 days
- Refer to Support Staff
- Parent Interview
- OneSchool Incident record

Step 4
- External suspension 11-20 days
- Refer to Support Staff
- OneSchool Incident record
- Parent Interviews
- Warning letter to Parents

(Behaviour Improvement Condition – Students at risk of exclusion will be required to develop, with staff, a set of behaviour improvement conditions to support their ongoing enrolment)

Step 5
- Cancellation of Enrolment (see below)
- Recommendation of Exclusion

Cancellation of Enrolment – (Year 11/12 Only): Year 11/12 students who persistently fail to participate in the program of instruction at the school and who choose not to respond to support options provided, place themselves at risk of having their enrolment at the school cancelled.

May 2016
EXAMPLE BEHAVIOURS - Neither exhaustive or all inclusive

STEP 1 (teachers, HOD, Administration)
- Repeatedly unprepared for class
- Consistent lateness to class
- Wilful unsafe or unhealthy behaviours
- Failure to attend detentions
- Persistent wilful disturbance
- Use of mobile phone or personal technology device in class (first time)
- Repeated failure to follow teacher directions
- Petty theft
- Repeated offensive or abusive language (accidental)
- Minor bullying or harassment
- Being out of bounds in school time
- Dress Code Infringements
- Minor inappropriate use of school network

STEP 2 (HOD, Administration)
- Truancy/leaving school without permission
- Transported by another student during school time without permission
- Minor vandalism/graffiti
- Inappropriate behaviours travelling to or from School
- Continuation or escalation of behaviours after Step 1

STEP 3 (Administration)
- Offensive or abusive language towards staff
- Fighting/assault
- Transporting students without parent permission during school hours
- Bullying/harassment (physical, verbal or electronic)
- Wilful destruction of property/major vandalism
- Major theft
- Immoral/indecent behaviour e.g. possession or dissemination of pornographic material or indecent images.
- In possession of cigarettes or a lighter
- Smoking (first offence)
- Continuation or escalation of behaviours after Step 2.

STEP 4
- Serious or unprovoked violent assault
- Smoking (second and third offence)
- Serious misuse of mobile phones/personal technology device/internet to bully or harass students or staff
- Consumption/possession of alcohol
- Serious or repeated inappropriate use of school network
- Drug possession or consumption
- Continuation or escalation of behaviours after Step 3.

STEP 5
- Possession or use of a weapon
- Supply or sale of illicit substances
- Second offence possession or consumption of illicit substances
- Continuation or escalation of behaviours after Step 4

May 2016
## INCIDENT REPORT

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DATE:</th>
<th>Person completing Form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>PROBLEM BEHAVIOUR</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
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<tbody>
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</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred immediately before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?
# INCIDENT STATEMENT

<table>
<thead>
<tr>
<th>YOUR NAME:</th>
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<tbody>
<tr>
<td>YEAR LEVEL:</td>
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<tr>
<td>DATE OF INCIDENT:</td>
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<tr>
<td>TIME OF INCIDENT:</td>
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<tr>
<td>LOCATION OF INCIDENT:</td>
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<tr>
<td>WHERE WERE YOU:</td>
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<tr>
<td>WHAT TEACHERS/ADULTS WERE THERE:</td>
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<tr>
<td>WHAT STUDENTS WERE INVOLVED:</td>
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</tbody>
</table>

## WHAT HAPPENED?

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- [ ]

**SIGNATURE:**

**DATE:**

May 2016
| INTERVIEWEE: |  |
| INTERVIEWER: |  |
| DATE: |  |
| TIME COMMENCED: |  |
| TIME CONCLUDED: |  |
| LOCATION: |  |
| SUPPORT PERSON: (if applicable) |  |
| ANY ADJUSTMENTS PROVIDED FOR THE INTERVIEW: (if applicable) |  |

| BEGINNING QUESTIONS |  |
| DATE OF INCIDENT: |  |
| TIME OF INCIDENT: |  |
| LOCATION OF INCIDENT: |  |
| WHERE WERE YOU? |  |
| WHAT TEACHERS/ADULTS WERE THERE: |  |
| WHAT STUDENTS WERE INVOLVED? |  |

<table>
<thead>
<tr>
<th>WHAT HAPPENED?</th>
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<th>(You will need to write any questions you asked followed by the response.)</th>
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**Formal debriefing**

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

**Questions for staff**

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

**Questions for student**

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Discussion notes taken during the debriefing are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

May 2016