RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Performers for every stage expressing talents in every field

2018 – 2019
ROCHDALE 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.

Our Responsible Behaviour Plan, therefore, sets out to:

• Promote a supportive environment so all members of the community can work together in creating a caring, productive and safe environment for learning and teaching
• Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.
• Value and develop staff expertise
• Maximize the educational and social opportunities for all students.

2. Consultation and Data Review

Rochedale State High School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through staff and P&C meetings held during 2017-18. A review of school data sets from 2017 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C and will be reviewed in 2019 as required in legislation.
3. School Beliefs About Behaviour and Learning

All areas of Rochedale State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and 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 behaviour expectations 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.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>STUDENTS</th>
<th>STAFF</th>
<th>COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>• Make use of available opportunities • Punctuality • Respect/Consideration • Care of facilities and equipment • Pursue own personal excellence • Be an active and contributing team member</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>Openness</td>
<td>• Communicate with others openly, honestly and with respect • Express opinions &amp; differences fostered by non-threatening supportive environment • Access outside agencies • Use appropriate language • Adhere to relevant school policies</td>
<td>• 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 &amp; differences fostered by non-threatening supportive environment</td>
<td>• 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</td>
</tr>
<tr>
<td>Integrity</td>
<td>Success</td>
<td>Equality</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Adhere to a high standard of</td>
<td>• Be aware of and support vision and values of school</td>
<td>• Accept the diversity of backgrounds and cultures that create our community</td>
<td></td>
</tr>
<tr>
<td>- work ethic</td>
<td>• Maintain the principles of Education Queensland’s Code of Behaviour in all actions and school interactions</td>
<td>• Accept the diversity of backgrounds and cultures that create our community</td>
<td></td>
</tr>
<tr>
<td>- conduct &amp; behaviour</td>
<td>• Be aware of and support vision and values of school</td>
<td>• Accept the diversity of backgrounds and cultures that create our community</td>
<td></td>
</tr>
<tr>
<td>- dress &amp; appearance</td>
<td>• Display honesty and reliability</td>
<td>• Access to services, resources, programs and opportunities regardless of race, sex, religion, age etc.</td>
<td></td>
</tr>
<tr>
<td>• Display honesty and reliability</td>
<td>• Be a role model for other students</td>
<td>• Demonstrate respect for themselves, members of the school community and the school environment</td>
<td></td>
</tr>
<tr>
<td>• Be a role model for other students</td>
<td>• Develop positive relationships with school community based on mutual respect</td>
<td>• Behave in a manner that respects the rights of others including the right to learn</td>
<td></td>
</tr>
<tr>
<td>• Be aware of and support vision and values of school</td>
<td>• Support the vision and values of the school and its Responsible Behaviour Plan for Students</td>
<td>• Respect diversity</td>
<td></td>
</tr>
<tr>
<td>• Maintain the principles of Education Queensland’s Code of Behaviour in all actions and school interactions</td>
<td>• Encourage children to accept responsibility for their learning</td>
<td>• Foster safe environment that supports many and varied opinions</td>
<td></td>
</tr>
<tr>
<td>• Be a role model for all students</td>
<td>• Support the vision and values of the school and its Responsible Behaviour Plan for Students</td>
<td>• Encourage participation in education and cultural activities</td>
<td></td>
</tr>
<tr>
<td>• Develop positive relationships with school community based on mutual respect</td>
<td>• Encourage children to accept responsibility for their learning</td>
<td>• Whole school approach to ensure consistency and equality of Behaviour Management Plan</td>
<td></td>
</tr>
<tr>
<td>• Support the vision and values of the school and its Responsible Behaviour Plan for Students</td>
<td>• Encourage children to accept responsibility for their learning</td>
<td>• Whole school approach to ensure consistency and equality of Behaviour Management Plan</td>
<td></td>
</tr>
<tr>
<td>• Encourage children to accept responsibility for their learning</td>
<td>• Actively promote positive interactions with school personnel</td>
<td>• Whole school approach to ensure consistency and equality of Behaviour Management Plan</td>
<td></td>
</tr>
<tr>
<td>• Actively support school initiatives</td>
<td>• Actively support school initiatives</td>
<td>• Whole school approach to ensure consistency and equality of Behaviour Management Plan</td>
<td></td>
</tr>
<tr>
<td>• Actively promote positive interactions with school personnel</td>
<td>• Respect diversity</td>
<td>• Whole school approach to ensure consistency and equality of Behaviour Management Plan</td>
<td></td>
</tr>
</tbody>
</table>

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

Whole School 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 that is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The Rochedale SHS Behaviour Expectations Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

Reinforcing Expected School Behaviour

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

- Working collaboratively with other staff/Administration members to resolve conflict
- Explicit teaching of the School Values through the Peer Support Program and WRAP program
- Design of engaging and relevant curriculum programs
- Displaying a positive attitude and using positive language when working with students (reinforcing appropriate 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
- Focusing on the behaviour rather than the individual when dealing with inappropriate behaviour
- Using positive reinforcement including:
  - Certificates of Excellence for Effort and Behaviour on Year Level Parades.
  - Positive communication with parents (eg. Phone calls, written praise, postcards)
  - Public recognition of achievements (e.g. Assembly, Newsletter, Awards night)
- Referring regularly to and reinforcing school expectations displayed on classroom walls
- Modelling – student leaders and staff model the desired behaviours
- 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
- 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
- CMAG and STAR meetings to identify students who demonstrate repeated inappropriate or unacceptable behaviour to develop individual learning and behaviour plans (may include linking with external agencies) that provide for a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments
- Attempting to resolve issues with students before the situation requires more severe consequences and use mediation to resolve conflict

In addition to the classroom curriculum, all students at Rochedale State High School have the opportunity to participate in the extension and co-curricular program. This unique and highly successful program includes a large range of sporting, cultural and leadership activities. All students are actively encouraged to participate in this program in some way to help foster positive and productive relationships, a strong work ethic and a sense of community.
<table>
<thead>
<tr>
<th>ALL SETTINGS</th>
<th>CLASSROOM</th>
<th>WALKWAY / STAIRWELL</th>
<th>CANTEEN and EATING AREAS</th>
<th>SCHOOL GROUNDS including ovals</th>
<th>OFFICE and STAFFROOMS</th>
<th>ASSEMBLY</th>
<th>EXCURSIONS</th>
<th>ONLINE and ICTs</th>
<th>BEFORE &amp; AFTER SCHOOL including transport</th>
<th>TOILETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Respect the personal space and privacy of others</td>
<td>▪ Raise your hand to speak</td>
<td>▪ Keep passage ways clear at all times</td>
<td>▪ Be polite – use please and thank you</td>
<td>▪ Share ovals</td>
<td>▪ Respect your own space</td>
<td>▪ Remove hats</td>
<td>▪ Be courteous to members of the public</td>
<td>▪ Respect other’s rights to use ICTs productively</td>
<td>▪ Respect all persons and property</td>
<td>▪ Respect the privacy of others</td>
</tr>
<tr>
<td>▪ Show respect through our words and actions</td>
<td>▪ Respect others’ right to learn</td>
<td>▪ Move in an orderly fashion</td>
<td>▪ Make selection of food/drink as quickly as possible</td>
<td>▪ Play fairly – take turns, be inclusive and invite others to join in, and follow rules</td>
<td>▪ Stand quietly outside the classroom to wait for the teacher to arrive</td>
<td>▪ Be a good audience and listen to speaker</td>
<td>▪ Be well mannered</td>
<td>▪ Use ICT equipment appropriately</td>
<td>▪ Maintain low levels of noise</td>
<td>▪ Use toilets during breaks</td>
</tr>
<tr>
<td>▪ Keep hands, feet and objects to yourself</td>
<td>▪ Talk in turns and be a good listener</td>
<td>▪ Walk quietly and in an orderly way so that others are not disturbed</td>
<td>▪ Maintain personal boundaries</td>
<td>▪ Respect other students and equipment</td>
<td>▪ Try to have correct change</td>
<td>▪ Wait quietly and allow others to conduct their work peacefully</td>
<td>▪ Respect others and their belongings</td>
<td>▪ Show self control</td>
<td>▪ Share space</td>
<td>▪ Use facilities and bins appropriately</td>
</tr>
<tr>
<td>▪ Accept difference</td>
<td>▪ Respect the classroom environment and other people’s property</td>
<td>▪ Enter only with permission</td>
<td>▪ Show good sportsmanship</td>
<td>▪ Show good sportsmanship</td>
<td>▪ Keep area free from food and litter</td>
<td>▪ Respect opening times</td>
<td>▪ Be prepared to learn with all the necessary equipment</td>
<td>▪ Adhere to the safety rules of the activity</td>
<td>▪ Play ball games in designated areas (oval)</td>
<td>▪ Use toilets during breaks</td>
</tr>
<tr>
<td>▪ Show empathy and are kind to each other</td>
<td>▪ Value other’s opinions, thoughts and feelings</td>
<td>▪ Knock on doors, wait patiently and sensibly</td>
<td>▪ Post only appropriate content online</td>
<td>▪ Wait quietly in lines at the canteen</td>
<td>▪ Be a problem solver</td>
<td>▪ Respect opening times</td>
<td>▪ Complete all set tasks and homework in timely manner</td>
<td>▪ Participate in school approved games</td>
<td>▪ Keep ball games in designated areas (oval)</td>
<td>▪ Report any inappropriate behaviours</td>
</tr>
<tr>
<td>▪ Show care for ourselves, others and the environment</td>
<td></td>
<td>▪ Be a problem solver</td>
<td>▪ Return borrowed equipment</td>
<td>▪ Be a good audience and listen to speaker</td>
<td>▪ Look out for others</td>
<td>▪ Respect other opening times</td>
<td>▪ Take an active role in classroom activities</td>
<td>▪ Play/Act in a safe and healthy manner</td>
<td>▪ Wait patiently</td>
<td>▪ Use facilities and bins appropriately</td>
</tr>
</tbody>
</table>

**BE RESPONSIBLE**

- Ask permission to leave the classroom
- Be punctual and prepared
- Follow all instructions straight away
- Always give your best effort
- Rise above our circumstances and challenge ourselves
- Report misconduct, conflict, bullying and harassment
- Be prepared to learn with all the necessary equipment
- Complete all set tasks and homework in timely manner
- Take an active role in classroom activities
- Strive to achieve your best
- Be honest
- Participate positively and listen attentively

**BE SAFE**

- Make safe choices
- Clean up after yourself
- Use equipment and materials correctly and report any damage
- Wait your turn
- Follow the school policies and procedures
- Remain in seat
- Enter and exit room in an orderly manner
- Follow all teacher instructions
- Keep work space tidy
- Play ball games in designated areas (oval)
- Walk on the walkway and stairs
- Keep to left and continue moving
- Share space
- Listen carefully
- Follow directions given by staff
- Move quickly and quietly
- Stand and sit quietly
- Follow all teacher instructions and school procedures
- Stay with the school group
- Adhere to the safety rules of the activity
- Keep any usernames or passwords private
- Respect others’ right to use online resources free from interference or bullying
- Board public transport in an orderly fashion
- Observe the public transport safety rules
- Wear a helmet when riding a bike/scooter
- Follow road rules and be careful all traffic
- Wash hands after using the toilet and before eating food
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

At Rochedale State High School, targeted behaviour support is provided by one of the Student Services team members. The HOD Welfare, Guidance Officer, Year Co-ordinator, Youth Support Coordinator, School Based Police Officer, ADC Case Manager, School Chaplain and School Based Youth Health Nurse work collaboratively with the assistance of Deputy Principals and classroom teachers to develop and implement strategies that aim to prevent or minimize the occurrence of any unacceptable or potentially unacceptable behaviour. These targeted students are identified by the following tools and processes:

- One School Incident Reports
- Referrals from staff, parents and external agencies
- Student profile information gained from feeder primary schools
- Junior Secondary, Middle School and Senior Secondary STAR meetings
- Student disclosures and self referrals to Welfare Team members
- Previous secondary school records

At Rochedale State High School, we respond to identified targeted students as a priority, in the following ways:

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustment are made where necessary. This may involve:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• working with co-teacher, teacher-aide or learning support teacher</td>
</tr>
<tr>
<td></td>
<td>• adjusted class/assessment work</td>
</tr>
<tr>
<td></td>
<td>• working with a peer or older student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timetable Modification</th>
<th>A student’s timetable will be modified to ensure that the student has the opportunity to experience success. This may involve:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• extra numeracy or literacy time</td>
</tr>
<tr>
<td></td>
<td>• being placed in Foundation or Extension classes</td>
</tr>
<tr>
<td></td>
<td>• a change of class</td>
</tr>
<tr>
<td></td>
<td>• accelerated subject selection</td>
</tr>
<tr>
<td></td>
<td>• Master classes</td>
</tr>
<tr>
<td></td>
<td>• off-campus learning for senior school students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increased attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• one-on-one curriculum support with a teacher</td>
</tr>
<tr>
<td></td>
<td>• teacher aide support</td>
</tr>
<tr>
<td></td>
<td>• behaviour monitoring</td>
</tr>
<tr>
<td></td>
<td>• Withdrawal of privileges</td>
</tr>
<tr>
<td></td>
<td>• Peer buddy mentors and Acting Against Bullying mentors</td>
</tr>
</tbody>
</table>


### Communication within the School Community
Communication with the parents/guardians occurs through all stages of targeted behaviour support, and includes positive/encouraging letters, emails or phone calls home.

### External Agency Support / Programs
Students may be referred to external agencies to attend programs that aim to modify unacceptable behaviour. Furthermore, students may be referred to individual case workers within agencies who provide a counselling role.

### Teacher Support
Teachers are provided with necessary information to specifically adapt their approach to fit the needs of targeted students within their classrooms.

---

**Intensive Behaviour Support**

Rochedale State High School is committed to educating all students, including those with the highest behavioural support needs. Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student’s learning 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/guardians and other relevant specialist staff. Hence underlying principles and practices include:

- A focus on maintaining students as part of the mainstream school community – a key factor in developing resilience.
- Treating each case on an individual basis – with the goal of reengaging students and maintaining their sense of belonging and well-being.
- A focus on learning and growing in a team-based approach. This way, students’ chances of succeeding are greater.
- Informing students and parents of key support interventions or processes.
- Consulting relevant school-based and DoE personnel and external agencies. This might include inviting such specialists to address staff so they are as well-informed as possible.
- Informing staff and/or conducting teacher meetings to review and monitor progress of individual cases.

This level of support is case managed by ADC Case Manager, HOSES, Deputy Principal or Principal and may involve a range of support personnel within and external to the school, parents and teachers.

**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 INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR

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 AND ELIGIBILITY FOR EXTRA-CURRICULAR AND SCHOOL REPRESENTATIVE ACTIVITIES.

Student eligibility for extra-curricular events and as a school representative at Rochedale State High School is subject to meeting the school's behaviour expectations. If a student’s behaviour is deemed unacceptable, at the Principal’s discretion (eg suspended), then they can be restricted from attending these events for a set period of time at the Principal’s discretion. A student may negotiate to have this time reduced through demonstration of meeting behaviour targets such as satisfactory lesson monitoring, school community service outside classroom etc.

CONSEQUENCES FOR INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR

The following behaviours are unacceptable at Rochedale State High School. The consequences and behaviour have been determined with a focus on natural justice principles. Still, every case will have the particular circumstances considered. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination.

These consequences apply during school hours on the school grounds, on school excursions, on the way to and from school, and at all times when students are in school uniform. School disciplinary absences are used after consideration has been given to all other responses.

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Consequences – Including but limited to (These processes are not necessarily in the order in which action is taken)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate classroom behaviours</td>
<td>• The teacher will employ a range of strategies to re-engage the student in learning. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student receives the support they need to choose to re-engage. This support may include: counselling, learning support, detention, making up time, daily monitoring, contacting parents, individual planning, referral to support staff.</td>
</tr>
</tbody>
</table>
| Ongoing / Persistent inappropriate classroom behaviours | • The teacher will refer student to Head of Department  
• Persistent re-offending will result in referral to Deputy Principal  
• If the matter is deemed serious, the parent / guardian will be notified.  
• Consequences may include detention, afternoon detention, Discipline Improvement Plan, referral to support services, behaviour monitoring and suspension |
| Litter Whether dropped by an individual or surrounding a group of students | • Student/s will be requested to pick up litter.  
• Refusal to comply with request will be regarded as disobedience.  
• Staff will attempt to ‘work it out’ with student/s. If this fails the student will be placed on detention or given a lunchtime environmental-related duty. |
| Inappropriate Language Incidental               | • Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it.  
• The student will apologise to the offended party.  
• The student may be asked to move away, do community service or detention.  
• Possible suspension. |
| Verbal Misconduct Deliberate or persistent      | • Immediate referral to Administration  
• Consequence will be detentions, suspension or Discipline Improvement Plan.  
• Possible mediation with staff member upon return to school.  
• Ongoing verbal misconduct will be treated as wilful disobedience.  
• Swearing and inappropriate language towards or interactions with staff will not be tolerated. |
<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Consequences – Including but limited to (These processes are not necessarily in the order in which action is taken)</th>
</tr>
</thead>
</table>
| Late to class | • Students who are late to class without a late slip will have lateness recorded  
• Teachers will employ a range of strategies in making up the lost time.  
• Persistent offenders will be referred to Head of Department or Administration. Students may face detentions, meetings with parents/guardians. |
| Damaging/destroying property including graffiti (or intent to damage or destroy) | • Parent / guardian will be notified.  
• Student will repair / rectify damage in own time and at own or parent’s / guardian’s expense.  
• Student will undertake school community service or detention / withdrawal for a period of time determined by administration, or and possible suspension/exclusion. |
| Minor damage | • The student may be suspended or excluded from school.  
• Major damage/graffiti will result in referral to police. |
| Major Damage | • The student may be suspended or excluded from school.  
• Major damage/graffiti will result in referral to police. |
| Stealing (or intent) or Interfering (or intent) with the property of others | • The student will be referred to a member of Administration.  
• If the matter is deemed serious by Administration, parent / guardian will be notified.  
• The student will be required to return property or make restitution to the owner.  
• The student will undertake detention or withdrawal for a period determined by member of Administration OR the student may face suspension or exclusion from the school in serious cases.  
• Referral to Qld Police Service if appropriate. |
| Physical assault / fighting / violence / physical misconduct | • The student will be referred to a member of Administration.  
• Students will be withdrawn from classes whilst incident is investigated.  
• First aid will be applied (if applicable)  
• Parent / guardians will be notified  
• Students can expect to be suspended from school or suspended with a recommendation for exclusion from Rochedale SHS.  
**Rochedale State High School does not tolerate physical violence.** |
| Inappropriate behaviour / dress on trips / camps / excursions / work experience / TAFE / SATs | • The normal consequences for the inappropriate behaviour will be implemented (eg detention, suspension, exclusion, cancellation of enrolment etc)  
• If dress is deemed incorrect, the student will be asked to change before attending.  
• Depending of the nature of the inappropriate behaviour/dress the student may be sent home at the parent’s / guardian’s expense. The parent / guardian will be notified of the action from a member of Administration.  
• Depending on the nature of the inappropriate behaviour the student may be excluded from attending further trips/camps/excursion for a period determined by a member of Administration after consultation with all parties concerned. |
| Wilful disobedience / Defiance to staff | • Continued failure to comply with a reasonable request or instruction will result in detention, parental contact, Discipline Improvement Plan, suspension or suspension recommending exclusion.  
• Referral to Student Services and support meetings - STAR |
| Leaving school grounds without permission | • Member of administration will be informed.  
• Parent/guardian will be notified.  
• The student will be placed on behaviour monitoring for a minimum of one week.  
• The student may spend their breaks under the supervision of Administration  
• Possible afternoon detention or suspension.  
• Persistent offences will be treated as wilful disobedience. |
| Truancy | • Parents / Guardians will be notified of unexplained absence from school by the student as per the school’s Attendance Policy.  
• If a student is suspected of truanting, the school will notify home as soon as practical.  
• The student may be required to make up lost time in detention or suspension.  
• Student may be placed on behaviour monitoring.  
• QCAA attendance requirements and Youth Allowance requirement will be applied to post-compulsory students (Year 11 and 12).  
• Cancellation of Enrolment may occur for post-compulsory age students.  
• Intervention will be sought for compulsory school-aged students who are chronic truants. |
<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Consequences – Including but limited to (These processes are not necessarily in the order in which action is taken)</th>
</tr>
</thead>
</table>
| Failure to complete assessment OR Academic cheating / plagiarism          | • Students should refer to the Rochedale State High School Assessment Policy for academic consequences of failing to complete assessment, cheating and plagiarism.  
  • Students may receive a detention or afternoon detention or suspension.  
  • Post-compulsory students may face Cancellation of Enrolment for persistent failure to complete assessment, OR cheating or plagiarism of assessment.  
  • Parents will be notified and arrangements made to address the concern.                                                                                                                                 |
| Recording or photographing without permission                              | • Recording device confiscated or student sent to the office to hand in device (receipt issued). Collection at end of school day from office upon presentation of receipt.  
  • Students will be required to delete the offending media.  
  • Student may face detention or suspension.  
  • Repeat offence will be treated as wilful disobedience.                                                                                                                                 |
| Inappropriate use of Mobile phones or Personal Technology Devices in the classroom or outside the classroom | • All mobile phones and other personal technology devices must be turned off and out of sight from the moment they walk into school at the start of the day, until the end of the day (including in the classroom, outside of the class before entry, in-between classes and during lunch breaks).  
  • Students who misuse mobile phones or any personal technology devices will have them confiscated by staff (receipt issued). Collection at end of school day from office upon presentation of receipt.  
  • After three incidents of mobile phone/personal technology device being inappropriately used, the student will be suspended for 2 days.  
  • After this, where a student repeatedly misuses a mobile phone/personal technology device in or outside of the classroom, the matter will be treated as wilful disobedience and/or harassment.                                                                                                                                 |
| Failure to wear correct school uniform                                    | • Students will be asked to change into the correct uniform (from T&R room).  
  • Where the correct uniform is unavailable, we will negotiate a means of rectifying the uniform and a suitably safe program for the day.  
  • Students without valid reason or repeat offender may receive a detention.  
  • Parents will be notified and arrangements made to address the concern.  
  • Persistent failure to wear the correct uniform will be will be treated as wilful disobedience.                                                                                                                                 |
| Smoking cigarettes in / around the school grounds, including e-cigarettes and vaping; whilst in school uniform or while easily identifiable as a Rochedale State High School student | • If a student is caught smoking cigarette or vaping e-cigarette the first time, he / she will be suspended or given afternoon detention.  
  • If a student is caught for a second time, suspension will occur.  
  • If a student persists to offend, he/she will face 11-20 day suspensions or exclusion.  
  • Students will be withdrawn from classes whilst incident is investigated.  
  • Referral to the School Based Nurse to assist with quitting smoking.  
  • Parents / Guardians will be notified.  
  • Students who are in the company of smokers can expect similar consequences.                                                                                                                                 |
| Possession of cigarettes or e-cigarettes in / around school grounds; while away on a school organised activity; whilst in school uniform or while easily identifiable as a Rochedale State High School student | • If a student is suspected of being in possession of cigarettes/e-cigarettes (or implements to use), the student will be escorted to a member of Administration (where possible) where he / she will be requested to empty his / her bag.  
  • If cigarettes/e-cigarettes are found in the student’s possession he / she will be suspended. The cigarettes will be confiscated and parents/guardians notified.  
  • Students will be withdrawn from classes whilst incident is investigated.  
  • Persistent offenders will face 11-20 day suspensions or exclusion.                                                                                                                                 |
| Possession and/or use of prohibited items on school grounds, or while away on a school organised activity (eg laser pointers, lighters, matches, aerosols, darts, sharp implements) | • If a student is caught or suspected of being in possession of prohibited items, the student will be escorted to a member of Administration (where possible) where he / she will be requested to empty his / her bag.  
  • If prohibited items are found in the student’s possession, he / she will face an afternoon detention(s) or suspension.  
  • The prohibited items will be confiscated and parents/guardians notified.  
  • Students will be withdrawn from classes whilst incident is investigated.  
  • Persistent offenders will face 11-20 day suspensions or exclusion.                                                                                                                                 |
### Behaviours

<table>
<thead>
<tr>
<th>Harassment / Threats / Bullying—Verbal, physical, sexual, racial, psychological (including cyber-bullying)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If applicable, parents and/or students will ensure that inappropriate materials are removed from public view or from the internet or any electronic device.</td>
</tr>
<tr>
<td>• Students may be withdrawn from classes or breaks for a specified number of days.</td>
</tr>
<tr>
<td>• Parent / guardian will be notified.</td>
</tr>
<tr>
<td>• Mediation, detention, warnings, suspension, or reparations can be expected in the first instance, but accompanying behaviours will be dealt with according to Responsible Behaviour Plan for Students.</td>
</tr>
<tr>
<td>• Persistent offenders can expect Discipline Improvement Plan, suspension or exclusion from school.</td>
</tr>
<tr>
<td>• Possible referral to Qld Police Service if appropriate.</td>
</tr>
<tr>
<td>• For all students, the provisions of the Department of Education Sexual Harassment Policy /Anti-discrimination Act (1991) apply. (Students are reminded that they could be charged under the above Acts.)</td>
</tr>
</tbody>
</table>

### Consequences – Including but limited to

(These processes are not necessarily in the order in which action is taken)

<table>
<thead>
<tr>
<th>Inappropriate use of technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inappropriate email use</strong></td>
</tr>
<tr>
<td>Visits to inappropriate Internet sites or downloading of inappropriate material.</td>
</tr>
<tr>
<td>• Removal of network/internet access for a period of time determined by Administration</td>
</tr>
<tr>
<td>• Students will be withdrawn from classes in isolation whilst incident is investigated.</td>
</tr>
<tr>
<td>• Parents/guardians will be notified.</td>
</tr>
<tr>
<td>• Students removed from the subject, placed on detention and/or be suspended or suspended with a recommendation for exclusion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upload of inappropriate files to network OR installation of games on network or local computer hard drive OR installing alternative operating systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Files will be removed without notice where necessary.</td>
</tr>
<tr>
<td>• Removal of network/internet access for a period of time determined by Administration</td>
</tr>
<tr>
<td>• Students will be withdrawn from classes in isolation whilst incident is investigated.</td>
</tr>
<tr>
<td>• Parents/guardians will be notified.</td>
</tr>
<tr>
<td>• Student may also be removed from the subject, placed on detention and/or be suspended or suspended with a recommendation for exclusion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attempts to gain unauthorised access to any part of the Network systems (eg. Use of another’s login without permission)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Removal of network/internet access for a long period of time (eg minimum a term) as determined by Administration</td>
</tr>
<tr>
<td>• Students will be withdrawn from classes in isolation whilst incident is investigated.</td>
</tr>
<tr>
<td>• Parents/guardians will be notified.</td>
</tr>
<tr>
<td>• Student will be suspended or suspended with a recommendation for exclusion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attempts to gain unauthorised access to any part of the network systems via hacking, ‘spyware’ or other “backdoor” methods (eg USB) OR the use of the teacher or network manager logins OR copying and/or misuse of school data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Removal of network/internet access for a long period of time (eg minimum a term) as determined by Administration</td>
</tr>
<tr>
<td>• Students will be withdrawn from classes in isolation whilst incident is investigated.</td>
</tr>
<tr>
<td>• Parents/guardians will be notified.</td>
</tr>
<tr>
<td>• Student will be suspended or suspended with a recommendation for exclusion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placing inappropriate or abusive material about students, staff or school in the school or public domain, including the internet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will be instructed to remove the offensive/inappropriate material from public view or the Internet. Parent/Guardians to organise this.</td>
</tr>
<tr>
<td>• Parent/Guardians will be notified.</td>
</tr>
<tr>
<td>• Qld Police Service will be notified where appropriate</td>
</tr>
<tr>
<td>• Students can expect to be suspended from school or suspended with a recommendation for exclusion from Rochedale SHS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contacting media outlets without the authorization of the Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students who contact or supply information to media outlets (or facilitate this) and this results in harm to students/staff or negative publicity for the school can expect to be suspended with a recommendation for exclusion from Rochedale SHS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parking vehicles in School grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students may only park in designated area of school or on Priestdale Road.</td>
</tr>
<tr>
<td>• All students who drive vehicles to school must register all appropriate details with the school eg model, colour, registration number, name of driver, names of passengers</td>
</tr>
<tr>
<td>• Students who park their vehicles in non-designated areas of school grounds will be asked to move it.</td>
</tr>
<tr>
<td>• Incidents of students breaking traffic laws will be referred to Qld Police Service.</td>
</tr>
<tr>
<td>Behaviours</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Acting in a way that endangers self or others</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Inappropriate behaviours travelling to and from school</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Behaviour that bring the reputation of the school into disrepute</td>
</tr>
<tr>
<td>Supply of drugs* or alcohol on / around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Rochedale State High School student</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Possession of drugs*, drug implements or alcohol in / around school grounds; whilst in school uniform or while easily identifiable as a Rochedale State High School student</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Use of illegal substances (drugs* or alcohol) on / around school grounds; whilst in school uniform or while easily identifiable as a Rochedale State High School student</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

* Drugs as referred to in this table may include illicit and prohibited substances, prescription drugs, inhalants and any substance purported to be a drug.
<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Consequences – Including but limited to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual misconduct including inappropriate touching &amp; hitting / dacking /</td>
<td>(These processes are not necessarily in the order in which action is taken)</td>
</tr>
<tr>
<td>gestures / harassment / unacceptable moral behaviours (exposure, exhibiting</td>
<td>- The student will be referred to a member of Administration.</td>
</tr>
<tr>
<td>offensive material, soliciting &amp; consorting)</td>
<td>- Students will be withdrawn from classes whilst incident is investigated.</td>
</tr>
<tr>
<td></td>
<td>- Parents / guardians will be notified as soon as practicable.</td>
</tr>
<tr>
<td></td>
<td>- Possible referral to Qld Police Service if appropriate.</td>
</tr>
<tr>
<td></td>
<td>- Counselling and/or mediation from Student Services where appropriate</td>
</tr>
<tr>
<td></td>
<td>- Students can expect to be suspended, or suspended with a recommendation for exclusion from</td>
</tr>
<tr>
<td></td>
<td>Rochedale SHS</td>
</tr>
<tr>
<td></td>
<td><strong>Rochedale State High School does not tolerate sexual misconduct</strong></td>
</tr>
<tr>
<td>Dangerous or unlawful behaviour - For example, unsafe behaviour in class or</td>
<td>- Staff will take actions required to make the situation safe for the perpetrator and others in the</td>
</tr>
<tr>
<td>playground, fire, explosions, possession of a weapon or any other item</td>
<td>vicinity.</td>
</tr>
<tr>
<td>that could be considered a weapon</td>
<td>- Items that are considered unsafe will be confiscated.</td>
</tr>
<tr>
<td></td>
<td>- Students will be withdrawn from classes whilst incident is investigated.</td>
</tr>
<tr>
<td></td>
<td>- Parents / Guardians will be notified as soon as practicable.</td>
</tr>
<tr>
<td></td>
<td>- Items considered unsafe will be confiscated for collection by a parent or QPS.</td>
</tr>
<tr>
<td></td>
<td>- Students may be suspended or recommended for exclusion if acting in a way that endangers</td>
</tr>
<tr>
<td></td>
<td>themselves or others, or has the potential to do so.</td>
</tr>
<tr>
<td></td>
<td><strong>Rochedale State High School does not tolerate dangerous or unlawful behaviour</strong></td>
</tr>
<tr>
<td>Students charged with a criminal offence</td>
<td>If a student is charged with an offence, the Principal will consider whether student’s behaviour</td>
</tr>
<tr>
<td></td>
<td>constitutes one or more of the following grounds for suspension:</td>
</tr>
<tr>
<td></td>
<td>- the offence is of a serious nature; or</td>
</tr>
<tr>
<td></td>
<td>- the student is charged with an offence, other than a serious offence and the Principal is</td>
</tr>
<tr>
<td></td>
<td>reasonably satisfied it would not be in the best interests of other students or staff for the</td>
</tr>
<tr>
<td></td>
<td>student to attend the school while the charge is pending.</td>
</tr>
<tr>
<td></td>
<td>In either or both cases the Principal will</td>
</tr>
<tr>
<td></td>
<td>- notify the parents and the student and invite them to consider the relevant evidence</td>
</tr>
<tr>
<td></td>
<td>- Give the student and parent the opportunity to discuss the allegations and respond if they</td>
</tr>
<tr>
<td></td>
<td>choose</td>
</tr>
<tr>
<td></td>
<td>- Verbally notify the student and parent of the suspension and the date on which it will</td>
</tr>
<tr>
<td></td>
<td>commence</td>
</tr>
<tr>
<td></td>
<td>- Arrange for the provision of an educational program for the student while they are suspended</td>
</tr>
<tr>
<td></td>
<td>- Ensure that a regional case manager is allocated to support the student and parents</td>
</tr>
<tr>
<td></td>
<td>As soon as the charge is dealt with the Principal may:</td>
</tr>
<tr>
<td></td>
<td>- Decide to propose to exclude the student;</td>
</tr>
<tr>
<td></td>
<td>- Decide not to propose to exclude the student and notify the student and parent in writing that</td>
</tr>
<tr>
<td></td>
<td>the suspension has ended.</td>
</tr>
<tr>
<td></td>
<td><strong>Students convicted of an offence</strong></td>
</tr>
<tr>
<td></td>
<td>If a student is convicted of an offence and the Principal is reasonably satisfied it would not be in</td>
</tr>
<tr>
<td></td>
<td>the best interests of other students or of staff for the student to be enrolled at the school, the</td>
</tr>
<tr>
<td></td>
<td>Principal will:</td>
</tr>
<tr>
<td></td>
<td>- Notify the parents and the student and invite them to consider the relevant evidence</td>
</tr>
<tr>
<td></td>
<td>- Verbally notify the student and parent of the suspension with a proposal to exclude and the</td>
</tr>
<tr>
<td></td>
<td>date on which it will commence</td>
</tr>
<tr>
<td></td>
<td>- Arrange for the provision of an educational program for the student while they are suspended</td>
</tr>
<tr>
<td></td>
<td>- Ensure that a regional case manager is allocated to support the student and parents</td>
</tr>
<tr>
<td></td>
<td>Within 20 school days of giving the student the proposed exclusion notice, the Principal may:</td>
</tr>
<tr>
<td></td>
<td>- Decide to exclude the student;</td>
</tr>
<tr>
<td></td>
<td>- Decide not to exclude the student and notify the student and parent in writing that the</td>
</tr>
<tr>
<td></td>
<td>suspension has ended.</td>
</tr>
</tbody>
</table>
MINOR AND MAJOR BEHAVIOURS

All minor and major problem behaviours are reported or referred by note, phone call, email or recorded on OneSchool.

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 you to suspect that the 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, and
  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 informs Administration of the referral and escorts the student (if possible) to Administration. A report of the student’s behaviour is recorded on OneSchool.

**Major** problem behaviours may result in the following consequences*:

Time in office, time out, temporary removal of property (confiscation), alternate lunchtime activities, loss of privilege, restitution, loss of break times, a warning regarding future consequence for repeated offences, afternoon detentions, formal warning, placement on a time card, behaviour monitoring and tracking, alternative programs, referral to support (eg year co-ordinator), parent contact, referral to Guidance Officer, referral to external agencies, case management, suspension from school for 1-5 days, 6-20 days or longer if warranted, Discipline Improvement Plan, Cancellation of Enrolment, Proposal for Exclusion, or Exclusion.

All members of the school community are reminded that there is no tolerance of weapons, illicit substances (drugs, alcohol), tobacco, e-cigarettes, violence, sexual misconduct, verbal abuse and bullying of any form at Rochedale State High School.
The following table outlines examples of major and minor problem behaviours, but not limited to:

<table>
<thead>
<tr>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
</table>
| • Incorrect use of equipment  
• Not playing school approved games  
• Playing in toilets  
• Not wearing a hat in playground  
• Not wearing shoes outside  
• Failure to wear correct school uniform  
• Failure to respond to adult request  
• Non compliance  
• Unco-operative behaviour  
• Not following safety rules  
• Failure to wear helmet when riding bicycle/scooter  
• Running around buildings / walkways / stairwells | • Throwing objects and hitting others with objects  
• Possession and/or use of weapons including knives and any other items which could be considered a weapon being taken to school  
• Providing uniform for non-Rochdale SHS students so they can enter school grounds  
• Chronic failure to follow the school’s uniform policy.  
• Gross and/or wilful disobedience  
• Failure to show for detention  
• Possession or selling of drugs and/or alcohol  
• Use of drugs and/or alcohol  
• Possession and/or use of tobacco/e-cigarettes  
• Substance abuse (eg glue sniffing, vaping)  
• Hoax calls and other unlawful behaviour  
• Promoting and/or provoking violence or physical misconduct  
• Anti-social/unhygienic behaviours in toilets |
| • Not completing set tasks that are at an appropriate level  
• Refusing to complete set work  
• Petty theft  
• Lack of care for the environment  
• Littering  
• Dishonesty  
• Mobile phone use (or visible) in any part of the school during class time without authorisation  
• Not being punctual (eg: lateness after breaks)  
• Not in the right place at the right time.  
• Being Out of Bounds during lunch breaks  
• Failure to adhere to policy on jewellery & make up | • Refusal and failure to complete assessment / class work  
• Failure to comply with Discipline Improvement Plan  
• Cheating & plagiarism - assessment  
• Stealing / major theft  
• Wilful property damage  
• Vandalism and graffiti  
• Persistent lack of required equipment in class  
• Contravention of the school’s Computer Use Policy.  
• Bringing contraband (eg skateboards) into the school grounds  
• Major dishonesty that impacts on others  
• Use of a mobile phone/personal technology device in any part of the school for voicemail, email, text messaging or filming purposes without authorisation  
• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school  
• Leaving class without permission (out of sight)  
• Leaving school without permission / truancy |
| • Not playing fairly  
• Pushing in at canteen  
• Minor disruption to class  
• Minor defiance  
• Chewing gum or eating in class  
• Running on concrete or around buildings  
• Not walking bike in school grounds  
• Loitering along fencelines to engage with the public  
• Minor physical contact  
• Inappropriate language (written/verbal)  
• Minor swearing in frustration  
• Calling out  
• Insolence – answering back/disrespect  
• Disrespectful tone | • Bullying / harassment  
• Major and/or repeated disruption to class  
• Blatant disrespect  
• Major and/or repeated defiance  
• Use of ICTs to cyber bully, harass or defame others or damage the school’s reputation  
• Unacceptable moral behaviours (exposure, exhibiting offensive material, soliciting & consorting)  
• Inviting outsiders into the school  
• Gang-like behaviour  
• Creation of a riotous situation  
• Physical aggression and/or violence  
• Fighting and assault  
• Sexual harassment  
• Offensive language  
• Aggressive language  
• Verbal abuse / directed profanity  
• Verbal harassment – sexual, racial, gender, ability, disability, religious, ethnicity, cultural  
• Any sexually explicit act  
• Dacking / hitting genitals, play fighting |

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.*
### Definition of consequences

#### Time out
The Principal or teacher is responsible for using Time Out:
- as one of a range of options for students to manage their own behaviour
- in order to assist a student in calming down process
- as a strategy to reduce the frequency of a particular behaviour

Time out is defined as giving a student time away from their regular class program/routine:
- to a separate area within the classroom
- to another supervised room or setting.

#### Detention
A Principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.

Detentions may take place during school time or after school hours, as determined by the principal/teacher. After school detentions will be supervised detentions at a time and place determined by the school (parents will be contacted before an after school detention is imposed).

A detention is no more than 20 minutes during school lunch or 30 minutes after school.

#### Temporary Removal of Property
A 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](#).

#### School Disciplinary Absences (SDA)

##### Suspension
A Principal may suspend a student from school under the following circumstances:
- disobedience;
- misbehaviour;
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- The student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school;
- The student is charged with a serious offence.

##### Discipline Improvement Plan
A Principal may impose a Discipline Improvement Plan 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 **Discipline Improvement Plan** 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:
- Persistent disobedience;
- Misbehaviour;
- Conduct that adversely affects, or is likely to adversely affect, other students;
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- The student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- The student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school, or
- Breach of the Discipline Improvement plan.

##### 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. (eg poor attendance, non-completion of assessment, not meeting due dates, poor academic effort)

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.*
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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

In the event of a critical incident such as an evacuation, lockdown or medical emergency, students are expected to explicitly follow staff instructions and school protocols.

All members of our school community bear some responsibility when such incidences occur. Generally, the nearest teachers will take charge of these situations, assess immediate risk, take action to reduce or minimise this risk and then assess what external assistance is required, if any. Actions that are useful in these circumstances are:

- Avoid escalating the problem or behaviour (avoid shouting, cornering the person, moving into the person’s space, touching or grabbing, sudden responses, sarcasm, becoming defensive, anger)
- Model and maintain calmness, respect and detachment (use a serious measured tone, choose language carefully, be matter of fact, avoid responding emotionally)
- Approach the person in a non-threatening manner (move slowly, speak privately, stay calm, establish eye contact (if appropriate), acknowledge cooperation, maintain an exit path)
- Follow through (redirect attention to appropriate behaviour, check that situation is resolved)
- Debrief (help the student understand the sequence of events (after appropriate time), assist person to identify learning from these events)

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

There are circumstances where physical intervention is necessary. Legitimate use of appropriate physical intervention may occur where non-physical interventions have been exhausted and the person is physically assaulting another person or posing an immediate danger to him/herself or others. Appropriate physical intervention may be used by Rochedale State High School staff to fulfil their duty of care to protect students and staff from foreseeable risks of injury. 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.
Physical restraint should not be used:
• As a form of punishment
• Where a less severe response can effectively resolve the situation
• In response to property damage, disruption, refusal to comply, verbal threats or leaving (unless direct danger is posed).

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. Incident reports in One School must be maintained.

## 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:

<table>
<thead>
<tr>
<th>First Level of Support</th>
<th>Second Level of Support</th>
<th>Third Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Year Co-ordinator</td>
<td>Principal</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Head of Department</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Classroom Support Staff</td>
<td>Guidance Officer</td>
<td>Senior Guidance Officer</td>
</tr>
<tr>
<td>Extra-Curricular Coach (sport, performing arts, arts, music, LOTE etc.)</td>
<td>School Based Youth Health Nurse</td>
<td>Regional Youth Support Coordinator</td>
</tr>
<tr>
<td>Key Teacher</td>
<td>School Chaplain</td>
<td>External Agencies</td>
</tr>
<tr>
<td>Special Programs Teacher</td>
<td>Advisory Visiting Teacher</td>
<td>Disability Services Queensland</td>
</tr>
<tr>
<td></td>
<td>Indigenous Youth Support Worker</td>
<td>Child and Youth Mental Health Service (CHYMSS)</td>
</tr>
<tr>
<td></td>
<td>School Welfare Officer</td>
<td>Queensland Health</td>
</tr>
<tr>
<td></td>
<td>ADC Case Manager</td>
<td>Department of Communities (Child Safety Services)</td>
</tr>
<tr>
<td></td>
<td>Learning Support</td>
<td>Qld Police Service</td>
</tr>
<tr>
<td></td>
<td>HOSES</td>
<td>Youth and Family Support</td>
</tr>
<tr>
<td></td>
<td>Deputy Principal</td>
<td>Kids Help Line</td>
</tr>
<tr>
<td></td>
<td>School Based Police Officer</td>
<td>Headspace – National Youth Mental Health Foundation</td>
</tr>
</tbody>
</table>
### 8. Consideration of Individual Circumstances

Rochedale State High School considers the individual circumstances of students when applying support and consequences by:

- promoting a teaching/learning 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 least intrusive sanctions to the most stringent;
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, family care arrangements and their emotional state;
- recognising the rights of all students to:
  - express their opinions and version of events in an appropriate manner and at the appropriate time;
  - to work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation;
  - receive adjustments appropriate to their learning and/or impairment needs;
  - provide written or verbal statements that will be taken into consideration in the decision making processes;
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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.

### 9. Related Legislation

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

### 10. Related Procedures

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

- Cybersafety (https://www.esafety.gov.au)

12. Endorsement

Effective Date: March 2018 to December 2019
Appendix 1

ROCHEDALE
STATE HIGH SCHOOL

PERSONAL TECHNOLOGY DEVICES POLICY

This policy reflects the importance Rochedale State High School places on students displaying Be Safe, Be Respectful and Be Responsible whenever they are using personal technology devices.

For further information on BYOD laptop devices, please refer to the Bring Your Own Device Information and Charter.

Responsibility for Personal Technology Devices
Students must carefully consider the risk of damage to or theft of personal technology devices like mobile phones, smart watches, cameras, wireless speakers, iPods or MP3 players. Responsibility for the safety of personal technology devices rests solely with the student.

NO LIABILITY WILL BE ACCEPTED BY THE SCHOOL IN THE EVENT OF THE LOSS, THEFT OR DAMAGE OF ANY PERSONAL TECHNOLOGY DEVICE BROUGHT TO SCHOOL.

School Expectations on Use of Personal Technology Devices
Bringing personal technology devices to school is not encouraged by the school (except BYOD laptop) because of the potential for theft and general distraction and/or disruption associated with them.

Expectations for Personal Technology Devices
• Personal technology devices in the classroom are “NOT SEEN OR HEARD”. Students are required to switch off electronic technology devices (or on silent) and place them in their bag as soon as they enter school for the day. Exception is BYOD laptop.
• Students ARE NOT to be making phone calls or text messages on their mobile phone, smart watch or BYOD laptop. Students can contact parents (or others) via the Administration block.
• Teacher discretion applies in the use of personal technology devices in the classroom for learning purposes. Use in one class does not imply permission to use the device/s in other classes.

Expectations at All Times
Students must not use personal technology devices to record:
• images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
• inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting).
• events in class is not permitted unless express consent is provided by the class teacher.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras, wireless speakers 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 as per the Responsible Behaviour Plan for Students.

Confiscation
Permitted personal technology devices (eg. mobile phones) used contrary to the school expectations and this policy on school premises will be confiscated by school staff. Students will
be required to hand the offending personal technology device to the teacher (or staff member) immediately upon request due to contravention of the school’s expectations. The teacher (or staff member) will present the confiscated personal technology device to the Administration building (at their earliest convenience) and sign the item into ID Attend. The personal technology device will be placed into a clearly marked and sealed envelope, and then placed in the secure lockup. The item will be made available for collection from the school office at the end of the school day, unless the item is required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Student refusal to comply with this request will result in appropriate action being taken in line with the school’s Responsible Behaviour Plan.

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.

Students who persist in the inappropriate use of a personal technology device may not be permitted to have a personal technology device at school for a period of time as deemed appropriate by the Principal.

**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 suspension
- **Further offences:** Subject to further 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**

Rochedale State High School upholds the value of trust and the right to privacy. Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

A school student 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.

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\(^1\), including racial and sexual harassment, or where such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

are in breach of this policy and may be subject to disciplinary action (including suspension and proposal / recommendation for exclusion).

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

---

\(^1\) *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
**Text communication**
The sending of text messages or emails 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 the 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 assistive 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.

**Inappropriate behaviour outside of school hours**
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school or students enrolled at the school.
Purpose
Rochedale State High School strives to create positive, predictable environments for all students at all times. The disciplined 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. Research indicates that both those being 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
- young 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

Research indicates that many problem behaviours are peer-maintained. 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
response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Rochedale State High School are an addition to our already research-validated schoolwide positive 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 4 school behaviour expectations (Courtesy, Cooperation, Consideration, Common Sense) 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.
Appendix 3

ROCHEDALE
STATE HIGH SCHOOL

APPROPRIATE USE OF SOCIAL MEDIA

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, SnapChat 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 cyber-bullying), 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 cyber-bullying.

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
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 cyber-bully. Students should report cyber-bullying concerns to a teacher/Administration and allow the teacher/Administration to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Rochedale State High School or the students enrolled at 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 cyber-bullying 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 cyber-bullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyber-bullying. 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.
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 a school, they can expect serious consequences, such as suspension, exclusion from school, 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.
INTRODUCTION

Rochedale State High School provides ICT 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.

For BYOD laptop devices, please refer to the Bring Your Own Device Information and Charter.

CONDITIONS FOR USE

To remain eligible as a user, student accessing the school’s ICT facilities must be in support of and consistent with the educational objectives of the Department of Education’s Digital Strategy.

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

The use of the ICT 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, and serious disciplinary consequences such as suspension or exclusion.

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 that 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

The Department of Education 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 ICT user or any software or hardware of the total ICT 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 Digital Strategy.

ICT ACCESS AGREEMENT

ICT 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.

Student Name: __________________________ Form Class: ____________ 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 ICT Access Policy and I hereby grant permission for my child to be given access to the school’s ICT network. I also recognise that even though all care will be taken, it is impossible to restrict access to controversial material.

Parent/Guardian Name: ________________________________ Date: ______________

Signature: ________________________________
ENROLMENT AGREEMENT: Years 7-9

Section A  Student Commitment

STUDENT NAME:

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 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. Attend school regularly and explain all absences either with a valid reason by note, email or telephone call from my parents/caregivers.
5. Work to achieve my potential in all aspects of school life.
6. Comply with all 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:
Section B  Parent/Caregiver Undertaking

As the parent/guardian, 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:

• ensure your child attends school on every school day for the educational program in which they are enrolled;
• attend parent/guardian 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;
• advise Principal if your student is in the care of the State or out of Home Care
• keep school informed of any changes to student’s details, such as student’s home address and parent/guardian contact details.

PARENT/CAREGIVER NAME: 

PARENT SIGNATURE: 

DATE: 

On behalf of Rochedale State High School: 

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 Teaching Practices which include:

• Responsible Behaviour Plan for Students
• Student Uniform Policy
• Homework Policy
• Assessment Policy
• ICT Access Policy
• School charges and voluntary contributions
• Student usage of internet, intranet and extranet
• Absences
• School Excursions
• Foster positive and productive relationships with families and the community
• Deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, Complaints Management – State Schools
• Consent to use Image, Recording or Name
• Appropriate Use of Mobile Telephones and other personal technology devices by Students

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

Ms Elena Itsikson
PRINCIPAL
Appendix 7

ROCHDALE
STATE HIGH SCHOOL

Our Vision: "Performers for every stage expressing talents in every field"

ENROLMENT AGREEMENT: Years 10-12

Section A  Student Commitment

STUDENT NAME:

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 Department of Education, Queensland Curriculum & Assessment Authority (QCAA) 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 proactively 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. 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/guardian, 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:

• ensure your child attends school on every school day for the educational program in which they are enrolled;
• attend parent/guardian 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;
• advise Principal if your student is in the care of the State or out of Home Care;
• keep school informed of any changes to student’s details, such as student’s home address and parent/guardian contact details.

PARENT/CAREGIVER NAME: ___________________________

PARENT SIGNATURE: ___________________________

DATE: ___________________________

On behalf of Rochedale State High School:

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
## INCIDENT REPORT

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DATE:</th>
<th>Person completing Form:</th>
</tr>
</thead>
</table>

**Name PROBLEM BEHAVIOUR**

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

YOUR NAME: 

YEAR LEVEL: 

DATE OF INCIDENT: 

TIME OF INCIDENT: 

LOCATION OF INCIDENT: 

WHERE WERE YOU: 

WHAT TEACHERS/ADULTS WERE THERE: 

WHAT STUDENTS WERE INVOLVED: 

WHAT HAPPENED? 

SIGNATURE: 

DATE: 

37
# INTERVIEW PLAN

| 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? |  |

## WHAT HAPPENED? (You will need to write any questions you asked followed by the response.)

|  |
|  |
|  |
|  |
|  |
|  |
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).